ARA 114
ARABIC GRAMMAR I

ال نحو العربي 1

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INTRODUCTION

**ARA114 Arabic Grammar 1** is a two-Credit Unit Course for the second semester of the first year of students in the B.A. Degree (Arabic Language and Literature) programme. It consists of fourteen units which include basic Components of Arabic grammar, with emphasis on the parts of speech i.e. nouns, verbs, and particles, past, present and command.

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 ARA114 Arabic Grammar 1 is to introduce you to basic components of Arabic Grammar with emphasis on the parts of speech i.e. the noun and its kinds, verbs (past, present and other derivatives from it) and particles. You will at the end of this course be free from Arabic grammatical errors when you speak or write in the language.

COURSE AIMS

The aims of this Course can be summarized as follows:

- Introducing you to the basic components of Arabic grammar.
- Preparing you for expressing yourself in grammatically perfect spoken and written Arabic.
- 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 ARA114 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 ARA114 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:
Highlight the noun in Arabic language; identify and utilize its masculine and feminine; singular, dual and plural forms in written and spoken Arabic.
- Recognize the various types and tenses of Arabic language verbs in written forms and utilize them in spoken Arabic.
- State the Arabic language particles, their meaning, uses and effects in Arabic grammar.
- Use Arabic pronouns and identify correct use of them in oral and written expressions.
- Construct and recognize grammatically perfect nominal and verbal sentences.

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 three modules. They are listed below.

Module 1   Nouns

Unit 1   Types of Nouns, the Article and the Gender.
Unit 2   Singular and Dual.
Unit 3   Plural in Arabic.
Unit 4   Pronouns.
Unit 5  Subject and Predicate.

Module 2  Verbs

Unit 1  Importance of Verb.
Unit 2  Divisions of Verb.
Unit 3  The Perfect Measure of Trilateral Verb.
Unit 4  The Imperfect Measure of Trilateral Verb.
Unit 5  The Imperative.

Module 3  Particles

Unit 1  The Preposition and the Conjunction.
Unit 2  The Subjunctive Particles.
Unit 3  The Jussive and Interrogative Particles.
Unit 4  The Vocative, Gerund and a Complete Sentence.

TEXTBOOKS AND REFERENCES

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 most of the books suggested as references and further readings.


ASSIGNMENT FILES

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.

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 individuals units and of the course.

TUTOR-MARKED ASSIGNMENT (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.

FINAL EXAMINATION AND GRADING

The final examination will be a test 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.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (Best Three Assignments out of Four Marked)</td>
<td>= 30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>= 70%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

PRESENTATION SCHEDULE

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

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title work</th>
<th>Weeks Activity</th>
<th>Assessment (End of Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Guide</td>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>Module 1 Noun</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>Types of Noun, the Article and the Gender</td>
<td>Week 1</td>
<td>Assignment 1</td>
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</table>
## Module 2 Verbs

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Importance of Verb</td>
<td>Week 6</td>
</tr>
<tr>
<td>2.</td>
<td>Divisions of Verb</td>
<td>Week 7</td>
</tr>
<tr>
<td>3.</td>
<td>The Perfect Measure of Trilateral Verb</td>
<td>Week 8</td>
</tr>
<tr>
<td>4.</td>
<td>The Imperfect Measure of Trilateral Verb</td>
<td>Week 9</td>
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<tr>
<td>5.</td>
<td>The Imperative</td>
<td>Week 10</td>
</tr>
</tbody>
</table>

## Module 3 Particles

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>The Prepositions and Conjunctions</td>
<td>Week 11</td>
</tr>
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<td>3.</td>
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<td>4.</td>
<td>The Vocative, Gerund and a Complete Sentence</td>
<td>Week 14</td>
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<tr>
<td></td>
<td>Revision</td>
<td>Week 15</td>
</tr>
</tbody>
</table>
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 I, 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-date 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 an 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).

**FACILITATORS/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 units or the assigned reading.
- You have difficulty with the exercise.
- You have a question or problems with an assignment or with your tutor’s comments on an 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

ARA114 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 noun, different kind of verb and particles.

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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<td>Subject and Predicate</td>
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<td>The Perfect Measure of Trilateral Verbs</td>
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<td>Unit 2</td>
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<tr>
<td>Subjunctive Particles</td>
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<td>Unit 3</td>
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<tr>
<td>The Jussive and Interrogative</td>
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<tr>
<td>The Vocative, Gerund and Complete</td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>
MODULE 1  THE NOUNS

Unit 1  Nouns, Articles and Gender
Unit 2  Singular and Dual
Unit 3  Plurals
Unit 4  Subjects and Predicate
Unit 5  Pronouns

UNI 1  NOUNS, ARTICLES AND GENDER

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2.0  Objectives
3.0  Main Content
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       3.2.1  Sun and Moon Letters
   3.3  The Gender in Arabic
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading

1.0  INTRODUCTION

My dear student, Arabic Language is one of the leading languages in the world. It is spoken by almost 200 million Arabs of the Middle East and many Muslims of the world. It is a language spoken at interactive sessions at international forums like the African Unity, United nation, OPEC and others.

Like many other languages, the parts of Speech of Arabic are classified into noun, verb and particle called اسم ؛ فعل ؛ وحرف respectively.

This Unit introduces you to some of these features of the language which you require in order to attain proficiency in it. They are put across to you and treated in simple and clear style. So come along with on board.
2.0 OBJECTIVES

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

- identify the different types of noun in Arabic language.
- differentiate between the Masculine and feminine genders in given Arabic names.
- identify the definite and indefinite articles in Arabic language.
- discuss the significance of the sun and the moon letters.

3.0 MAIN CONTENT

3.1 (Noun)

A noun in Arabic grammar is the name of people, animals, places or things. For example:

Person: Adam
Animal: lion
Place: Ibadan
Thing: pen

3.1.1 Types of Nouns

In Arabic grammar, names are classified as proper, common and abstract nouns.

Proper Nouns

If a noun, اسم, names a particular person, place or thing, then in Arabic you should know that we call such a noun a proper noun. For example:

Adam
Ibrahim
Muhammad
Friday
Sunday
Kano
Ibadan
Lagos
Night
3.1.2 Common Nouns

Common nouns on the other hands are names of things in general. This means that common nouns in Arabic Language are names of things as the following examples illustrate:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>مَلَحَنَة</td>
</tr>
<tr>
<td>Chair</td>
<td>كرَسيَّة</td>
</tr>
<tr>
<td>Boy</td>
<td>وَلَدٌ</td>
</tr>
<tr>
<td>Girl</td>
<td>بَنتٌ</td>
</tr>
<tr>
<td>Man</td>
<td>رَجَالٌ</td>
</tr>
<tr>
<td>Woman</td>
<td>امرَأة</td>
</tr>
<tr>
<td>Dog</td>
<td>كُلُبٌ</td>
</tr>
<tr>
<td>Bread</td>
<td>خَبْزُ</td>
</tr>
<tr>
<td>Knife</td>
<td>سَكِينٌ</td>
</tr>
</tbody>
</table>

**SELF ASSESSMENT EXERCISE 1**

Write five Arabic proper nouns and five Arabic common nouns?

3.1.3 (Abstract Nouns)

If a noun names anything which we can only imagine and think about, but we cannot see or touch, whether it is countable or uncountable, such a noun is called abstract noun. For examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>فِرْحٌ</td>
</tr>
<tr>
<td>Happiness</td>
<td>سَرْورٌ</td>
</tr>
<tr>
<td>Difficulty</td>
<td>صعوبة</td>
</tr>
<tr>
<td>Love</td>
<td>حَبَّ</td>
</tr>
<tr>
<td>Justice</td>
<td>عَدَالٌ</td>
</tr>
<tr>
<td>Advice</td>
<td>نَصِيحة</td>
</tr>
</tbody>
</table>

**SELF ASSESSMENT EXERCISE 2**

Define Arabic abstract noun and mention five of them?

3.2 Definite and Indefinite Articles

Like many other languages, a noun can be in definite and indefinite form in the Arabic language. ٌ‘ال ‘the’ is the definite article. It is used for some
cases, genders, and numbers and written as prefix for the noun to be defined.

\(\text{نون} (\text{Nunation})\) is the indefinite article denoting ‘a’ or ‘an’. The noun that has any of them is in the indefinite case in Arabic. Nunation consists of three kinds; these are:

- \(\text{فَتْحَتَان} (\text{Fat-hatan})\)
- \(\text{ضَمْتَان} (\text{Dammatan})\)
- \(\text{كَسْرَتَان} (\text{Kasratan})\)

The table below illustrates both articles clearly:

<table>
<thead>
<tr>
<th>DEFINITE</th>
<th>المعرفة</th>
<th>INDEFINITE</th>
<th>développement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The exercise Book</td>
<td>كتاب</td>
<td>an exercise book</td>
<td></td>
</tr>
<tr>
<td>The President</td>
<td>رئيس</td>
<td>a President</td>
<td></td>
</tr>
<tr>
<td>The Pen</td>
<td>قلم</td>
<td>a pen</td>
<td></td>
</tr>
<tr>
<td>The Country</td>
<td>دولة</td>
<td>a country</td>
<td></td>
</tr>
<tr>
<td>The House</td>
<td>بيت</td>
<td>a house</td>
<td></td>
</tr>
<tr>
<td>The Lion</td>
<td>أسد</td>
<td>a lion</td>
<td></td>
</tr>
<tr>
<td>The University</td>
<td>جامعة</td>
<td>a University</td>
<td></td>
</tr>
<tr>
<td>The Boy</td>
<td>ولد</td>
<td>a boy</td>
<td></td>
</tr>
<tr>
<td>The Girl</td>
<td>بنك</td>
<td>a girl</td>
<td></td>
</tr>
<tr>
<td>The Gardener</td>
<td>مُحْمَدْ</td>
<td>a gardener</td>
<td></td>
</tr>
</tbody>
</table>

**SELF ASSESSMENT EXERCISE 3**

i. What are the Arabic definite and indefinite articles?

ii. Expatiate on them with examples?

3.2.1 (\text{Sun and Moon Letters})

Meanwhile, while discussing definite article \(\text{ال}\), it is pertinent to discuss the related \(\text{هَمْزَةُ} \text{الْبِنْتَ}^{\text{f}} (\text{Hamzat al-bint})\) and \(\text{هَمْزَةُ} \text{الْقُطْع}^{\text{f}} (\text{Hamzat al-qut})\). Al-hamzat of definite article is hamzat-al-waqf, so that the ‘a’ must be elided if preceded by any letter or word e.g. \(\text{الْبِنْتَ}^{\text{f}} (\text{al-bint})\). You will notice that \(\text{فَتْحَتَان}^{\text{f}}\) \(\text{ضَمْتَان}^{\text{f}}\) and \(\text{كَسْرَتَان}^{\text{f}}\) of bintu and \(\text{فَتْحَتَان}^{\text{f}}\) \(\text{ضَمْتَان}^{\text{f}}\) \(\text{كَسْرَتَان}^{\text{f}}\) of rrojulu are joined together because the hamzat has been elided from pronunciation.

The pronunciation of sun and moon letters when it is definite is very important. That is why we need to introduce these letters to you students.
There are twenty Arabic letters (consonants). These letters are divided into two. Fourteen of them are sun letters while the remaining fourteen are moon letters.

These are the Sun Letters:
The crown

The cloth

The cock

The wolf

The man

The visitor

The chalk board

The sun

The box

The weak

The chalk

The shade

The night

The light

When the noun that ‘ال’ (the) is prefixed with one of the above sun letters, the ‘L’ of the definite article will be assimilated to the sun letter which is written with šshadda ‘L’. The ‘L’ of the article losing its sukūn vowel b e.g.

ar-rajulٌ Instead of al-rajul
at-tayruٌ Instead of al-tayru.

The remaining fourteen letters are Moon letters and they are pronounced with ‘L’. For example:
al-walad

al-bint

The lion

The door

The university

The father in law

The cheat

The eye

The cave

The elephant

The pen
The dog
The table
The boy
The guidance
The day

This rule only occurs in definite article so far indefinite article does not take 
al, and then the rule is not applicable to it.

SELF ASSESSMENT EXERCISE 4

Write out the sun letters from the Arabic consonants?

3.3 (Gender)

In Arabic, most nouns have a property by which sex is distinguished. This property is called gender. There are two genders in Arabic grammar. These are: Masculine and Feminine

There is no neuter in Arabic language as it is found in other languages.
The feminine al-Mu’annath is formed from the masculine by suffixing taau marbuutat “"’"

Let us illustrate these two genders with a table that will make it clear to you.

<table>
<thead>
<tr>
<th>FEMININE</th>
<th>مَذَكَّر</th>
<th>MASCULINE</th>
<th>مَذَكَّر</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poor woman</td>
<td>لَمْؤْنَت</td>
<td>The poor man</td>
<td>لَمْؤْنَت</td>
</tr>
<tr>
<td>The female teacher</td>
<td>لَمْدرَسَة</td>
<td>The male teacher</td>
<td>لَمْدرَسَة</td>
</tr>
<tr>
<td>a female writer</td>
<td>كَالَّبَيَة</td>
<td>a male writer</td>
<td>قَاتِبِيَة</td>
</tr>
<tr>
<td>a female cook</td>
<td>طَباَخَة</td>
<td>a male cook</td>
<td>طَباَخَة</td>
</tr>
<tr>
<td>a female student</td>
<td>طَالِبَة</td>
<td>a male student</td>
<td>طَالِبَة</td>
</tr>
</tbody>
</table>

Look at the above examples, you will see that the feminine is derived from masculine with the suffix “"’” and there is a change in the penultimate letters vowels from ‘u’ to ‘a’ e.g.

Observation: You are aware that in any rule there is an exception, there are some feminine words which have no masculine form e.g.

\[
\text{فَتْرَة}
\]
A city  مَدِينة
A law Court  مَحكَمة
And also there are some words without “٠” but they are feminine in nature e.g.
Name of female person  مّرَيم
Name of female person  زَينَب
Mother  عُمَّ
An old woman  يَعْجُور
Finally, dear students, occasionally, it is very rare to find “٠” in words which are masculine e.g.
A successor  خَليفة
Masculine personal name طَلَحة

SELF ASSESSMENT EXERCISE 5

Name 5 nouns that are Masculine when written but feminine in nature?

4.0 CONCLUSION

Nouns in Arabic grammar consist of names of persons, places or things. They are either, proper, common or abstract. Some nouns become definite by having the definite article ال as suffixes or indefinite by having sign of being indefinite called tanwin. The definite article ال is either مَرْيَمَة or شَمْسِيَة. Some Arabic nouns are also either in proper masculine or feminine in gender or in words.

5.0 SUMMARY

In this unit, we have treated the types of noun in Arabic, the articles and the related rules of sun and moon letters with definite article.

Genders that are masculine and feminine have also been dealt with. You are also introduced to the feminine sign as it is derived from masculine nouns. Other feminine nouns that are exempted are also mentioned.

6.0 TUTOR-MARKED ASSIGNMENT

1. Give five Arabic proper, common and abstract nouns?
2. Write ten Arabic definite nouns of which five of them are sun letters and another five of moon letters?
3. Write ten Arabic nouns of which five in them are masculine and another five feminine?
7.0 REFERENCES/FURTHER READING


UNIT 2  
(UNIT TWO)  
(SINGULAR AND DUAL NOUNS)

CONTENTS

1.0 Introduction
2.0 Objective
3.0 Main Content
   3.1 The Singular form of the Arabic nouns
      3.1.1 Nominative Singular Noun
      3.1.2 Accusative Singular Noun
      3.1.3 Genitive Singular Noun
   3.2 Dual
      3.2.1 Dual Nominative Case
      3.2.2 Dual Accusative and Genitive Cases
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading

1.0 INTRODUCTION

Number is another feature of nouns. By number we mean that nouns can occur singular, or in several units, dual and plural. In this unit we shall treat singular and dual forms of Arabic nouns. The plural forms will be treated in the next unit. We want you to bear in mind that there are three declensions in Arabic. The vast majority of nouns in singular forms belong to the three cases, nominative, accusative and genitive. These three cases shall be discussed extensively in the main content of this unit.

2.0 OBJECTIVES

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

- identify Arabic nouns in the singular and dual forms.
- recognize the Arabic nouns in the singular nominative, accusative and genitive cases.
- recognize the Arabic nouns in the dual nominative, accusative and genitive cases
- state the similarity between dual accusative and genitive.
- construct nouns at these three cases in Arabic.
3.0 MAIN CONTENT

3.1 The Singular Form of the Arabic Nouns

Singular, al-Mufrad المفرد in Arabic is any word that indicates a single person, animal, place or thing. This singular can be of any gender, whether masculine, مذكر or feminine مفعول. The singular of any noun does not change its definite status, معرفة or indefinite, معدود articles.

Before we proceed, we want you to know that when the three vowel marks are written double at the end of a noun, they represent the three case endings, nominative, accusative and genitive. These are the three doubled vowels:

\[
\text{حاء ميم ظاء}
\]

3.1.1 Nominative Singular Nouns

The singular nouns of Arabic are usually mentioned in the nominative case taking ضميتان as suffixes. The table below illustrates this clearly.

<table>
<thead>
<tr>
<th>The singular</th>
<th>The nominative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A book</td>
<td>كتاب</td>
</tr>
<tr>
<td>A pen</td>
<td>قلم</td>
</tr>
<tr>
<td>An exercise book</td>
<td>دفتر</td>
</tr>
<tr>
<td>A chair</td>
<td>حقيبة</td>
</tr>
<tr>
<td>A bag</td>
<td>ورقة</td>
</tr>
<tr>
<td>A boy</td>
<td>رجل</td>
</tr>
<tr>
<td>A man</td>
<td>فتى</td>
</tr>
<tr>
<td>A table</td>
<td>مكتبة</td>
</tr>
<tr>
<td>A mosque</td>
<td>مسجد</td>
</tr>
<tr>
<td>A school</td>
<td>مدرسة</td>
</tr>
</tbody>
</table>

The double dammah in all the aforementioned examples are indefinite articles. If al, ال, that is, the definite articles’ sign prefixes any of these nouns then the vowel will change from double to single. Let us use the same words as examples.

<table>
<thead>
<tr>
<th>The Singular</th>
<th>The nominative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book</td>
<td>الكتاب</td>
</tr>
<tr>
<td>The pen</td>
<td>القلم</td>
</tr>
<tr>
<td>The exercise book</td>
<td>الدفتر</td>
</tr>
<tr>
<td>The chair</td>
<td>الكرسي</td>
</tr>
<tr>
<td>The bag</td>
<td>الحقيبة</td>
</tr>
<tr>
<td>The boy</td>
<td>الولد</td>
</tr>
</tbody>
</table>
The man
The table
The mosque
The school

In complete sentence:
A boy entered
The man stood up

3.1.2 Accusative Singular Nouns

Sometimes Singular nouns are said to be in the accusative case. فتحتان will then be on it when it is indefinite but only one فتحة vowel when it is definite. Take the following as examples.

The Singular
The house
A refrigerator
The airport
A bird
The poor man
The elephant
A paper
A moon
The padlock
A star

In complete sentence:
I entered the house
The hunter killed a bird

3.1.3 Genitive of Singular nouns

The last of doubled vowels which is known as كسرتان is used for nouns at the genitive case. But, the single كسرة vowel is used when it is definite like we have said earlier. See the table below:

The Singular
A box
The mountain
A coffee
The tea
A cloth
The heart
The earth/ground
The minister
A bride
A groom
A road

In complete sentence:

I sat on the ground
I walked through a road to the school

SELF ASSESSMENT EXERCISE 1

Mention the three single and double vowels that can be used for Arabic? singular nominative, accusative and genitive nouns?

3.2 Dual Form Nouns

Arabic is unlike some other languages that the plural forms begin from two units upwards, but Arabic has dual form which is called al-Muthana. This is any noun that indicates two persons, places or things. The rule of identification will be explained in each cases.

3.2.1 Dual Nominative Case

In this case, the singular noun will be suffixed by alif and nun. The alif will elongate the last letter that had changed from or . For example the Singular of a book at the nominative case is كتاب. Adding to it will change it and it will become كتابان. You will notice that alif elongates the ‘bau’ while nun is given Kasrah, let us see other examples.

The Dual
Two schools
The two men
The two pens
Two girls
Two pillows
The two countries
Two teachers
Two students
The two professors

In complete sentence:

The two pens dropped from the table
Two teachers travelled to London

There is no difference of vowels whether it is definite or indefinite as you can see in the suffixes of those nouns mentioned above.

### 3.2.2 Dual Accusative and Genitive Cases

The accusative and genitive cases of dual nouns in the Arabic language take the same form. The structure of a sentence will give you the understanding of which case a particular noun belongs to. There is no problem about that; you will be acquainted with all these very soon.

As you have been told earlier, alif and nun suffix the singular noun at the nominative case; but here it is yārū and nun ٣٧٣ ٣٧٣ Yārū here is diphthong and not elongation, the nun ن will also take kasrah like that of the nominative. The below examples give clarity of this statement.

#### The Dual

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
<tr>
<td>ذويين</td>
<td>of two</td>
</tr>
</tbody>
</table>

The accusative and genitive in dual nouns are the same in pattern but different in meaning in any Arabic given sentence.

Dual accusative case in complete sentence:

I bought two pillows
The government compensated the two honest men
Dual genitive case in complete sentence:
I bought two pillows
I greeted two girls

SELF ASSESSMENT EXERCISE 2

How will you vocalize ﱥён, ﻖ of dual pattern?
Give one example for dual nouns in all cases?

4.0 CONCLUSION

In Arabic, Nouns vary from one case to the other, both at the singular and dual forms. The last letter of Nouns sometimes has single or double ḍammah and described as being in the nominative case; or single or double fāṭḥah in which case they are said to be in the accusative cases. They may also take single or double kāṣrāh in which case they are said to be in the genitive case. Single vowels are used for the definite articles, while the double vowels are used for indefinite articles. Dual nouns are introduced by an suffixes while the accusative and genitive case of dual changes it to ﻖ. In English the alif of the former will be regarded as elongation while the yā của latter is diphthong.

5.0 SUMMARY

This Unit discusses various features of both the singular and the dual forms of nouns in the Arabic language. It explains characteristics of the singular and dual nouns when they are in the nominative, accusative and genitive cases. The functions of single vowels as tool for definite article and those of double vowels as tools for indefinite article are highlighted. The roles of the suffixes ََاان or ﻒَِّ are explained. Copious examples are provided to explain the rules; while self assessment exercises are given learners for self examination.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the process of changing the suffix of Arabic nouns from singular to dual?
2. The following nouns are in the singular forms, change them to dual nominative, accusative and genitive patterns:
   ﻟَلا، ﻣَلْعَبَة، ﻣَلْعَبَة، ﻴَرِقْ. 
3. Write down the singular forms of these dual nouns:
   ﻦَلْبَان، ﻢُكاَبْىَن، ﻦَلْبَان، ﻢُكاَبْىَن، ﻢُكاَبْىَن.
7.0 REFERENCES/FURTHER READING


UNIT 3  
الجمع (THE PLURAL)

CONTENTS

1.0 Introduction  
2.0 Objectives  
3.0 Main Content  
   3.1 The Sound Masculine Plurals  
      3.1.1 The Nominative Case of the Sound Masculine Plural  
      3.1.2 The Accusative and Effective Cases of the sound Masculine Plural  
   3.2 The Sound Feminine Plurals  
      3.2.1 The Nominative Case of the Sound Feminine Plural  
      3.2.2 The Accusative and Genitive Cakes of the Sound Feminine Plural  
   3.3 The Broken Plurals  
      3.3.1 Nominative  
      3.3.2 Nominative  
      3.3.3 Genitive  
4.0 Conclusion  
5.0 Summary  
6.0 Tutor-Marked Assignment  
7.0 References/Further Reading

1.0 INTRODUCTION

Welcome to the study of the Arabic plurals of nouns. In this Unit you will be introduced to the various plurals in Arabic and their uses in oral and written expression. It is important to know the plurals in Arabic which is called اجنحة and which point to people, things, animals or places that are more than two. Further more, this is unlike other languages where the plural begins from two nouns. It may also be interesting to let you know from the outset that the plural in Arabic are classified into Sound Plurals and Broken Plurals. The sound plurals could also be either the sound masculine plural or the sound feminine plural. These are the various divisions of Arabic plurals you will come across in this Unit; thus come on board and let us discuss them one by one.

2.0 OBJECTIVES

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

• give account of kinds of plurals in Arabic language
identify the sound masculine plurals, the sound feminine plurals and the broken plurals

explanation of the rules that govern the Arabic plurals.

3.0 MAIN CONTENT

3.1 (The Sound Masculine Plural)

As you have been told during our discussion in the introduction to this Unit, there are different kinds of plurals in the Arabic tongue. The first one is the sound Masculine plural, جَمْعُ المُذكَّر السَّالِمِ This is a plural whose pattern of singular never changes or be replaced. Rather. It is suffixed with لَوْنُ or and لَوْنُ or وَلِيّ. The end of the noun must be given ف­‏‏طِحَة, e.g. مُسلمُ مُسلمين or مُسلمًا مُسلمين the same meaning. This is plural form of Muslim مُسلمُ a male Muslim. We shall treat this very well as we are going to another content where examples will be given to make the rules clear.

3.1.1 The Nominative Case of the Sound Masculine Plural

The nominative case of the above plural will be suffixed by ف­‏‏طِحَة and وَلِيّ i.e. وَلِيّ and لَوْنُ. The will elongate the preceding consonant which is the last letter of the singular noun. The is expected to take ف­‏‏طِحَة vowel. We hereby present a table to you to illustrate this clearer.

Plurals of the Sound Masculine Singular in the nominative cases

<table>
<thead>
<tr>
<th>Teachers</th>
<th>A Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The peasants</td>
<td>The peasant</td>
<td></td>
</tr>
<tr>
<td>Sound men</td>
<td>A sound Man</td>
<td></td>
</tr>
<tr>
<td>The believers</td>
<td>The believer</td>
<td></td>
</tr>
<tr>
<td>The citizens</td>
<td>The citizen</td>
<td></td>
</tr>
<tr>
<td>Workers</td>
<td>A worker</td>
<td></td>
</tr>
<tr>
<td>The Engineers</td>
<td>The engineer</td>
<td></td>
</tr>
<tr>
<td>The Travellers</td>
<td>The traveller</td>
<td></td>
</tr>
<tr>
<td>Listeners</td>
<td>A listener</td>
<td></td>
</tr>
<tr>
<td>Unbelievers</td>
<td>An unbeliever</td>
<td></td>
</tr>
</tbody>
</table>
In complete sentence you say for instance:

A teacher entered our classroom
Teachers entered our classroom
The peasant cultivated the land

Have you seen how we convert the singular to plural? The above examples are sound plurals and are for masculine gender in nominative case.

SELF ASSESSMENT EXERCISE 2

i. Discuss the rules of converting singular of sound masculine gender of Arabic nouns to plurals in the nominative case?

ii. Give five examples of Arabic singular and plural in meaningful sentences?

3.1.2 The Accusative and Genitive Cases of the Sound Masculine Plurals

The accusative and genitive cases of the sound masculine plurals share the same suffix. It is the context in which the words are used in the sentence that will determine whether the plural noun is in accusative or genitive case. The plurals are suffixed with حَرَثُ الفَلَاحُ الْأَرْضُ and نَحْنُونَ، that is، the the أَرْضُ is elongating the last letter of the singular noun which must be given كَسْرَة، while نَحْنُ still remains unchanged with فَتْحَة. For instance, the accusative and genitive singular noun of Muslim is مُسْلِمُ and مُسْلِمَة، muslima and muslimin respectively.

Following are some examples of the plural nouns in the accusative and genitive cases:

**Accusative case**

Teachers مُدَرَّسُونَ، I saw teachers رَأَيْتُ مُدَرَّسَينَ
A Teacher مُدَرَّسًا، I greeted a teacher حَتَّىَ مُدَرَّسًا
The peasants الفَلَاحُونَ، I saw the peasants رَأَيْتُ الفَلَاحِينَ
The peasant الفَلَاحُ،
Some Examples of the plural nouns in the genitive case:

Genitive Case

A believer  
I greeted a believer

The believers  
I greeted the believers

The engineer  
I travelled with the Engineer

The engineers  
I travelled with The Engineers

SELF ASSESSMENT EXERCISE 3

i. Discuss the Accusative and Genitive Cases of the Arabic Sound Masculine Plural?

ii. Illustrate your answer with two examples in Arabic?

3.2 The Sound Feminine Plural

The sound feminine plural form is quite different from the masculine. You have known in the previous Unit that if a masculine gender noun is a male Muslim, then the feminine gender will be Muslimatun, a female Muslim, a letter ْ, known as tau al-marbutah (closed tau), is expected to be a suffix to the last letter of masculine singular noun e.g. feminine masculine  مُسلَمة. The plural form of the sound feminine noun is suffixed with alif and tau. The tau marbutah ْ will be changed to open tau “ات” e.g. 

3.2.1 The Nominative Case of the Sound Feminine Plural

As we have said earlier the alif and tau ْ will be at the suffix of any feminine singular noun to form a sound feminine plural. At the nominative case, feminine plural shares the same feature with singular nouns by possessing both single and double vowels as the case may be e.g. Female Muslims  مُسلَمات. The Female Muslims
The examples below will illustrate this clearer:

**Plural**

**Singular**

<table>
<thead>
<tr>
<th>مَلْكًا تَفْقِيِّمًا</th>
<th>مَلْكًا بَاءِمًا</th>
</tr>
</thead>
<tbody>
<tr>
<td>وَلَدًا مَلْكًا</td>
<td>وَلَدًا مِلْكًا</td>
</tr>
<tr>
<td>وَلَدًا مَلْكًا</td>
<td>وَلَدًا مِلْكًا</td>
</tr>
<tr>
<td>تَفْقِيِّمًا تَفْقِيِّمًا</td>
<td>بَاءِمًا بَاءِمًا</td>
</tr>
</tbody>
</table>

### 3.2.2 Accusative and Genitive of the Sound Feminine Plural

جمع المؤنث السالم في حالة التحول والجورو المجرور

Accusative and genitive of the sound feminine plural share the same vowels both at definite and indefinite levels. The ‘u’ or ‘un’ of nominative changes to ‘i’ or in as in:

<table>
<thead>
<tr>
<th>متَّمَسَّماتى</th>
<th>متَّمَسَّماتى</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَوْنَتْ مَهْدِيَّة</td>
<td>لَوْنَتْ مَهْدِيَّة</td>
</tr>
<tr>
<td>دُخَلاتُ الكُلْامِ</td>
<td>دُخَلاتُ الكُلْامِ</td>
</tr>
<tr>
<td>رَأِيَتْ مُهْدِيَّة</td>
<td>رَأِيَتْ مُهْدِيَّة</td>
</tr>
<tr>
<td>لَقْنَتْ فَاطِمَة</td>
<td>لَقْنَتْ فَاطِمَة</td>
</tr>
</tbody>
</table>

The following examples show the futures of the sound feminine in accusative and genitive in both singular and plural forms:

**Accusative**

المَلَّغُ بِه

**Plural**

**Singular**

<table>
<thead>
<tr>
<th>جَلَسْتُ مَعْ كَاتِينَاتِ</th>
<th>جَلَسْتُ مَعْ كَاتِينَاتِ</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَكْلَتْ مَعْ الطَّالِبَاتِ</td>
<td>أَكْلَتْ مَعْ الطَّالِبَاتِ</td>
</tr>
<tr>
<td>سُلِّمَتْ عَلَى بَيْنَيْنِ</td>
<td>سُلِّمَتْ عَلَى بَيْنَيْنِ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>جَلَسْتُ مَعْ كَاتِينَاتِ</th>
<th>جَلَسْتُ مَعْ كَاتِينَاتِ</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَكْلَتْ مَعْ الطَّالِبَاتِ</td>
<td>أَكْلَتْ مَعْ الطَّالِبَاتِ</td>
</tr>
<tr>
<td>سُلِّمَتْ عَلَى بَيْنَيْنِ</td>
<td>سُلِّمَتْ عَلَى بَيْنَيْنِ</td>
</tr>
</tbody>
</table>

In the above sited examples you will notice that single vowel kasrāh and double vowel kasrātān are both used for accusative and genitive cases of the plural.
SELF ASSESSMENT EXERCISE 4

i. Discuss the rules of converting singular of Arabic sound feminine nouns to plurals in the nominative case?

ii. Illustrate your answer with examples?

(The Broken Plurals)

The broken plural is one whose pattern of singular changes with an alternation, addition or removal of part of alphabets. This plural must be learnt and memorized by consulting the Arabic dictionary. Some common measures of jam‘u al-taksir are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pen</td>
<td>Pens</td>
</tr>
<tr>
<td>an eye</td>
<td>Eyes</td>
</tr>
<tr>
<td>a man</td>
<td>Men</td>
</tr>
<tr>
<td>a book</td>
<td>Books</td>
</tr>
<tr>
<td>A house</td>
<td>Houses</td>
</tr>
</tbody>
</table>

There are a lot of forms of measures for this plural produced by Arabic grammarians. I advice you to read the References/Further Reading suggested to you especially the dictionary. These plurals share the same things in common with singular nouns in the three cases i. e. the nominative, accusative and genitive.

Let us have more examples of this plural form.

3.1.1 Nominative  

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars</td>
<td>كوكبْ</td>
</tr>
<tr>
<td>Sciences</td>
<td>علومْ</td>
</tr>
<tr>
<td>Skins</td>
<td>جلْدْ</td>
</tr>
<tr>
<td>Professors</td>
<td>أَسْتَاذَةٌ</td>
</tr>
<tr>
<td>The students</td>
<td>طلابْ</td>
</tr>
<tr>
<td>The writers</td>
<td>كتابْ</td>
</tr>
<tr>
<td>The souls</td>
<td>القلوبْ</td>
</tr>
<tr>
<td>Flags</td>
<td>أَعْلَامْ</td>
</tr>
<tr>
<td>Loaves</td>
<td>رِيْفْ</td>
</tr>
<tr>
<td>Occupations</td>
<td>أَعْمَالْ</td>
</tr>
</tbody>
</table>

The above examples are nominative case for broken plurals.
SELF ASSESSMENT EXERCISE 5

i. Define Arabic broken plurals?

ii. Mention five of its measures with examples?

3.3.2 Accusative

As we have said earlier, the plurals share the same things in common with singular nouns in the three cases i.e. the nominative, accusative and genitive. Let us illustrate the accusative case with the following examples.

Men

Rivers

Winds

Mountains

Eyes

Hearts

Swords

Roads

Cities

House

3.3.3 Genitive

The genitive of broken plurals also follows the genitive singular in vocalization. See the table below.

<table>
<thead>
<tr>
<th>Broken Plural Singular</th>
<th>مُجْرَوْرَ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successors</td>
<td>خَلَفَاء، خلَفاء</td>
<td></td>
</tr>
<tr>
<td>Poor men</td>
<td>قَرَاء، قراء</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td>صَدِيق، صديق</td>
<td></td>
</tr>
<tr>
<td>Countries</td>
<td>دُولَة، دول</td>
<td></td>
</tr>
<tr>
<td>Youths</td>
<td>شَبَان، شبان</td>
<td></td>
</tr>
<tr>
<td>Braves</td>
<td>شَجَاع، شجاع</td>
<td></td>
</tr>
<tr>
<td>Months</td>
<td>شَهُر، شهر</td>
<td></td>
</tr>
<tr>
<td>Commanders</td>
<td>قَادِر، قادر</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>مَدارس، مدارس</td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td>مَكتَب، مكتاب</td>
<td></td>
</tr>
</tbody>
</table>

منصوبَ مفعولٍ به
SELF ASSESSMENT EXERCISE 6

The broken plurals follow the singular nouns in all cases: Examine this statement?

4.0 CONCLUSION

The plurals in Arabic is called الْجَمْعُ الْعَامُ. It points to people, things, animals or places that are more than two. The plurals in Arabic are classified into Sound Plurals and Broken Plurals. The sound plurals could also be either the sound masculine plural which takes وَاَوْ and nun in the nominative cases or يَأَوْ and nun in the accusative and genitive cases or the sound feminine plural which takes اَلْفِ and open tau as suffixes; and دَالْمُ in the nominative case; and كَسْرُ in the accusative and genitive cases. The plural forms of Arabic broken plurals follow the singular nouns in all cases.

5.0 SUMMARY

This unit explores the basic techniques of how to identify the various plurals that are available in Arabic Language. In discusses the sound masculine and sound feminine plurals and their nominative, accusative and genitive cases. The broken plurals is appropriately explained; its measures as produced by the grammarians briefly mentioned and what it shares in common with its singular forms highlighted.

6.0 TUTOR-MARKED ASSIGNMENT

1) Identify the plurals among the following words and state the class of plurals they belong:

حُدْاَلَّ، وَلَا، بَيْتُ، أَعْمَانٌ مُكَرَّرَ شَابَّ، مِلَايَيْسٍ، بَبُارَ، مِكَانَبُ بَجَامِعَةَ.

2) Explain the rules guiding the sound masculine and feminine plurals?

3) Write the broken plural forms of the following singular nouns and mention which case they belong to?

وُلَّادُ، جَلَّ، الجَبَلُ، طَرْقُ، شَهَرًا.

7.0 REFERENCES/FURTHER READING


UNIT 4 PRONOUNS (الضمائر) 

CONTENTS

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

1.0 INTRODUCTION

You are welcome to this unit; you will be introduced to pronouns in Arabic language. These pronouns are of different kinds like any other nouns in the different languages. The mastery of your mother tongue pronouns will come to your aid in this unit. Relax and start reading the contents one after the other. You will also learn the usage of these pronouns in the Arabic language, how, when and why are they used.

The personal, the demonstrative, the relative and the interrogative pronouns are your focus in this unit. Once again take it easy and let us advance.

2.0 OBJECTIVES

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

- state the different kinds of pronouns in Arabic language
- explain the grammatical rules governing pronouns in the Arabic language
- illustrate how Arabic pronouns are used in oral and written expressions.
### 3.0 MAIN CONTENT

#### 3.1 Personal Pronouns

When pronouns stand for persons, they are called personal pronouns. Personal pronouns in Arabic can be either in singular, dual or plural. When they are in second and third person singular and plural, personal pronouns in Arabic may also indicate gender. In other words, they may indicate masculine or feminine. Persons are another feature of the personal pronoun. This is another grammatical category of pronouns. Here, let us imagine that you and another person or persons are involved in a discussion about another person or persons who may not necessarily be present. You are the 1st person when you talk; your listener or listeners, are the 2nd person and the one spoken about is 3rd person. The following are the personal pronouns in Arabic language in the nominative case.

**Singular Personal Pronouns**

<table>
<thead>
<tr>
<th>Case</th>
<th>First Person (Masculine &amp; Feminine)</th>
<th>Second Person (Masculine)</th>
<th>Second Person (Feminine)</th>
<th>Third Person (Masculine)</th>
<th>Third Person (Feminine)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>أنا</td>
<td>أنتـُ</td>
<td>أنتـُ</td>
<td>هوـُ</td>
<td>هيـُ</td>
</tr>
</tbody>
</table>

**Dual Personal Pronouns**

<table>
<thead>
<tr>
<th>Case</th>
<th>First person (Masc &amp; Fem)</th>
<th>Second person (Masc &amp; Fem)</th>
<th>Third person (Masc &amp; Fem)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>نـَحْنَـُ</td>
<td>نـَثـَـِمـَ</td>
<td>نـَمـَـِمـَ</td>
</tr>
</tbody>
</table>

**Plural Personal Pronouns**

<table>
<thead>
<tr>
<th>Case</th>
<th>First person (Masculine &amp; Feminine)</th>
<th>Second person (Masculine)</th>
<th>Second person (Feminine)</th>
<th>Third person (Masculine)</th>
<th>Third person (feminine)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>نـَحْنَـُ</td>
<td>أنتـُ</td>
<td>أنتـُ</td>
<td>هوـُ</td>
<td>هيـُ</td>
</tr>
</tbody>
</table>

The following are the personal pronouns in Arabic language in the accusative case These personal pronouns are called contiguous pronouns, صـَمـَائـَز مُـتـصـَلَةَ
**Singular**

First person (Masc & Fem)  
my book  
كتابي

Second person (Masculine)  
your book  
كتابك

Second person (Fem)  
your book  
كتابك

Third person (Masculine)  
his book  
كتابه

Third person (Fem)  
her book  
كتابك

**Dual**

First person (Masc & Fem)  
our book  
كتابنا

Second person (Masc & Fem)  
our book  
كتابكم

Third person (Masc & Fem)  
their book  
كتابهم

**Plural**

First person (Masc & Fem)  
our book  
كتابنا

Second person (Masc)  
your book  
كتابك

Second person (Fem)  
your book  
كتابك

Third person (Masc)  
their book  
كتابهم

Third person (Fem)  
their book  
كتابهن

**SELF ASSESSMENT EXERCISE 1**

The personal pronouns are very important in our every time expression?  
Discuss them in detail with illustrations?

3.2 **Demonstrative Pronouns**

A pronoun is demonstrative when it points to a person or thing. Usually demonstrative pronoun can be either singular, dual or plural depending on whether the person or things they point out are singular, dual or plural.

**The Demonstrative Pronouns are:**

This (Masculine) Singular  
هذا

This (Feminine) Singular  
هذة

These (Masculine) Dual  
هذان

These (Feminine) Dual  
هذين

These (Masc & Fem) Plural  
هؤلاء

Let us use them in complete sentences  
This is a boy  
هذا وُلد
This is a girl
These are two boys
These are two girls
These are boys (more than two)
These are girls (more than two)
That (Masculine singular)
That (Feminine Singular)
Those (dual & plural, masc & fem)

See examples in sentences below:

That book
That bag
Those men
Those girls

SELF ASSESSMENT EXERCISE 2

Define a demonstrative pronoun. Give an example of each of them in complete sentences?

3.3 Interrogative Pronouns (asmaul-istifham)

Pronouns used for the purpose of asking questions are called interrogative, al-istifham

The most Common Interrogative Pronouns are:

Who? من؟
What? ماذَا؟
Where? أين؟
How? كيف؟
When? متى؟
How many? كم؟
How much? بكَمِ؟
Which? أيَّ من؟

See how we make use of these in a given sentence

Who came yesterday? من جاء أمس؟
What is this? ما هذا؟
Where are you going? إلى أين تذهب؟
How are you? كيف أنت؟
When are you returning? متى ترجع؟
How many books did you read?
كم كتبًا قرأته؟

How much is this pen?
كم هذا الريش؟

Which house you entered?
أي بيتًا دخلت؟

SELF ASSESSMENT EXERCISE 3

Enumerate the interrogative pronouns and use them in sentences of your own?

3.4 Relative Pronouns

Relative pronouns are similar to interrogative pronouns, except that relative pronouns introduce subordinate clauses, and at the same time connect them with the main phrases; e.g. الرَجُلُ الَّذِي جاء أمس (The man who came yesterday).

The relative pronouns in Arabic are:
Which, that, who (Masc. Sing) الذي
Which, that, who (Fem) التي

The following are the dual personal relative pronouns in Arabic language in nominative case.

Which, that, who (Masc. dual) اللذان
Which, that, who (Fem. dual) اللتان
Which, that, who (Masc. Plural) الذين
Which, that, who (Fem. Plural) اللاتي

After you have been introduced to the above relative pronouns let us make use of them in sentences.

The boy who went to the school الوَلَدُ الَّذِي ذهب إلى المَدِرَسة
The woman who returned from the market الْمَرأةُ الَّتِي عَرَضَتَ من الْبَيْتِ
The two books that I read الكُتَابَانُ الَّذَينَ قَرَأْتُ
The people who traveled to their home land النَّاسُ الَّذينَ سَافَرُوا إلى بَلادَهُم
The female teachers who arrived yesterday المَدَرَسَاتُ الَّذَينَ تُقَدِّمُنَّ فِي الأَمْسِ
The two girls whom I saw on the way البَيْتَانُ اللَّذانَ رَأَيتُهُمَا فِي الْطَرَيق

SELF ASSESSMENT EXERCISE 4

Use five of the relative pronouns in three different sentences in which they will be in the nominative, accusative and genitive cases.
4.0 CONCLUSION

Pronouns are used in place of nouns to avoid monotony. As we have first, second and third person pronouns in the nominative, accusative and genitive cases, we also have them in the singular, dual and plural forms. Other different kinds of pronouns range from the personal, demonstrative, interrogative to the relative pronouns.

5.0 SUMMARY

This unit introduces you to different kinds of pronouns. It also teaches you how to make use of some of these pronouns in a sentence. The difference between singular, dual and plural personal pronouns surfaced while the grammatical cases in which we can find the pronouns are not left out. The Pronouns have been used in sentences as illustrations and examples.

6.0 TUTOR-MARKED ASSIGNMENT

1. Write down all the personal pronouns from singular to plural?
2. Write all the interrogative pronouns that you know?
3. Mention two relative pronouns and two demonstrative pronouns and use them in a compete sentence?

7.0 REFERENCES/FURTHER READING


UNIT 5  SUBJECT AND PREDICATE

CONTENTS

1.0  Introduction
2.0  Objective
3.0  Main Content
   3.1  Subjects and Predicates
   3.2  Adjectives
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading

1.0  INTRODUCTION

Welcome to the last unit of this module. Here you will be introduced to subjects and predicates in Arabic Language. You will also learn the adjectives and its various forms. The subjects, predicates and adjectives are very important in Arabic grammar. We hope you will take your time dealing with them diligently. Thank you.

2.0  OBJECTIVES

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

- discuss the Subject and predicate in Arabic language.
- construct sentences consisting of subject and predicate in Arabic.
- explain the adjective and its various forms in spoken and written Arabic.
- state the difference between subject, predicate and adjective.

3.0  MAIN CONTENT

3.1  Subject and Predicate

Subject and predicate are nominative nouns. The subject (al-mubtada) begins a nominal sentence while the predicate (al-khabar) complete its full meaning. We want you to know that the subject (al-mubtada’) is always definite noun while the predicate is (al-khabar) always indefinite. The examples below will assist you in comprehending the above explanations.
Knowledge is light
The male teacher is standing
The boy is present
The girl is small
The house is spacious
The man is tall
The female teacher is sitting
The woman is beautiful
The blessing is a wish
The female student is clever

You will observe that the nouns that begin the sentences have definite articles that is what we called the subject "المبتدأ" and the nouns that complete the sentences are indefinite articles. This is called (اة-المبتدأ).

Also, you will notice that if the subject is masculine the predicate will also be masculine and vice-versa. You can also change the singular to dual or plural. Once you have done that, the subject and predicate will also be either dual or plural. Now let us change some of those examples above to dual and plural. You will notice that if subject changes, the predicate will also change.

The two boys are present
The two women are beautiful
These are dual examples. Now let us see the plural form:

The men are tall
The female students are clever

SELF ASSESSMENT EXERCISE 1

1. Explain the subject and predicate in Arabic grammar?
2. Illustrate your answer with two samples each?

3.2 The Adjective (اْ-ِسْتَاء) 

In Arabic, we say adjective and the qualified (اْ-ِسْتَاء وَاْ-ِسْتَاء). In the Arabic tongue, adjective may be used as a noun. Both noun and adjective share the same pattern of grammatical rules. They must agree in singular, dual or plural pattern; so also in the definite or indefinite, masculine or feminine patterns. Constant practice in reading and consultation of dictionary of Arabic will determine how much you can acquire as far as nouns and adjectives are concerned.
Never mind, we will give you the guideline that if you see the adjective and the qualified, you will quickly recognize them. As you are following me in this discussion, the knowledge of subjects and predicates will assist you a lot. Hope you have gone through and master the rules.

The adjective and the qualified (noun) are twin sisters; they do not leave each other. They look alike; they share the same thing in common. The examples below will showcase these latter characteristics. Let us have them.

The small boy
The tall man
The beautiful woman
The small girl
The glorious Qur'an
The short story

Now looking at the above examples, all are combination of masculine and feminine, definite and indefinite.

We must point out that there is a difference between subject and predicate and adjective because the adjective follows the qualified in all while the predicate does not follow the subject in all. What do we mean by all is that if noun is singular form, an adjective will also be singular.

Further, if it is either dual, plural, masculine, feminine, nominative, accusative, or genitive, it should be reiterated by way of emphasis that the adjective follows the noun in all. Let us take example one by one by using one example for masculine in all and feminine in all.

A small boy came (Nominative)
I sent a small boy (Accusative)
I sat with a small boy (Genitive)

The small boy came (nom) (Masc.)
I sent the small boy (Acc.) (Masc.)
I sat with the small boy (Gen.) (Masc.)
A small girl stood up (nom) (fem)
I met a small girl (Acc.) (fem)
I greeted a small girl (Gen.) (fem)
You will notice that they follow each other in all ramifications. The same thing occurs in dual form. The only slight change is in plural where if noun is a sound plural the adjective can be either sound or broken. At times noun can also be broken while adjective takes different form of plural. All is well, when noun is plural adjective is also plural.

Examples:

The small boys has come 
قدّحضَّـَـَـرَ َٰأَزْقَـرَالصَّغِيرُونَ

The small girls has come
قدّحضَّـَـَـرَّ البَـتَّـاتَ الصَّغِيرَاتَ

Hence, you could see that nouns are broken plural while adjectives are sound plural. It may also be other way round. e. g.

The Ignorant travelers fought with one another.
تُخَاصَـمُ المُسَافِرُونَ الجَهَـلُ

The rich Muslims gave alms
تُصَدِّقُ المُسْلِمُونَ الأَغْنِيَاءُ

Hence, the nouns are sound plural, while the adjectives take the broken plural form.

SELF ASSESSMENT EXERCISE 2

i. The adjective must agree with the noun it qualifies in all case; Discuss this submission?

ii. Give examples in Arabic?

4.0 CONCLUSION

In the Arabic language a sentence may consist of subject and predicate. The subject and predicate as a grammatical rule differ from each other in certain characteristics. While the subject is definite the predicate is indefinite. On the other hand, the two are nominative nouns. Secondly, adjectives that qualify nouns share the same features such as numbers, gender, definiteness or indefiniteness. So also they must agree in the nominative, accusative and genitive cases. Finally the difference between subjects and predicates and adjectives is that adjective follow the qualified in all, while the subject differs from predicate in the article. The only area where there is a slight change is in plural form where either of the two (noun and adjective) (subject and predicate) can take the sound plural while the other take the broken plural.
5.0 SUMMARY

In this unit you have been introduced to subjects and predicates. You have also learnt the adjective and the qualified. You have been told that the qualified is a noun described by an adjective. In this unit also, you are acquainted with the fact that the subject, the predicate and the adjective share many things in common except in some places where they differ from one another.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain fully what you know on the subject, the predicate and the adjective in the Arabic language?

2. Write ten sentences in Arabic subject and predicate five for the masculine gender and five others for the feminine?

3. Use the following nouns and adjectives in all forms that you know?

7.0 REFERENCES/FURTHER READING


UNIT 1 IMPORTANCE OF VERB

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
   3.1 Importance of Verb
   3.2 Types of Verb
      3.2.1 Trilateral
      3.2.2 Quadrilateral
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading.

1.0 INTRODUCTION

Welcome to the first unit of module two. In this unit you will be introduced to the importance of verbs in Arabic language. Type of verbs such as Trilateral and quadrilateral verbs in Arabic shall also be introduced to you.

2.0 OBJECTIVES

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

• state the importance of verbs in Arabic language grammar.
• highlight the trilateral verbs in Arabic language grammar
• identify the quadrilateral verbs in Arabic grammar.
3.0 MAIN CONTENT

3.1 Importance of Verbs in Arabic Grammar

Verbs in Arabic language, just like in any other languages of the world, are a most important linguistic element. We want you to know that there is no other part of speech that could exist alone as a sentence and have meaning without a verb in it, where as sentence can be formed by a verb alone. If we say َّاجِلْتِ ‘sit’, It is a complete sentence that could portray a full meaning that a sentence with a subject, verb and object could have.

A verb could be defined as a grammatical word that states the action(s) performed or relationship that exists between a subject and an object of a given sentence. As the link and the presenter of the actions performed or the relationship that exist between the ‘performer’ and the ‘action performed’, the verb is then very important aspect of the grammatical parts of speech in Arabic language.

3.2 Types of Verbs

In Arabic language there are mainly two types of verbs namely الفَعْلُ التَّلَاثِيُّ and الفَعْلُ الرَّباعِيُّ trilateral verbs and quadrilateral verbs. The two types have their way of measures. We shall discuss these verbs extensively.

3.2.1 The Trilateral Verb الفَعْلُ التَّلَاثِيُّ

Generally, composition of Arabic verbs is three radicals which are the root letters. The reason why it is called trilateral verbs is that it consists of three radical letters. For example: َّكَتَبَ ‘Kataba’ he wrote. The three radicals here are ُكَتَبَ بَ الكَتَبَ بَ The measure of the trilateral verbs is ُfa‘ala, ُfa‘ila ُفَعَلَ أنَّ The first letter of trilateral verb is called ُفَعَلَ أَلْفَ v el al-fi‘al, the middle or second letter is known as ُأَيْنَعَ al-fil‘i‘al, عِنْيَنُ الفَعَلَ while the last letter is ُلَامَ لَمْ al-fil‘i‘al. These are explained in the following examples:

The meaning of ُفَعَلَ is ‘to do’ because it is a doing word (action), ُكَتَبَ ‘Kataba’ means ‘to write’، ُسَمَيْعَ ‘sami`a means, to hear and ُقَرَبَ ‘qaruba is to move near.
This table will illustrate our saying clearer:

<table>
<thead>
<tr>
<th>Fa‘ula</th>
<th>Fa‘ila</th>
<th>Fa‘ala</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be honored</td>
<td>To play</td>
<td>To write</td>
</tr>
<tr>
<td>To be difficult</td>
<td>To know</td>
<td>To thank</td>
</tr>
<tr>
<td>To be dignified</td>
<td>To pity</td>
<td>To open</td>
</tr>
<tr>
<td>To be huge</td>
<td>To witness</td>
<td>To help</td>
</tr>
<tr>
<td>To move near</td>
<td>To feel thirsty</td>
<td>To sit</td>
</tr>
</tbody>
</table>

There are some other verbs that consist of additional letters(s) with trilateral verbs. We do not regard them as quadrilateral. These shall be taught in higher level. It should be noted that the above table is practically based on simple trilateral verbs.

**SELF ASSESSMENT EXERCISE 1**

Highlight the significance of verb as a part of speech?
Discuss the trilateral patterns of the Arabic language verbs?

### 3.2 Quadrilateral Verb

The quadrilateral verb in Arabic language is those verbs that consist of four radical letters. For example, بَسْمَالَة, بasmalā. He began ‘with the name of Allah’. The measure of quadrilateral verb in Arabic language is فَعَّالّ, fa‘alā, to do, The examples of quadrilateral verbs are the following:

- To roll دَخَرَجُ
- To shake زَلْزَلُ
- To giggle قَبِطٌ
- To say the name of God يُسْمِلُ
- To philosophize قَلَسْفٌ
- To pray for Prophet Muhammad صَلَصْلُ
- To eternize سَرَمَدٌ
- To glorify God سَجِحٌ

As we have told you earlier, the quadrilateral verbs in Arabic language are very few in number. We are introducing these verbs to you so that you will identify them in any Arabic sentence.
SELF ASSESSMENT EXERCISE 2

How many radical letters do the quadrilateral verbs contain? Illustrate your answer with examples in Arabic?

3.2.3 Quintuple and Sextuple Verbs

Another types of Verbs are Quintuple and Sextuple, the earlier consists of five letters while the later consists of six letters some examples of the both are given bellow:

**Quintuple verbs:**
- To follow a sect  
  تَتَّبَعُ
- To fight one another  
  تَتَقَتُّ

**Sextuple Verbs:**
- To assimilate  
  أَسْتَؤْمَعُ
- To seek for forgiveness  
  أَسْتَغْفِرُ

SELF ASSESSMENT EXERCISE 2

Explain the Quintuple and Sextuple Verbs and give five examples of each in Arabic?

4.0 CONCLUSION

Verbs are very important parts of speech in any language including Arabic. The trilateral and the quadrilateral are two important patterns of Arabic language verbs. The trilateral are verbs that consist of three radical letters while the quadrilaterals are those consisting of four radical letters. The Arabic trilateral verbs are many while the quadrilateral verbs are in only four patterns.

5.0 SUMMARY

This unit introduces you to the importance of verbs as a part of speech and its various kinds in the Arabic language. It discusses in brief the Arabic trilateral verbs and quadrilateral verbs and an eye-birds view of their radical letters. It provides examples and gives exercises that will help your mastery of those aspects of the Arabic language verbs.
6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the importance of verbs in Arabic language?
2. Write two trilateral verbs for each of its three patterns, that is, fa‘ala فَعَلْا, fa‘illa فَعَلْا or fa‘ula فَعَلْا?
3. [ ]
4. Explain quadrilateral verbs with examples?
5. Illustrate Quintuple and Sextuple Verbs with examples in Arabic?

7.0 REFERENCES/FURTHER READING


UNIT 2  DIVISION OF VERBS

CONTENTS

1.0  Introduction
2.0  Objectives
3.0  Main Content
   3.1  Division of Verbs
       3.1.1  Sound Verbs
       3.1.2  Weak Verbs
       3.1.3  Transitive Verbs
       3.1.4  Intransitive Verbs
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading

1.0  INTRODUCTION

Like in the English language with which you are familiar, there are various divisions of verbs, regular and irregular, auxiliary, transitive and intransitive. Also in tenses, we have past, present, future and command. So also is the case with Arabic language. In this unit, you will be introduced to these divisions and different kinds of verbs as taught in Arabic language grammar. Copious examples shall be given to you to facilitate your understanding of the issues involved. Exercises shall also be provided to test your competence. You are welcome.

2.0  OBJECTIVES

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

•  identify sound and weak verbs in spoken and written Arabic language
•  explain transitive and intransitive verbs in Arabic grammar.
3.0 MAIN CONTENT

3.1 Division of Verbs

3.1.1 Sound Verb

Sound verb is a verb whose three radical letters do not contain any of the weak letters. The weak letters are, alif, waw and yau. Examples of sound verbs are kataba, to write, qara’a, to read.

Examples of sound verbs are:

- To write: كتاب
- To sit: جل
- To go: ذهب
- To help: ساعد
- To hear: سمَع
- To learn: علم

1) Sālim (free) سالم This is a kind of verb that is pure of any weak letters and does not contain hamzat ‘l’ or compound letters.

Examples of Sālim are as follows:

- To write: كتاب
- To sit: جل
- To go: ذهب
- To help: ساعد
- To hear: سمَع
- To learn: علم

2) Mahmūz (Possessor of hamzat) مَهْمُوز This is a sound verb that contains hamzat in one of its three radical letters. This kind of verb is very few in Arabic language.

Examples of Mahmūz are these:

- To take: اخذ
- To ask: سأل
- To read: قرأ

The hamzat could be at the begin like اخذ or middle such as سأل and last letter like قرأ.

3) Mu’daf (Compound) مُضْمَعَث This is a kind of verb that the second and the third letters are the same but rather made as one letter.

Examples are the following:

- To run away: فر
SELF ASSESSMENT EXERCISE 1

Examine your self on Arabic language sound verbs and its various kinds?

3.1.2 Weak Verb

This is a verb that contains one of the three weak letters, that is, (و،ي،ئ) It also has sub-divisions.

1) al-Mithāl: This is a verb whose first letter is one of the weak letters.

Examples are:

To find  وَجَدَ
To stand  وَقَفَ
To inherit  وَرَثَ
To dry  يَبَسَ
To give charity  وَهْبَ

The above verbs begin with ‘و’ and ‘ي’. These two letters are weak letters in Arabic.

2) al-ajwaf: al-ajwaf is a kind of verb whose middle letter is a weak letter. See the example below:

To say  قَالَ
To get  نَالَ
To sleep  نَامَ
To come  جَاءَ
To sell  بَاعَ

You can see that the middle letter is alif (اً) and this is one of the weak letters.

3) an-Naqqīṣ: an-Naqqīṣ is a verb whose last letter is a weak letter. Let us see the examples of this kind of verb:
To walk/move
To judge
To forbid
To throw
To become high

You will see that the last letter of the above examples is pronounced (الیف) but written with ی (ی). Both الیف and ی are weak letters.

4) الیف This is a kind of verb that possesses two weak letters in a particular verb. Those two letters may be separated or followed each other.

a) الیف al-Mafraq (The Separated الیف). This is a verb that its two weak letters are separated from each other. For example:

To safe
To be secured

b) الیف، al-Maqrn (The Joint الیف). This is a verb whose two weak letters follow each other, e.g. To iron/press (a cloth)

To fold You will notice that in a separated الیف example. It is that separated ی and Then, if you look well at the joint الیف, you will see that the ی and follow each other in and

SELF ASSESSMENT EXERCISE 2

i. Explain Arabic language weak verbs and its various kinds?

ii. Give examples for what you say?

3.1.3 Transitive Verb

This is a verb in which the subject of a verb requires an object in a given sentence. Examples are: termed

To beat
To help
To open
To praise

The above examples require an object in a given sentence.
3.1.4 Intransitive Verb

It is a verb in which the subject of any sentence does not require object. Examples are:

To come جَاهَّ
To go ذَهَبُ
To rejoice فَرَحُ
To sit جَلَسُ
To go out خَرَجَ

These are Arabic language verbs that need no object. Let us see the example of both transitive and intransitive verb in two sentences.

Transitive Verb:

Ahmad killed the dog قَتَلَ أَحْمَدُ اللَّبَنْ
You see that Ahmad is subject, قَتَلَ is the verb and اللَّبَنْ is the object of the sentence.

Intransitive Verb:

Adam came جَاءَ آَدَمُ
You see that the sentence does not require an object.

SELF ASSESSMENT EXERCISE 3

i. Expatiate upon transitive and intransitive verbs in the Arabic language?
ii. Provide examples for your submissions?

4.0 CONCLUSION

Arabic language verbs are divided into sound and weak verbs. The sound verbs are those whose letters are completely sound, those that have hamzah هَمَزَةُ as one of its trilateral called مَهْمُوزُ mahmuz and those with doubled letter called مَضْعَفًا muda’aff. The weak verbs are those that contain weak letter in one of its trilaterals. The grammatical terminology for verb whose faw’ l-fi ل is a weak letter is مَمْثَلاً mithal; the verb whose ’aynu l-fi ل is weak is called أَجْوَافُ ajwaf while that whose lamu l-fi ل is weak is called مَنْقَوُضَ الْبَيْنَاءَ manqawus l-binaa. If a verb has more than one weak verb its terminology is مَفْرَقُ lafif which could be مَفْرَقٌ مَفْرَقَ مَفْرَقْ mafruq if separated is مَفْرَقٌ مَفْرَقَ مَفْرَقْ mafruq if repeated. Arabic verbs can also be transitive requiring an object or intransitive not requiring an object.
5.0 SUMMARY

This unit introduces you to the divisions of verb in the Arabic language. It discusses the division of sound verbs into سَلِيمٍ (free), مُهْمُوزٍ (Possessor of Hamzat) and مَعْدَافٍ (compound); and the division of weak verbs into مِثْلِ, أَجْوَابٍ, مَانْقُوسٍ and لَافِفٍ. The transitive and intransitive verbs are also treated in the Unit. Copies examples in words and sentences are provided for illustration. The unit also contains tests meant for your self assessment.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define Arabic language sound verbs and illustrate them with examples?

2. (2) Give a list of Arabic weak verbs and their various divisions with illustrations?

3. Explain the transitive and intransitive verbs in Arabic language Mention five verbs for each of them and use them in meaningful sentences?

7.0 REFERENCES/FURTHER READING


UNIT 3 THE PAST TENSE / PERFECT VERBS
الفعل الماضي

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main content
   3.1 Conjugation of the Past Tense/Perfect Trilateral Sound Verbs
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading.

1.0 INTRODUCTION

In this unit, you will be learning the conjugation of verbs in Arabic language. The measure of the tense will cover first, second and third persons singular, dual, and plural. You will be introduced to the easier techniques with which an Arabic grammar leaner like you could apply in conjugating perfect Arabic verbs.

2.0 OBJECTIVES

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

• construct oral and written sentences using Arabic perfect verbs.
• identify the first person singular, dual and plural measure of Arabic perfect verbs.
• identify the second person singular, dual and plural measure of Arabic perfect verbs.
• identify the third person singular, dual and plural measure of the Arabic perfect verbs.
• identify the morphemes (suffixation) with which could be added with a verb to facilitate grammatically correct conjugation.

3.0 MAIN CONTENT

3.1 Conjugation of the Past Tense/Perfect Trilateral Sound Verbs

The past tense/simple perfect trilateral sound verb is a verb used when we want to indicate activities or state in the past without indicating any
connection with the present. The simple perfect / past tense of triliteral sound verb is conjugated according to the following paradigm.

1st person singular (Masculine & Feminine): I did 
2nd person singular Masculine: You did 
2nd person singular feminine: You did 
3rd person singular masculine: He did 
3rd person singular feminine: She did 
3rd person dual (masculine & feminine): They did 
3rd person dual masculine: They did 
3rd person dual feminine: They did 
1st person dual & plural (Masculine & Feminine): We did 
2nd person plural masculine: You did 
2nd person plural feminine: You did 
3rd person plural masculine: They did 
3rd person plural feminine: They did 

There is a change of vowel in the third letter of the radicals. i.e. ‘ال’ other letters do not change. For example فَعَلَ ‘he did’ changes to فَعَلَت ‘I did’.

There is no difference in conjugation whether a verb is فَعَلَ or فَعَلَ or فَعَلَ. It is only ل’ that will change during the conjugation. We will give you examples of various patterns.

Example (A)

To write كَتَبَ to do فَعَلَ

This is where the second letter is given فَتُ-‘a’

1st person singular (masc. and fem.): I wrote كَتَبَ
2nd person singular masculine: You wrote كَتَبَ
2nd person singular feminine: You wrote كَتَبَ
3rd person singular masculine: He wrote كَتَبَ
3rd person singular feminine: She wrote كَتَبَ
2nd person dual (masc. and fem.): You wrote كَتَبَا
3rd person dual masculine: They wrote كَتَبَا
3rd person dual feminine: They wrote كَتَبَا
1st person dual & plural (Masc. & fem.): We wrote كَتَبَا
2nd person plural Masculine: You wrote كَتَبُوا
2nd person plural feminine: You wrote كَتَبُوا
3rd person plural masculine: They wrote كَتَبُوا
3rd person plural feminine: They wrote كَتَبُوا
Example (B)

We now conjugate which equates pattern:

1st person singular (masculine & feminine): I played لعبت
2nd person singular masculine: You played لعبت
2nd person singular feminine: You played لعبت
3rd person singular masculine: He played لعب
3rd person singular feminine: She played لعبت
2nd person dual (masculine and feminine): You played لعبت
3rd person dual masculine: They played لعب
3rd person dual feminine: They played لعبت
1st person dual and plural (masc & fem.): We played لعبت
2nd person plural masculine: You played لعبت
2nd person plural feminine: You played لعبت
3rd person plural masculine: They played لعب
3rd person plural feminine: They played لعبت

Example (C):

The third and last pattern is such as لعبت

1st person singular (masc. & fem.): I am dignified شرفت
2nd person singular masculine: You are dignified شرفت
2nd person singular feminine: You are dignified شرفت
3rd person singular masculine: He is dignified شرفت
3rd person singular feminine: She is dignified شرفت
2nd person dual (masc. and fem.): You are dignified شرفت
3rd person dual masculine: They are dignified شرفت
3rd person dual feminine: They are dignified شرفت
1st person dual & plural (masc & fem.): We are dignified شرفت
2nd person plural masculine: You are dignified شرفت
2nd person plural feminine: You are dignified شرفت
3rd person plural masculine: They are dignified شرفت
3rd person plural feminine: They are dignified شرفت

Dear students you will see that the third letter changes from vowel ء ‘a’ to sukun ء or ‘u’ at other time there are morphemes at the suffix of the verb. There is no distinction in conjugation whether the verb is فَعَلَ or فَعَلَ or فَعَلَ.

SELF ASSESSMENT EXERCISE

Conjugate these following verbs in Arabic past tense/perfect measure.
Conclude}

We hereby remind you of the basic rules by way of euphrasy: The past tense/perfect trilateral sound verb is a verb used when we want to indicate activities or state in the past without indicating any connection with the present.

There is a change of vowel in the third letter of the radicals. i.e. ‘‘ب’’ other letters do not change.

There is no difference in conjugation whether a verb is fa’ala فَعَلَ or fa’uła فَعَلَ.

This unit treats the rules governing the conjugation of past tense/ perfect sound trilateral verbs which consitute the largest number Arabic language verbs. The unit adequately informs you of that there are no changes regarding the second letter vowels; and that the letter’s vowel changes from -ا to sukun -و or -و u. The unit enriches your verbal vocabulary and technique of conjugation of trilateral sound verbs through adequate explanation and examples.

Conjugate the following verbs in perfect form:

a - درس - to study
b - جلس - to sit
c - قال - to kill
d - حسب - to think
e - حسن - to be good
f - كرم - to be honoured
g - قرب - to move near
h - فرح - to rejoice
i - سلم - to be free
j - فتح - to open
7.0 REFERENCES/FURTHER READING


UNIT 4   THE PRESENT CONTINUOUS TENSE/IMPERFECT VERBS
للافعال المضارعة

CONTENTS
1.0  Introduction
2.0  Objectives
3.0  Main Content
    3.1  The Imperfect Measure of Trilateral Sound Verbs (Indicative)
    3.2  Future tense
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading

1.0  INTRODUCTION

You are welcome to another unit. In this unit you will be introduced to the Present Continuous/Imperfect verbs in Arabic language. The conjugation of the present active indicative form of the trilateral sound verbs will also be presented for you to study, digest and comprehend. You will also learn the future tense of the trilateral sound verbs in the unit.

2.0  OBJECTIVES

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

- identify present continuous/imperfect tense of Arabic sound trilateral verbs.
- write present continuous/imperfect tense of Arabic sound trilateral verbs in all the active indicative forms.
- mention the prefixes and suffixes (morphemes) of the present continuous/imperfect tense in the Arabic language.
- construct sentences using Arabic present continuous/imperfect tense trilateral sound Arabic verbs.

3.0  MAIN CONTENT

3.1  The Imperfect Measure of Arabic Trilateral Sound Verbs

As in the English language, the imperfect verb in Arabic is any verb that indicates the occurrence or state of an action in the present. We need to
introduce you to six patterns which imperfect tense form can take before we go further. Like we have said earlier in the previous unit the perfect tense takes only three patterns which are and Now let us see the patterns or forms of the imperfect verbs.

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>يَفْعَلُ</td>
<td>فَعَلَ</td>
</tr>
<tr>
<td>يَجَلَسُ</td>
<td>جَلَسَ</td>
</tr>
<tr>
<td>يَكُتِبُ</td>
<td>كُتِبَ</td>
</tr>
<tr>
<td>يَجِيبُ</td>
<td>جَبَتَ</td>
</tr>
<tr>
<td>يَحْسِبُ</td>
<td>حَسَبَ</td>
</tr>
<tr>
<td>يَمْتَسُنَ</td>
<td>مَتَسَنَ</td>
</tr>
</tbody>
</table>

Now, take note that consists of three different patterns of imperfect. The second letter of perfect verb could be vowel U ‘a’ g ‘i’ or ‘u’, fathah, kasrah or dammah. You will also see that has two imperfect forms that is, the letter could be either U ‘a’ or g ‘i’ (fat-hah or kasrah) in imperfect form. While the last pattern remains unchanged and retains its ‘u’ (dammah) vowel. See the examples above as we will also illustrate it further below.

- He opens / He is opening to open
- He sits / He is sitting to sit
- He writes / he is writing to write
- He plays / he is playing to play
- He thinks / he is thinking to think
- He moves near / he is moving near to move near

Now let us conjugate the present/imperfect tense verb of Arabic language. We want you to know that there are four letters of imperfect verb. These are hamzat ‘، nun ‘ن’, yau ‘ي’ and tau ‘ت’. These four letters are prefixed with the imperfect verbs.

1st person singular (masc. and fem.) I do (af ‘(a) (i) (u) lu)
2nd person singular masculine You do (taf ‘(a) (i) (u) lu)
2nd person singular feminine You do (taf ‘(a) (i) (u) lma)
3rd person singular masculine He does (yaf ‘(a) (i) (u) lu)
3rd person singular She does (taf ‘(a) (i) (u) lu)
2nd person dual (masculine and feminine) You do (taf ‘(a) (i) (u) lani)
3rd person dual masculine They do (yaf ‘(a) (i) (u) lani)
3rd person dual feminine They do (taf ‘(a) (i) (u) lani)
1st person dual and plural (masc. & fem.) We do (naf ‘(a) (i) (u) luna)
2nd person plural masculine You do (taf ‘(a) (i) (u) luna)
2nd person plural feminine: You do (tāf ‘a (i) (u) lāna)
3rd person plural masculine: They do (yāf ‘a (i) (u) lāna)
3rd person plural feminine: They do (yāf ‘a (i) (u) lāna)

In the above paradigm, you will see that we have treated the three possible ways in which the second radical of perfect ‘□’ can be either a, i or u (fathah, kasrah and dammah).

Now let use Yaftau “فتح” he opens/ is opening as example.

1st person singular masc. & fem.: I open / am opening
2nd person singular masculine: You open/ are opening
2nd person singular feminine: You open/are opening
3rd person singular masculine: He opens/is opening
3rd person singular: They opens / is opening
2nd person dual (masc. and fem.): You (two) open are opening
3rd person dual masculine: They (two) open/are opening
3rd person dual feminine: They (two) are opening
1st person dual & plural (masc.& fem.): We open / are opening
2nd person plural masculine: You open / are opening
2nd person plural feminine: You open / are opening
3rd person plural masculine: They open / are opening
3rd person plural feminine: They open / are opening

The above example is based on fāt-hah ‘a’ vowel in the penultimate letter.

Now let us see the kasrāh ‘i’ vowel in the penultimate letter also.

1st person singular (masc. and fem.): I sit / am sitting
2nd person singular masculine: You sit / are sitting
2nd person singular feminine: You sit / are sitting
3rd person singular masculine: He sits / is sitting
3rd person singular: They sit / are sitting
2nd person dual (masc. and fem.): You sit / are sitting
3rd person dual masculine: They (two) sit / are sitting
3rd person dual feminine: They (two) sit / are sitting
1st person dual & plural (masc. & fem.): We sit / are sitting
2nd person plural masculine: You sit / are sitting
2nd person plural feminine: You sit / are sitting
3rd person plural masculine: They sit / are sitting
3rd person plural feminine: They sit / are sitting

The last pattern is dammah ‘u’ vowel as in ‘يدرسون’ he studies’.
1st person singular (masc. & fam.): I study / am studying
2nd person singular masculine: You study / are studying
2nd person singular feminine: You study / are studying
3rd person singular masculine: He studies / is studying
3rd person singular: She studies/is studying
2nd person dual (masc. & fem.): You (two) study / are studying
3rd person dual masculine: They (two) are studying
3rd person dual feminine: They (two) study / are Studying
1st person dual & plural (masc. & fem.): We study / are studying
2nd person plural masculine: You study / are studying
2nd person plural feminine: You study / are studying
3rd person plural masculine: They study / are studying
3rd person plural feminine: They study / are studying

This is how you will be conjugating the imperfect, simple present and present continuous tenses indicative Arabic verbs irrespective of vowel on the second letter of perfect verb.

3.2 Future Tense

The imperfect indicative in Arabic language is also used to express future action, but in this case it is generally strengthened by prefixing the future particle sa...س or saafa...سوف will or shall). These are examples for illustration:

The conjugation of future tense is as follows:

1st person singular (masc. & fem.): I will/shall write
2nd person singular masculine: You will/shall write
2nd person singular feminine: You will/shall write
3rd person singular masculine: (masculine) he will / shall write
3rd person singular: She will/shall write
2nd person dual (masc. and fem.): You will/shall write
3rd person dual masculine: They will/shall write
3rd person dual feminine: They will/ shall write
1st person dual and plural (masculine and feminine): We will/shall write

The imperfect indicative becomes indicative future by prefixing the future particle sa...س or saafa...سوف will or shall, as in the following:

2nd person plural masculine: You will/shall write
2nd person plural feminine: You will/shall write
3rd person plural masculine: They will/shall write
3rd person plural feminine: They will/shall write
SELF ASSESSMENT EXERCISE

Give an example of the six patterns of imperfect indicative verbs in Arabic? Write them in the first, second, third, singular dual and plural forms?

4.0 CONCLUSION

By way of euphrasy the following rules governing the conjugation of verbs into imperfect tense can be derived from this lesson:

The imperfect/present Continuous verb in Arabic is any verb that indicates the occurrence or state of an action in the present. The imperfect/present continuous tense form can take six patterns:

髻• consists of three different patterns whereby the second letter could be vowel U ‘a’ g ‘i’ or Q ‘u’, fat-hah, kasra or dammah.

Also髻• has two imperfect forms that is, the second letter could be either U ‘a’ or g ‘i’ (fat-hah or kasra) form.

The last pattern髻• remains unchanged and retains its ‘u’ (dammah) vowel.

All the verbs in this category are sounds, trilateral and indicative imperfect. The imperfect indicative in Arabic language is also used to express future action generally strengthened by prefixing the future particle سا...س or سأ..سأ (will or shall).

5.0 SUMMARY

This unit treats some basic techniques of conjugation of imperfect verbs. Specifically, it analyzes the six features that affects the vowels of the penultimate letter of the perfect tense which is the middle letter and could be vowel a, i, or u. (fat-hah, kasra or dammah). It shows that these vowels do not change the paradigm. The examples also include the four letters ﷲ ، َ ي ، and that are prefixed with the imperfect tense.

Examples also include the technique of conjugating the singular, dual and plural forms of the imperfect tense.
6.0 TUTOR-MARKED ASSIGNMENT

Conjugate these verbs in imperfect forms

1. يُقتَلْ He kills
2. يُلعبُ He plays
3. يُفرجُ He rejoices
4. يُسْتَلِيمُ He is free
5. يُحَسَّنُ He is good
6. يُصَدِّرُ He beats
7. يَنَظُرُ He looks
8. يُسمِعُ He hears
9. يَتَفْكَرُ He thinks
10. يَعْلَمُ He knows

7.0 REFERENCES/FURTHER READING


UNIT 5          THE IMPERATIVE

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
   3.1 The Imperative
   3.2 Rule Guiding Hamzatu l-wasl
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, you will learn the command tense of Arabic grammar which is also referred to as the imperative. You will also be introduced to the techniques of conjugating Arabic verbs into the imperative measure. Knowledge acquired from this unit will initiate you properly to the method of conjugating Arabic verbs in the imperative form. We implore you to revise the techniques and methods of conjugating all verbs as they were taught earlier so as to understand this unit better.

2.0 OBJECTIVES

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

- identify the imperative verbs in Arabic grammar
- describe how various verbs could be conjugated into the imperative
- demonstrate the use of the imperative in oral and written Arabic.

You are now invited into the world of conjugation of verbs into the imperative.

3.0 MAIN CONTENT

3.1 The Imperative and How to Formulate It

The Arabic imperative proper is any verb that is used to make a request or demand an action. The action may be immediate or later. The imperative is derived from the second persons irrespective of the number (singular, dual...
and plural). So far these are the persons to be commanded or from whom actions are demanded. The prefixed \( \text{ت} \) and its vowel \( \text{فتحة} \), ‘a’ are cut off, this ‘\( \text{ت} \)’ and the vowel will be replaced by \( \text{همزة فلس} \). There will be a change at the vowel of the last letter of the verbs. It is only in the second person plural feminine that the vowel of the last letter will not change. Thus, it will remain as it is. Remember that, we have said this tense is derived from second persons of imperfect verbs. e.g. \( \text{تكتب} \), ‘you write’.

The imperative tense will be ‘\( \text{كتب} \)’, ‘\( \text{كتب} \)’. From the above example you will see that the prefixed \( \text{ت} \) and vowel ‘a’ have been cut off, while they are replaced by \( \text{همزة فلس} \) and vowel ‘u’. There is a change of vowel at the last letter’s vowel from ‘u’ to ‘\( \text{سكون} \)’.

Now let us see the operation of these following verbs.

<table>
<thead>
<tr>
<th>Second person singular masculine:</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second person singular feminine:</td>
<td>Write</td>
</tr>
<tr>
<td>Second person dual masculine &amp; feminine:</td>
<td>Write</td>
</tr>
<tr>
<td>Second person plural masculine:</td>
<td>Write</td>
</tr>
<tr>
<td>Second person plural feminine:</td>
<td>Write</td>
</tr>
</tbody>
</table>

You will observe that, it is only second person singular that the vowel changes from ‘u’ to ‘\( \text{سكون} \)’. Others are omission of letters. Now see the imperatives as they are derived from imperf;ects.

\[
\begin{array}{c}
\text{كتب لفظا} \\
\text{كتبت}
\end{array}
\]

3.2 **Rules Guiding حمزات الوضاءة**

The vowel on \( \text{همزة فلس} \) will follow the penultimate letter of imperfect form to indicate which of the vowels ‘u’ or ‘i’ (dammah or kasrah) is going to be used. If the imperative is vowel ‘a’ or ‘i’ the \( \text{همزة فلس} \) will be given vowel ‘i’ but if vowel ‘u’ (dammah) is on the penultimate letter, then \( \text{همزة فلس} \) will also possess ‘u’.

Like the example above you will see that ‘\( \text{ت} \)’ is the penultimate letter of the verb ‘\( \text{تكتب} \)’, ‘\( \text{كتبت} \)’, you write. The ‘\( \text{ت} \)’ is given dammah ‘u’; this results in giving \( \text{همزة فلس} \) of ‘\( \text{كتب} \)’, ‘\( \text{كتبت} \)’, dammah.
Let us illustrate the above explanations with the following examples.

**Example One**

(tadrusu, ‘you learn’  with penultimate letter given dammah ‘u’)

2nd person singular masculine: Learn  
2nd person singular feminine: Learn  
2nd person dual (masculine and feminine): Learn  
2nd person plural masculine: Learn  
2nd person plural feminine: Learn  

**Example Two**

‘tajilsu’, ‘you sit’ with kasrah ‘i’ at the penultimate letter.

2nd person singular masculine Sit down  
2nd person singular feminine: Sit down  
2nd person dual (masc. and fem.): Sit down  
2nd person plural masculine: Sit down  
2nd person plural feminine: Sit down  

**Example Three**

taftahu ‘you open’  with penultimate letter possessing fat-hah ‘a’

2nd person singular masculine: Open  
2nd person singular feminine: Open  
2nd person dual (masc. and fem.): Open  
2nd person plural masculine: Open  
2nd person plural feminine: Open  

**SELF ASSESSMENT EXERCISE**

Explain in detail the imperative verb in Arabic language and the technique of conjugating it?

4.0 CONCLUSION

Command or the Imperative formula can only be conjugated and applied to the second persons irrespective of the number or gender. It is to be derived from the imperfect verbs only. The prefixed tau ‘ت’ and its vowel fat-hah, ‘a’ are cut off and be replaced by hamzat al-wasl  . Then there will be a change at the vowel of the last letter of the verbs. It is only in the second person plural feminine that the vowel of the last letter will not change.
5.0 SUMMARY

This unit explains the imperative in the Arabic language. It explains the rule and discusses the basic techniques of conjugating verbs into imperative. The highlight of such rules and technique is that, it is only from the second persons irrespective of number or gender that the imperative formula can be derived. The rules guiding hamzatu-l-wasl, the end of the verbs to form imperative are also included in the Unit.

6.0 TUTOR-MARKED ASSIGNMENT

Conjugate the following second person's imperfect verbs onto their appropriate imperatives.

(i) تُقَرَّحُ (ii) تَفْتَيِلُ (iii) تُخْرِجَانُ (iv) قَعْيَانُ (v) قَعْيَانُ

7.0 REFERENCES/FURTHER READING


MODULE 3  PARTICLES  
الخُروفات

Unit 1  The Prepositions and the Conjunctions
Unit 2  Subjunctive Particles
Unit 3  The Jussive and Interrogative
Unit 4  The Vocative, Gerund and Complete Sentence

UNIT 1  THE PREPOSITIONS AND CONJUNCTIONS

CONTENTS

1.0  Introduction
2.0  Objectives
3.0  Main Content
   3.1  Notes on the Prepositions
   3.2  Arabic Prepositions.
   3.3  Conjunctions
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading

1.0  INTRODUCTION
The last Module ended with a study of imperative verbs. The whole of Module Two dealt with verbs. In this Module, you will begin another element of the sentence which is also very important in that it functions as that which joins parts of the sentence together. You will be introduced to Arabic prepositions. Because of the certain number of the preposition that you are about to study, you will not be given any vocabulary study for this Unit. The prepositions and their meaning would be the words to be memorized for this unit. You will learn conjunction in this Unit as well.

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

i. list all the Arabic Prepositions and their meaning
ii. identify Conjunction words in the Arabic language and give their meaning

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3.0 MAIN CONTENT

3.1 Notes on the Prepositions

A preposition in Arabic is a word used with a noun or pronoun to show their relationship with other words in a sentence. Prepositions are words that are used to help substantives to express their case functions. They are called prepositions because their position is immediately before the substantives they are associated with. Prepositions are to aid in expressing the case functions which are in use by the Arabic language speaker. The meaning of the prepositions depends however on some other factors. In order to translate the prepositions accurately, the following should be observed.

a) The basic meaning of the preposition as indicated in the Arabic usage.

b) The case construction with which preposition is used, and

c) The use as indicated by the content of the passage. i.e. the context.

3.2 ARABIC PREPOSITIONS

Arabic prepositions only have impact on the nouns. The particles are the following:

- From: من
- On: على
- To: إلى
- Out of, Away from: عن
- In: في
- With, in: من
- Like: ك
- For, to: ل
- Since: منذ
- Except: خلا
- Until: حتى
- Except: و
The last three (tà, wà, bì) are used for oath. e.g. By Allah Wà اللَّهُ
By Allah تَلَّاهِي
By Allah بِلَّاهِي
A noun must be in genitive case (مَجِرُّ), if it is preceded by any of the above particles. An illustration is given below.

From a school مَدَرَسَةٍ
Away from the place عَنِ المَنْزِل
With the knowledge بِالعَلْم
On the table عَلَى المَكْتَبِ
To mosques إِلَى المَدَرَسَةٍ
Like the light كَالثَّورِ
For benefit لِبَخْيرٍ

There are other types of preposition such as
With عند
Under تحت
Above فوق
After بَعْد
Before قبل
With the king عند الملك
Under the chair تحت الكرسي
Above the three فوق الشجرة
After the party بَعْد الحفلة
Before the noon قبل العُشِّر

SELF ASSESSMENT EXERCISE 1

Put the following Nominative nouns in the genitive cases:

A school مَدَرَسَةٍ
The place المَنْزِل
The knowledge العَلْم
The table المَكْتَبِ
A mosque مَسْجِدٌ
The light النَّورُ
Benefit خَيْرٌ
3.3 Conjunction

Arabic conjunction is a word whose only function is to link words, phrases, sentences etc etc. The link can be done with the assistance of حرف الافf “the conjunctions”. These are الـمـعـضـوـن الـطـلـابـ (المـنـسـق) and ثـمّ.

The rule of the conjunction is that the two nouns concerned follow each other in all cases. (nominative, accusative and genitive). The examples below will shed more lights on this explanation – the

Nominative

The teacher & the students ﻣـنـسـق الـطـلـابـ
The girl & the mother ﻣـنـسـق الـبـنـئـ
The pen & the book ﻣـنـسـق الـقـلمـ
The motor then bicycle ﻣـنـسـق الـسـيـارـة فـي الـجـهـلـ
The knowledge then Ignorance

Accusative

The teacher & the students ﻣـنـسـق الـطـلـابـ
The girl & the mother ﻣـنـسـق الـبـنـئـ
The pen & the book ﻣـنـسـق الـقـلمـ
The motor then bicycle ﻣـنـسـق الـسـيـارـة فـي الـجـهـلـ
The knowledge then Ignorance

Genitive

The teacher & the students ﻣـنـسـق الـطـلـابـ
The girl & the mother ﻣـنـسـق الـبـنـئـ
The pen & the book ﻣـنـسـق الـقـلمـ
The motor then bicycle ﻣـنـسـق الـسـيـارـة فـي الـجـهـلـ
The knowledge then Ignorance

SELF ASSESSMENT EXERCISE 2

Explain the prepositions and conjunctions in Arabic language?
Mention one example each for both the preposition and conjunction?
4.0 CONCLUSION

1. Prepositions are words that express relationships between two words. When prepositions occur before nouns, those nouns will be in genitive cases, that is, they will be given kāsrāh, vowel ‘i’.

2. Conjunctions in Arabic language are words that are used to link other words in a sentence. Such other words that are joined together agree with each other in grammatical rules such as nominative, accusative and genitive cases.

5.0 SUMMARY

This Unit treats grammatical issues relating to Preposition and Conjunction particles in the Arabic language. It enumerates the particles and gives their meaning and functions. The Conclusion highlights the grammatical rules and other relevant salient points derivable from the discussions. Copious examples and necessary illustrations are provided as well as self assessment exercises that will help learners.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Explain the rule that guides the conjunction in Arabic grammar?

2. List Ten Prepositions in Arabic and make use of the, in a simple sentences?

3. Give two example of conjunction in a two different sentences?

7.0 REFERENCES/FURTHER READING


UNIT 2  SUBJUNCTIVE PARTICLES (ِّحُرُوف النَّصَّب)

CONTENTS

1.0  Introduction
2.0  Objectives
3.0  Main Content
   3.1  The Subjunctive Particles
   3.2  Impact of Subjunctive Particles on Imperfect Verbs
   3.3  Application of rule of Subjunctive Particles on Imperfect Verb
4.0  Conclusion
5.0  Summary
6.0  Tutor-Marked Assignment
7.0  References/Further Reading.

1.0  INTRODUCTION

In this unit, you will be taught grammatical rules governing verbs in the imperfect tenses in the subjunctive cases. This will involve your recollection of some verb patterns and structures you have learnt earlier in some of the previous Units, e. g. sound verbs, the trilateral etc.

Subjecting imperfect verbs to the subjective moods is another important Arabic grammatical phenomenon. The rules must be observed for the expressions to be adjudged grammatically perfect. For this reason, this lesson is important - you will agree with me. You are therefore welcomed to the study of imperfect verbs in the subjunctive mood and the rules underlying its application.

2.0  OBJECTIVES

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

- list the subjunctive particles
- identify the imperfect verbs having subjunctive ending
- recognize imperfect verbs that should be put in the subjunctive mood
- demonstrate the techniques of putting imperfect verbs in the subjunctive moods.
3.0 MAIN CONTENT

3.1 The Subjunctive Particles

The following are the subjunctive particles in Arabic:

- To: لَنّ
- Will never: لَنّ
- For instance, so that, in order: كَيْلَا, لِكَيْلَا, لَلْثَّلَاثَاءِ
- Then: إِذْنَ
- Until: حَتَّى
- So that not: لَكِنّ, لَكِنّلأَنّ، لَكِنّلأَنّ
- So that: لَكِنّ، لَكِنّلأَنّ، لَكِنّلأَنّ

3.2 Impact of Subjunctive Particles on Imperfect Verbs

Like we have told you in our introduction to this unit, the imperfect subjunctive could be compared with the present form of subjunctive tense in English. The perfect indicative singular will change in the last letter’s vowel except the second person singular feminine that will change by omission of the letter. Others which end with the preceded ‘ن’ by a long vowel after the last radical lose their ‘ن’ and if the preceding long vowel is dammah ‘u’ an extra alif is added. e.g. لَنّ َيَكْتُبَ (lan yaktubu) (they will never write), لَنّ يَكْتُبُوا. The second person and the third person feminine plural will not change in their forms. They remain as they are in indicative form. لَنّ (lan aktubu) I will never write.

3.3 Application of Rule of Subjunctive Particles on Imperfect Verb

This is the pattern to be followed in applying the rule of impact of Arabic subjunctive particles on imperfect verb forms. Let us see how لَنّ aktubu (he writes) as in the indicative will change in meaning and form in the subjunctive:

- I will/shall never write: لَنّ َيَكْتُبَ
- You will never write (masc.) sing.: لَنّ تَكْتُبَ
- You will never write (fem) (sing.): لَنّ تَكْتُبُ
- He will never write: لَنّ يَكْتُبَ
- She will never write: لَنّ نَكْتُبَ
- You will never write (masc. fem) dual: لَنّ نَكْتُبُ
- We will/shall never write: لَنّ نَكْتُبُ
You will never write (masc.) plural لَنْ تَكُتِبُوا
You will never write (fem.) plural لَنْ تَكُتِبْنِ
They will never write (masc.) plural لَنْ يَكُتِبُوا
They will never write (fem.) plural لَنْ يَكُتِبْنِ

Let us take the subjunctive particle کَاي meaning ‘so that’ as another example and see how the rule is applied on another imperfect indicative to give us subjunctive mood. The impact of this subjunctive particle on the imperfect indicative (یَدْرُسُ) he studies, will be as follows:

So that I study کُنْ يَدْرُسِ
So that you study (Masc) (Sing) کُنْ يَدْرُسَ
So that you study (fem.) (sing) کُنْ يَدْرُسَتِ
So that he studies (Masc) کُنْ يَدْرُسِ
So that she studies (fem.) کُنْ يَدْرُسَتِ
So that you study (masc. and fem.) dual کُنْ يَدْرُسَا
So that they study (masc.) dual کُنْ يَدْرُسَا
So that they study (fem.) dual کُنْ يَدْرُسَا
So that we study کُنْ يَدْرُسَ
So that you study (masc.) plural کُنْ يَدْرُسُوا
So that you study (fem.) کُنْ يَدْرُسُتُ
So that they study (masc.) plural کُنْ يَدْرُسُوا
So that they study (fem.) plural کُنْ يَدْرُسُتُ

We give another example of impact of subjunctive particle on imperfect indicative verb as follows by using حَتَّى with the indicative verb یَدْرُسُ he goes (یَدْرُسُ) he studies.

Until I go حَتَّى يَدْرُسِ
Until you go (Masc.) (sing) حَتَّى يَدْرُسَ
Until you go (fem.) (sing) حَتَّى يَدْرُسَتِ
Until he goes (masc.) sing حَتَّى يَدْرُسِ
Until she goes (fem.) (sing) حَتَّى يَدْرُسَتِ
Until you go (masc. and fem.) dual حَتَّى يَدْرُسَا
Until they go (masc.) dual حَتَّى يَدْرُسَا
Until they go (fem.) dual حَتَّى يَدْرُسَا
Until we go حَتَّى يَدْرُسَ
Until you go masc. plural حَتَّى يَدْرُسُوا
Until you go fem. plural حَتَّى يَدْرُسُتُ
Until they go masc. حَتَّى يَدْرُسُوا
Until they go fem. plural حَتَّى يَدْرُسُتُ
From the above examples, you will see that those with radical endings change with vowels, that is, from ‘u’ to ‘a’; and those which end with "n" lose their "n" whenever any of the particles precedes the imperfect verbs.

The only verb that retains the same form is second person plural feminine and the third person plural feminine.

SELF ASSESSMENT EXERCISE

Explain the rules that govern the subjunctive particles with imperfect verb? Give one example each for your explanation?

4.0 CONCLUSION

The subjunctive particles in Arabic language impacts the imperfect verbs. The perfect indicative singular will change in the last letter’s vowel except the second person singular feminine that will change by omission of the letter. Others which end with the preceded ‘n’ by a long vowel after the last radical lose their ن and if the preceding long vowel is dammah ‘u’ an extra alif is added. e.g. لان يكتبوا (they will never write), اَلْان يَكُتِبُوا. The second person and the third person feminine plural will not change in their forms. They remain as they are in indicative form.

5.0 SUMMARY

In this unit, we have taught you the subjunctive particles. We listed as many as possible of the particles for you. How the particles govern the imperfect indicative verbs were also expatiated upon. Copious examples were provided to make your understanding of the topic easy.

6.0 TUTOR-MARKED ASSIGNMENT

1. List all subjunctive particles in Arabic grammar?
2. Apply subjunctive particles on the following imperfect indicative verbs showing its grammatical impact:

   a. he rejoices  يَفْرَج
   b. he understands  يَفْعَم
   c. he kills  يَقْتِلُ
   d. he decides  يَرْمُع
e  he sits  يُجلس
f  he cuts  يُقطع
g  he judges  يُقضى
h  he reads  يقرأ
I  he denies  يُمَنَع
J  he dances  يَرقص

7.0 REFERENCES/FURTHER READING


UNIT 3 JUSSIVE AND INTERROGATIVE PARTICLES

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main contents
   3.1 Jussive particles
   3.2 The Impact of the Jussive particles on Imperfect Verbs
   3.3 Application of the rule of the Jussive particle on the Imperfect Verb
   3.4 Interrogative Particles
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, you will be learning the rules relating to Arabic verbs in the jussive mood. You will learn how the indicative perfect verb changes when in the jussive mood; i.e. when preceded by jussive particles. Various interrogative particles, their use and rules will also be taught in this unit. These are needed to be properly digested and committed to memory to enable you to form your own sentences and conduct interrogation in Arabic as you like. You will recall that in the last unit you have learnt the subjunctive mood. The knowledge you have acquired there will be useful here.

2.0 OBJECTIVES

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

- demonstrate how to utilize jussive imperfect particles in grammatically correct Arabic sentences
- identify the Arabic imperfect verbs in the jussive mood
- identify the Arabic interrogative particles.
### 3.0 MAIN CONTENT

#### 3.1 Jussive Particles (مَرْفُوعَةُ اللَّجْزَمُ)

The jussive particles in Arabic grammar - like the subjunctive which you studied in the last Unit - precedes and impacts the last letter of the Arabic imperfect verbs. i.e. (الأَلْفَاءُ المُضَارِعَةُ) by making it to take the سِكْنٌ vowel. and sometimes change its meaning to the past. The following are the jussive particles in Arabic:

(i) لم
(ii) لا do not (iii) إن
(iv) لَا not yet (v) لَمْ Let or make sure

#### 3.2 The Impact of the Jussive particles on Imperfect Verbs

The jussive particles enumerated above share some features with the subjunctive particles. They both cause changes in the imperfect indicative verbs which have no adjunct letters following their radical letters. While the subjunctive particle makes the last radical loose its original vowel and take ﻓَات-ـ، the Jussive particle makes it lose its final vowel ‘u’ altogether and take سِكْنٌ ‘o’. The others which has "ن" ending will loose the "ن" while the second and third person plural feminine remain unchanged. The only difference between subjunctive and jussive is that the last radicals at subjunctive take ‘ا’ while that of the jussive is given سِكْنٌ ‘o’. The others remain the same.

For example: I did not write (لا كتبت)

#### 3.3 Application of the Rule of the Jussive Particle on the Imperfect Verb

This paradigm must be followed as you apply the jussive particle rule on the imperfect verbs:

I did not sit
You did not sit (masc) (sing)
You did not sit (fem) (sing)
He did not sit (masc) (sing)
She did not sit (fem) (sing)
You did not sit (masc and fem) (dual)
They did not sit (masc) (dual)
They did not sit (fem) dual
We did not sit
You did not sit (masc.) plural
You did not sit (fem.) plural
They did not sit (masc.) plural
They did not sit (fem.) plural

Let us look at another example of the jussive imperfect. This illustration will be with the verb يُعلمُ (he knows).

I do not know yet
You do not know yet (masc.) (sing)
You did not know yet (fem.) (sing)
He does not know yet
She does not know yet
You do not know yet (masc. and fem.) dual
You do not know yet (masc.) plural
You do not know yet (fem.) plural
We do not know yet
They do not know yet (masc.) dual
They do not know yet (fem.) dual
They do not know it (masc.) plural
They do not know it (fem.) plural

With these two examples properly digested by you can apply the rest. This is the way to conjugate the imperfect jussive verb in Arabic.

**SELF ASSESSMENT EXERCISE 1**

List all jussive particles that you know in Arabic language and use them in sentences?

5.4 Interrogative Particles

In Arabic language, the interrogative of simple sentences is made by prefixing the two particles ‘hal’ هل or ‘a’ أ

These two particles are used for interrogation in Arabic language. For example:

Is he rich?

Does Muhammad stand?
Is Zaydu a student? هلُّ زَيْدُ طَالِبٌ؟ أَزَيْدُ قَانِمٌ؟

Are they Nigerians? هلُّ هَنِيْجِيرِيُّوْنُ؟ أَهْنِيْجِيرِيُّوْنُ؟

Is she a nurse? هلُّ هِيُ مَرَضَّيْةً؟ أَهْيَ مَرَضَّيْةً؟

Is she a traveler? هلُّ هِيُ مَسَافِرَةً؟ أَهْيَ مَسَافِرَةً؟

hal will become hali before hamzatu al-wa, for example:
Is the teacher present? هلُّ الْمَعْتَمِّضُ جَعِيْرُ؟ ‘هَالَّا’ ‘هَنَّ’ is more often used than ‘a’ أَ

**SELF ASSESSMENT EXERCISE 2**

Mention the two interrogative particles in Arabic grammar and construct ten sentences with each of them?

**4.0 CONCLUSION**

The jussive particles are five. They precede the Arabic imperfect verbs, i.e. and impact their last letter by making them take sukun vowel and by affecting their meaning too. Imperfect Verbs which have ‘ن’ ending will loose the ‘ن’ while the second and third person plural feminine remain unchanged.

‘Hal’ or ‘a’ أَ‘أَ‘ are two particles used for interrogation in Arabic language. They do not impact the word they precede in any way.

**5.0 SUMMARY**

In this unit the five particles that render imperfect verbs in jussive moods and two interrogative particles are discussed. The rules of the jussive particles whenever they precede any imperfect verb are deeply explained. Examples were given to aid your comprehension. The interrogative particles were also treated in this unit. You can now put the Arabic sound imperfect verbs in the jussive mood. Similarly, you can make interrogative sentences with its two particles.
6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the rule of imperfect verb(s) that preceded by jussive particle(s)?

2. Conjugate the following verbs in jussive imperfect:

   He goes  يَذْهَبُ
   He kills  يَقْتَلُ
   He hears  يَسْمَعُ
   He is ill  يَمَرَضُ
   He plays  يَلْعَبُ

3. Use the two interrogative particles in two sentences?

7.0 REFERENCES/FURTHER READING


UNIT 4 THE VOCATIVE, GERUND AND A COMPLETE SENTENCE

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1.0 INTRODUCTION

You are welcome to the last unit of the last module. In the unit, you will be taught the vocative in Arabic language. You will also be introduced to Gerund in Arabic grammar. In this unit, you will learn construction of nominal, verbal and interrogative sentences. After the completion of this unit, you will be better positioned in Arabic grammar provided you read your course material very well and you are satisfied with your self assessment exercises. You will not have the problem with writing good sentences in Arabic language.

2.0 OBJECTIVES

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

- identify the vocative in Arabic grammar
- describe gerund and mention some of its patterns
- express yourself in complete nominal and verbal sentences
- convert nominal and verbal sentences to interrogative sentences.
3.0 MAIN CONTENT

3.1 The Vocative (المُنَادَى)

In the Arabic language, calls or invocations are made by the use of interjection tool ُؤُوَ اَلْ، ‘O! This is termed in Arabic grammar while ‘the vocative case’ is its English equivalent. Vocative is nominative in mood i.e. the invoked noun takes the دَمْمَة vowel. Also nunation i.e. double vowel is dropped as a rule in the invoked name. Also, when you call, the definite article ‘ال’ will be dropped as a rule in the usage of vocative e.g. يَا وَانِذَلَعْ oh boy!

Look at the following examples, you will notice that one of the last vowels is lost and there is no definite article in the sentence.

Oh man يَارَجِلُ
Oh student يَباَطِلَبُ
Oh girl يَباَتَمِئَة
Oh Adam يَبَلَدُمَ
Oh Ahmad يَبَّالَهْمَد

This is how vocative goes about in Arabic. Mind you, if the name you are putting in the vocative case or calling, in other words, is governed by a genitive rule or is in the possessive mood, it will be put in the accusative; this means that the word رَبُّ النَّاس, lord of people or instance will become يَا رَبُّ النَّاس. ‘Oh Lord of people. See more examples of this.

Oh the servant of Allah، يَا عَبْدُ اللَّه
Oh the command of the faithful، يَا أمِيرُ الْمُؤْمِنِين

The vocative interjection can also be اَلْيُأَهْ، "أَيَاهْ ‘oh’. It is the same meaning with yah’ but rather it is a rhetorical and pompous way of introducing the vocative. If it is a female we use أَيَّهَا. For example:

Oh man: اَلْيُأَهَا الرَّجُلُ
Oh lady: اَلْيُأَهَا الْمَرَأَة

SELF ASSESSMENT EXERCISE 1

Discuss the vocative in Arabic language?
Give its various tools and examples?
### 3.2 The Gerund or Verbal Noun

There are divergent opinions as to which one is the source between verb and gerund among the Arabic grammarians. While some say the Gerund is source of verb, others say the verb is source of gerund. Whatever be the case the gerund in Arabic grammar takes different patterns and consists of a lot of paradigms. Therefore, we would just give you here the basic paradigms you need for now. As you are furthering your reading in Arabic you will continue to know more.

The list below shows the gerund of some verbs and their pattern:

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<th>Arabic Verb</th>
<th>English Equivalent</th>
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<tbody>
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<td>فعل</td>
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</tbody>
</table>

There are some other gerunds which take the form of fu‘ulatun. Some are e.g. honour, knowledge. Knowledge of the gerund depends on extensive reading of Arabic books and dictionaries. You should follow the advice we gave to you earlier.

### SELF ASSESSMENT EXERCISE 2

1. What is the English equivalent of the word Gerund in Arabic?
2. Which one is the source between gerund and verb?
3. How many patterns has gerund?
4. Mention ten gerunds with example?
A complete sentence in Arabic grammar is a word or group of words which express a complete idea as in English with which you are assumed to be familiar or any other language for that matter. There are different types of complete sentences. We shall introduce the nominal and verbal sentences to you here.

### 3.3.1 Nominal Sentence

Nominal sentence in Arabic language is a sentence that begins with a noun. E.g. al-waladu qaimun, the boy is standing. You should remember this easily as we have been taught the subject and predicate in Module One. If you revise unit five of module one very well, that means that you have gotten the concept of nominal sentences in Arabic. That notwithstanding the examples below can still flourish and refresh your knowledge.

- The teacher is sitting in the classroom
- The woman is going to the market
- The two male Muslims are fasting
- The hardworking men are successful
- The lesson is clear
- Adam is present

### 3.3.2 Verbal Sentence (al-jumlatu al-fi`liyat)

This is a sentence that begins with verb. Examples are the following below.

- I am going to the school
- Zaydu stood up
- The female teacher went to the class
- Fatimah understood the lesson
- The male teacher is writing on the board

Thus as you could have seen from the above examples, a nominal sentence in Arabic is a sentence which begins with noun while a verbal sentence is the sentence started with a verb.

### SELF ASSESSMENT EXERCISE 3

Define Give five examples to illustrate what you say? Define Give five examples to illustrate what you say?
3.3.3 Changing Nominal and Verbal Sentences to Interrogative Sentences

An interrogative sentence is a sentence which asks a question as you have learnt earlier on in the last unit. Also, the same interrogative particles and method of their application which you learnt there and how to apply them are required here again. Changing a nominal or verbal sentence to an interrogative one is however to be focused here. Hence we submit that in interrogative sentence, the two particles of interrogation can prefix either nominal or verbal sentence. Examples with sentences referring to:
The masculine gender:

(Nominal Sentences)
- Muhammad is present

(Interrogative)
- Is Muhammad present?

(Verbal Statement)
- Zayd stood up

(Interrogative)
- Did Zayd stand up?

The feminine gender:

(Nominal Sentence)
- Fatimah is present

(Interrogative)
- Is Fatimah present?

(Verbal Statement)
- Zaynab stood up

(Interrogative)
- Did Zaynab stand up?

SELF ASSESSMENT EXERCISE 4

Write five nominal and five verbal sentences each; then convert them to Interrogative sentences?

4.0 CONCLUSION

Al-munāda or a’n-Nidā in Arabic grammar is the equivalent of the ‘the vocative case’ in English. It is nominative in mood and could be accusative if the noun is genitive. Nunation is dropped, so also is the definite article as a rule. The most commonly used tools of the vocative are yah ‘ياً, ayuhā, ‘أيهاً or both If it is a female we use ‘ayātuha ‘أينهاً.

On al-Mādar (the Gerund or Verbal Noun) , there are divergent opinions among the Arabic grammarians as to which one is the source between verb and gerund. The gerund in Arabic grammar takes different patterns and consists of a lot of paradigms.

In Arabic Grammar, a complete sentence could either be Nominal Sentence beginning with a noun or Verbal Sentence...
beginning with a verb. Both can be converted to interrogative statement with the prefixing of the interrogative particles.

5.0 SUMMARY

This Unit introduces the vocative in Arabic grammar and its rules. It also discusses the gerund and the divergent opinions of Arabic grammarian related to it. It describes a complete sentence and divides it into nominal sentence and verbal and interrogative. These we believe will further assist you in recognizing and constructing grammatically flawless Arabic expressions.

6.0 TUTOR-MARKED ASSIGNMENT

1. Use the interjection of vocative in Arabic in a complete sentence?
2. Construct five nominal sentences in Arabic?
3. Construct five verbal sentences in Arabic?

7.0 REFERENCES/FURTHER READING


