



**ARA 181**

**BASIC  
ARABIC**

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

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

### **UNIT 1 THE IMPORTANCE OF ARABIC LANGUAGE**

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#### **1.0 INTRODUCTION**

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

#### **2.0 OBJECTIVES**

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

- appreciate the importance of Arabic as language of commerce, politics, culture, and correspondence in the world history.
- Identify the orthography of Arabic alphabets and its form
- acknowledge particular importance of Arabic language on the sustainability of the Holy *Qur'ān* and Islam.
- acknowledge the importance of Arabic on research and documentation.
- Identify Arabic as the language that has great influence on the cross-fertilization of science and civilization at the global level.

- give a brief history of Arabic

### 3.0 MAIN CONTENT

#### 3.1 A Brief History Of Arabic

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

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

On the contrary, there has not been any established record of decline for Arabic. Though, the time of its emergence is yet to be known, its popularity dates back to the *Jāhiliyyah* (barbaric, primitive) age of Arab society and its popularity was not unconnected with the art of poetry. Some of the Arabs of this age in particular were gifted poets who composed poems brilliantly. Part of such poems composed was known as the *Mu'allaqāt*. It is said that the poetic competitions were organized among the poets of different tribes of the society.

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

emergence and that it has not suffered any vicissitudes.

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

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

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

Secondly, apart from placing Arabic on equal pedestal with other international languages like English, French and German to mention but a few, Arabic has also gallantly withstood the test of time, gained wide currency as an international language of commerce, diplomacy, politics and so on. Its universal recognition manifested in the United Nations Organization (UNO), the Organization of African Unity (OAU), the Organization of Petroleum Exporting Countries (OPEC) and the Food and Agriculture Organization (FAO).

While commenting on the significance of Arabic as a universal language, Professor Girgis said: "In terms of the number of speakers and

extent of its influence, Arabic is by far the most important Semitic language today and must be regarded as one of the important world languages.

Thirdly, Arabic is specifically important to the muslims all over the world because it is the language of their sacred book; *Qur'ān* and *Sharīah* (Islamic law) in which the tenets of their religion are written.

Allah says : **إِنَّا أَنْزَلْنَاهُ فَرَسًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ**  
 "We revealed it as an Arabic *Qur'ān* so that you may understand" (Q12:2)

**وَكَذَلِكَ أَنْزَلْنَاهُ حُكْمًا عَرَبِيًّا**

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

**وَلَقَدْ نَعْلَمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ بَشَرٌ لِّسَانِ  
 الَّذِي يُلْحِدُونَ إِلَيْهِ أَعْجَمِيٌّ وَهَذَا لِسَانٌ عَرَبِيٌّ  
 مُبِينٌ**

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

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

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

Arabic	Hausa	Meaning
<i>Al-ahad</i>	<i>Alahadi</i>	Sunday
<i>Al-akhbar</i>	<i>Labaari</i>	News
<i>Jarīdah</i>	<i>Jariida</i>	Newspaper
<i>'Im</i>	<i>Ilimi</i>	Knowledge



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

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

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

All these instances show that Arabic had been the language of both learning and commerce for centuries

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

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

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

### 3.1.1 The Arabic Alphabet

Arabic is written from right to left. Arabic graphic symbols have been adopted by and adapted for many languages spoken by muslim nations, for example Urdu in Pakistan, Persian in Iran, and Malay in Malaysia. Hausa language used Arabic symbols before the advent of white men.

The two commonest ways of writing are *Naskhi* normally used in print and formal writings often used in personal correspondences

The Arabic alphabet consists of the following 28 letters

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

### 3.1.2 Forms of Arabic Letters

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

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

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

**Note:**

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

ا د ذ ر ز و

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

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

**4.0 CONCLUSION**

From the discussions so far you have learnt the following:

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

**5.0 SUMMARY**

In this unit, you have been exposed to the importance of Arabic as an international language and as a language for the muslim's worship. In addition , you have been able to see how each of the Arabic letters looks like when even it stands alone, or when it is joined to a word either at

the beginning , the middle or at the end. You are therefore advised strongly to master these letters before you go to the next unit.

## **6.0 TUTOR-MARKED ASSIGNMENT**

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

## **7.0 REFERENCES/FURTHER READINGS**

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## **UNIT 2 ARABIC VOWELS (SHORT AND LONG), NUNATION (*TANWĪN*) LONG VOWELS, DIPHTHONGS, DOUBLE CONSONANTS, THE MOON AND SUN LETTERS**

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  - 3.2 The Short Vowels
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  - 3.4 *Sukūn* (Quiescence)
  - 3.5 Nunation
  - 3.6 Diphthongs
  - 3.7 The Moon and Sun Letters
  - 3.8 Double Consonants (*Shaddah*)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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### **1.0 INTRODUCTION**

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

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

### **2.0 OBJECTIVES**

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

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

### 3.0 MAIN CONTENT

#### 3.1 Arabic Vowels

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

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

#### 3.2 The Short Vowels

The short vowels are as follows:

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

For example

بَ تَ ثَ

To read the above example we say

*Bāʾ fat-ha* /ba/

*Tāʾ fat-ha* /ta/

*Thāʾ fat-ha* /tha/

أ	بَ	تَ	ثَ
a'	ba	ta	Tha
جَ	حَ	خَ	دَ
ja	ha	kha	da
ذَ	رَ	زَ	سَ
dha	ra	za	sa
شَ	صَ	ضَ	طَ
sha	sa	ḍa	ṭa
ظَ	عَ	غَ	فَ
za	ʿa	gha	fa
قَ	كَ	لَ	مَ
qa	ka	la	Ma
نَ	هَ	وَ	يَ
na	ha	wa	Ya

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

ب ت ث

To read the above example we say

*Bā' kasrah* /bi/*Tā' kasrah* /ti/*Thā' kasrah* /thi/

ث	ت	ب	ا
Thi	ti	bi	i'
د	خ	ح	ج
di	khi	hi	ji
س	ز	ر	ذ
si	zi	ri	dhi
ط	ض	ص	ش
Ṭi	ḍi	si	shi
ف	غ	ع	ظ
fi	ghi	ʿi	ẓi
م	ل	ك	ق
Mi	li	ki	qi
ي	و	هـ	ن
Yi	wi	hi	ni

3. *Dammah*: It sounds /u/ as in "put" and is represented in writing by a 'waw'

\_\_\_\_\_ placed on the consonant concerned  
For example

بُ تُ ثُ

To read the above, we say

*Bā' dammah* /bu/*Tā' dammah* /tu/*Thā' dammah* /thu/

ثُ	تُ	بُ	أ
Thu	tu	bu	u'
دُ	خُ	حُ	جُ
du	khu	hu	ju
سُ	زُ	رُ	ذُ
su	zu	ru	dhu
طُ	ضُ	صُ	شُ
Ṭu	ḍu	ṣu	shu
فُ	غُ	عُ	ظُ
fu	ghu	ʿu	ẓu
مُ	لُ	كُ	قُ
Mu	lu	ku	qu
يُ	وُ	هُ	نُ
yu	wu	hu	nu



### 3.3 The Long Vowels – Hurūfu `L -Madd

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

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

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

- i. *Al-fat-hah* with `alif madd: It sounds /ā/ as in ‘car’ and is represented by a similar stroke of `al-fa-thah together with `alif that follows the consonant concerned. ا  
For example  
 با which is spelt thus: Bā` fat-hah alif madd /baa/  
 تا which is spelt thus: Tā` fat-hah alif madd /taa/  
 ثا which is spelt thus : Thā` fat-hah alif madd /thaa/
- ii. *Al- kasrah* with yā`u madd: it sounds /ii/ as in ‘sheep’ and is represented in writing by a similar stroke with ya` following the consonant concerned. For example: اى  
 بى which is spelt: bā` kasrah ya` madd /bii/  
 تى which is spelt: tā` kasrah ya` madd /tii/  
 ثى which is spelt: thā` kasrah ya`u madd /thii/
- iii. *Dammah* with wā madd. It sounds /uu/ as in ‘boot’  
 بو which is spelt bā` dammah waw madd /buu/  
 تو which is spelt: tā` dammah was madd /tuu/  
 ثو which is spelt: thā` dammah waw madd /thuu/

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

	The long Fat-hah	
English Translation	Transliteration	Arabic
A youth	<i>Shābun</i>	شَابٌ
It was long	<i>Tāla</i>	طال
Slept	<i>Nāma</i>	نَامَ
To change	<i>Hāla</i>	حَالَ
To continue	<i>Dāma</i>	دَامَ
To deviate	<i>Zāgha</i>	زَاعَ
To be lost	<i>ḍā'a</i>	ضَاعَ
To aid / help	<i>Ghātha</i>	غَاثَ

	The Long Kasrah	
English Translation	Transliteration	Arabic
near	<i>qarīb</i>	قَرِيبٌ
big	<i>kabīr</i>	كَبِيرٌ
dear	<i>azīz</i>	عَزِيزٌ
brief /Short	<i>wajīz</i>	وَجِيزٌ
advantageous	<i>mufīd</i>	مُفِيدٌ
not heavy	<i>khafīf</i>	خَفِيفٌ
indication	<i>dalīl</i>	دَلِيلٌ
far	<i>ba'īd</i>	بَعِيدٌ

	The Long Dammah	
English Translation	Transliteration	Arabic
mind confusion	<i>Dhuhūl</i>	ذُهُولٌ
refutable	<i>mardūd</i>	مَرْدُودٌ
suckling	<i>raghūth</i>	رَعْوَةٌ
raised	<i>marfū'u</i>	مَرْفُوعٌ
expectation	<i>ruqūb</i>	رَقُوبٌ
calmness	<i>sukūn</i>	سُكُونٌ
prevalence	<i>'umūm</i>	عُمُومٌ
food	<i>qūt</i>	قُوتٌ

### 3.4 *Sukūn* (Quiescence)

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

For Example:

تَب is spelt as *tā' kasrah ti, bā sukun /tib/*  
 لَم is spelt as *lām; fathhah lā min sukun /lam/*  
 قُل is spelt as *qāf dammah qu lām sukun /qul/*

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

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

### 3.5 Nunation

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

More Examples on Nunation

Pronunciation	Arabic Alphabet	Pronunciation	Arabic Alphabet
an un in	أَ أُ اِ	ḍan ḍin ḍun	ضَ ضِ ضُنْ
ban bin bun	بَ بِ بُنْ	ṭan ṭin ṭun	طَ طِ طُنْ
tan tin tun	تَ تِ تُنْ	ẓan ẓin ẓun	ظَ ظِ ظُنْ
than thin thun	ثَ ثِ ثُنْ	'an 'in 'un	عَ عِ عُنْ
jan ji jun	جَ جِ جُنْ	ghan ghin ghun	غَ غِ غُنْ
han hin hun	حَ حِ حُنْ	fan fin fun	فَ فِ فُنْ
khan khin khun	خَ خِ خُنْ	qan qin qun	قَ قِ قُنْ
dan din dun	دَ دِ دُنْ	kan kin kun	كَ كِ كُنْ
dhan dhin dhun	ذَ ذِ ذُنْ	lan lin lun	لَ لِ لُنْ

ran rin run	رَ رِ رٌ	man min mun	مَ مِ مٌ
zan zin zun	زَ زِ زٌ	nan nin nun	نَ نِ نٌ
san sin sun	سَ سِ سٌ	han hin hun	هَ هِ هٌ
shan shin shun	شَ شِ شٌ	wan win wun	وَ وِ وٌ
shan ṣin ṣun	صَ صِ صٌ	yan yin yun	يَ يِ يٌ

### 3.6 Diphthongs

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

### 3.7 Double Consonants (Shaddah)

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

Meaning	Arabic
to drag, draw	جَرَّ for جَر
to pour out	صَبَّ for صَب
to smell	شَمَّ for شَم
to flee, escape	فَرَّ for فَر
to solve (problem)	حَلَّ for حَل
to think about	فَكَّرَ for فَكَّرَ
to clean	نَطَّفَ for نَطَّفَ
to comb	مَشَّطَ for مَشَّطَ
to arrange	نَطَّمَ for نَطَّمَ
to train, drill	دَرَّبَ for دَرَّبَ

Vowelless dental consonants are generally assimilated to a following *ت* (t) the first being written without any sign and the second received *shaddah* e.g. *قَدْتُ* for *قَدْتُ* means *I led*. A vowel less *ن* (n) assimilates to a following *ل* (l) letter in pronunciation or actually in written as in the conjugation *ألا* ‘*alla*’, *أنْ لا* ‘*anla*’ (that not) and *إلا* for *إنْ لا* ‘*inla*’ (if not, otherwise).

### 3.8 The Moon and Sun Letters

The particle *al* *أل* in Arabic is added to nouns to make them definite. For example *kitāb* *كِتَاب* means a book; *al-kitāb* *الْكِتَاب* means the book.

The Arabic alphabets are divided into Moon letters, *'al-hurūf-ul-qamariyyah* and sun letters, *'al-hurūf-ash-shamsiyyah*.

In the case of nouns starting with moon letters, the definite article is pronounced in full while the *l* is dropped in that of sun letters.

<b>Nouns Starting With Moon Letters</b>		
<b>English Translation</b>	<b>Transliteration</b>	<b>Arabic</b>
the needle	'al-'ibrah	أ الإبرة
the cow	'al-baqarat	ب البقرة
the mountain	'al-jabal	ج الجبل
the stone	'al-hajar	ح الحجر
the bread	'al-khubz	خ الخبز
the honey	'al-'asal	ع العسل
the stranger	'al-gharīb	غ الغريب
the mouse	'al-fa'r	ف الفأر
the moon	'al-qamar	ق القمر
the cup	'al-ka'su	ك الكأس
the king	'al-malk	م الملك
the cat	'al-hirr	ه الهر
the document	'al-wathīqah	و الوثيقة
the hand	'al-yad	ي اليد

<b>Noun Starting With Sun Letters</b>		
<b>English Translation</b>	<b>Transliteration</b>	<b>Arabic</b>
the crown	'at-taj	ت التاج
the fox	'ath-tha'lab	ث الثعلب
the bucket	'ad-dalw	د الدلو
the fly	'adh-dhubāb	ذ الذباب
the letter	'ar-risālah	ر الرسالة
the butter	'az-zubd	ز الزبد
the roof	'as-sath	س السطح
the police man	'ash-shurtiyyu	ش الشرطي
the soap	'aṣ-ṣabun	ص الصابون
the estate	'ad-difda'ah	ض الضفدعة
the stamp	'aṭ-ṭabiu	ط الطابع
the envelop	'aẓ-ẓarf	ظ الظرف
the milk	'al-laban	ل اللبن
the carpenter	'an-najār	ن النجار

#### 4.0 CONCLUSION

You must have learnt the following in this unit:

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

## 5.0 SUMMARY

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

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Write a short note on *Tanwīn*.
2. Distinguish between Moon and Sun Letters.
3. Give two examples each of the words vocalized with:

- (a) Short vowels
- (b) Long vowels
- (c) Diphthongs
- (d) Nunation
- (e) Shaddah

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

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

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## **MODULE 2 ARABIC VOCABULARY DEVELOPMENT**

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

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

#### **CONTENTS**

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

#### **1.0 INTRODUCTION**

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

#### **2.0 OBJECTIVES**

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



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

### 3.0 Main Content

#### 3.1 Common Words At Home

English Translation	Arabic	English Translation	Arabic
house	مَنْزِلٌ	slab	بِلَاطَةٌ
window	نَافِذَةٌ	mailbox	صَنْدُوقُ الْبَرِيدِ
shutter	مِصْرَاعُ الْبَابِ	balcony	شَرْقَةٌ
bell	جَرَسٌ	bench	مَقْعَدٌ
lock	قَفْلٌ	tree	شَجَرَةٌ
stair	دُرْجٌ	grass	عُشْبٌ
roof	سَطْحٌ	key	مِفْتَاحٌ
garden	حَدِيقَةٌ	fence	سِيَاجٌ
shelf	رَفٌّ	bathroom	حَمَامٌ
chair	كُرْسِيٌّ	ceiling	سَقْفٌ
telephone	هَاتِفٌ	corridor	رَوَاقٌ
Basket	سَلَّةٌ	iron	مِغْوَاةٌ
furnished house	مَسْكَنٌ مَقْرُوشٌ	air conditioning	تَكْيِيفُ الْهَوَاءِ

garage	حَظِيرَةُ السَّيَّارَةِ	upstairs	الطَّابِقُ الْعُلْوِيُّ
sink	مَغْسَلَةٌ	clothes	ثَوْبٌ
sitting room	عُرْقَةُ الْجُلُوسِ	closet	خِزَانَةٌ
chimney	مَوْقِدٌ	couch	أَرِيكَةٌ
library	مَكْتَبَةٌ	curtain	سِتَارَةٌ
bedroom	عُرْقَةُ النَّوْمِ	broom	مِكْنَسَةٌ
pillow	وِسَادَةٌ	apartment	شَقَّةٌ
mirror	مِرَاةٌ	electrical wirings	الْأَسْلَاكُ الْكَهْرَبَائِيَّةُ
mattress	فِرَاشٌ	Carpet	سَجَّادَةٌ

#### 3.2 Common Words In The Kitchen

English Translation	Arabic	English Translation	Arabic
kitchen	مَطْبَخٌ	saucepan	قَدْرٌ
refrigerator	ثَلَاجَةٌ	teakettle	إِبْرِيْقُ شَايٍ
oven	فَرْنٌ	bowl	زُبْدِيَّةٌ
table	طَاوِلَةٌ	utensil	أَنْيَّةٌ
cupboard	خِزَانَةٌ	frying pan	مِقْلَةٌ
sink	مَغْسَلُ الْأَوَانِي	knife	سِكِّينٌ

dish	صَحْنٌ	spoon	مِلْعَقَةٌ
glass	كَاسٌ	plate	طَبَقٌ
sugar-bowl	سُكَّرِيَّةٌ	tray	صَيْنِيَّةٌ
coking pan	طَنْجِرَةٌ	gas stove	مَوْقِدُ غَازٍ
kettle	غَالِيَةٌ	bottle	قَنِينَةٌ
filter	مِصْفَاةٌ	broom	المِكْتَسَاةُ
dust	الجَارُوفُ	folk	شَوْكَةٌ
electric stove	مَوْقِدُ كَهْرَبَائِي		

### 3.3 Common Words In The School

English Translation	Arabic	English Translation	Arabic
school	مَدْرَسَةٌ	pen	قَلَمٌ
classroom	فَصْلٌ	exercise	كُرَّاسَةٌ
staffroom	حُجْرَةُ الْمُدْرَسِينَ	book	كِتَابٌ
principal's office	مَكْتَبُ الْعَمِيدِ	ruler	مِسطْرَةٌ
laboratory	مَعْمَلٌ	blackboard	سَبُورَةٌ
library	مَكْتَبَةٌ	chalk	طَبَاشِيرٌ
assembly hall	صَالَةُ الْإِجْتِمَاعِ	duster	طَلَّاسَةٌ
principal	الْعَمِيدُ	pupil (male)	تَلْمِيذٌ
vice-principal	نَائِبُ الْعَمِيدِ	student (male)	طَالِبٌ
senior-tutor	مُدْرَسٌ أَوْلٌ	pupil (female)	تَلْمِيذَةٌ
teacher	مُدْرَسٌ مُعَلِّمٌ	student (female)	طَالِبَةٌ
mistress	مُدْرَسَةٌ مُعَلِّمَةٌ	fellow	زَمِيلٌ

### 3.4 Common Words In The Bookshop

English Translation	Arabic	English Translation	Arabic
books	كُتُبٌ	globe	كُرَّةُ أَرْضِيَّةٌ
pens	أَقْلَامٌ حَبْرٌ	ink	حَبْرٌ
pencil	قَلَمٌ رِصَاصٌ	ink-pot	مَحْبِرَتَمٌ
arithmetic book	كِتَابُ حِسَابٍ	dictionary	قَامُوسٌ
science book	كِتَابُ عُلُومٍ	copy-book	دَقْتَرٌ
history	كِتَابُ تَارِيخٍ	fountain pen	قَلَمٌ حَبْرٌ سَائِلٌ
grammar book	كِتَابُ قَوَاعِدٍ	stapler	كَبَاسَةٌ
reading book	كِتَابُ قِرَاءَةٍ	paper-ream	مَاعُونُ وِرْقٍ
paper	وَرَقَةٌ	story	قِصَّةٌ
ruler	مِسطْرَةٌ	envelope	غِلَافٌ
chalk	طَبَاشِيرٌ	novels	الرُّوَايَاتُ
poetry	شِعْرٌ	bulletins	التَّنَشِراتُ
black-board	لَوْحٌ أَسْوَدٌ	magazine	المَجَالَتُ
map	خَرِيْطَةٌ	adventure stories	قِصَصُ الْمُعَامَرَاتِ
duster	مُمْحَاةٌ		

### 3.5 Common Words In The Farm

English Translation	Arabic
farm	حَقْلٌ / مَزْرَعَةٌ
vegetables	خَضْرٌ
fruit	فَاكِهَةٌ
beans	بُقُولٌ
farmer	فَلَّاحٌ
tree	شَجَرَةٌ
branch	فَرْعٌ
palm-tree	نَخْلَةٌ

### 3.6 Members of The Family

family	عَائِلَةٌ	mother-in-law	حَمَاءٌ
father	أَبٌ	daughter-in-law	كِنَانَةٌ
mother	أُمٌّ	stepfather	زَوْجُ الْأُمِّ
daughter	ابْنَةٌ	stepmother	زَوْجَةُ الْأَبِّ
brother	أَخٌ	husband	زَوْجٌ
sister	أُخْتٌ	wife	زَوْجَةٌ
grandfather	جَدٌّ	single (male)	أَعْرَبٌ
grandmother	جَدَّةٌ	single (female)	عَرَبَاءٌ
grandson	حَفِيدٌ	engaged	مَخْطُوبٌ
granddaughter	حَفِيدَةٌ	spinster	عَانِسٌ
uncle (related to mother)	خَالَ	fiancé	خَطِيبٌ
uncle (related to father)	عَمٌّ	fiancée	خَطِيبَةٌ
aunt (related to mother)	خَالَةٌ	married	مُتَزَوِّجٌ
aunt (related to father)	عَمَّةٌ	divorced	مُطَلَّقٌ
cousin (male)	ابْنُ عَمٍّ	widower	أَرْمَلٌ
cousin (female)	ابْنَةُ عَمٍّ	widow	أَرْمَلَةٌ
cousin (male)	ابْنُ خَالَ	bride-groom	عَرِيْسٌ
cousin (female)	ابْنَةُ خَالَ	bride	عَرُوسٌ
nephew	ابْنُ أَخٍ	marriage	زَوَاجٌ / زَفَافٌ
nephew	ابْنُ أُخْتٍ	engagement	خَطْبَةٌ
niece	ابْنَةُ أَخٍ	wedding	زَفَافٌ / عَرْسٌ
brother-in-law	صِهْرٌ	twin	تَوَامٌ
sister-in-law	ابْنَةُ الْحَمِيِّ	wedding ring	دَبْلَةُ الزَّفَافِ
father-in-law	حَمٌّ	bachelor	حَصُورٌ

### 3.7 Name of Some Animals

English	Arabic	English	Arabic
lion	أَسَدٌ	polar bear	دُبُّ الْقُطْبِ
rabbit	أَرْنَبٌ	wolf	ذِئْبٌ
snake	أَفْعَى	giraffe	زَرَّافَةٌ
cow	بَقْرَةٌ	hyena	ضَبَعٌ
mule	بَعْلٌ	goat	عَنْزَةٌ
owl	بُومٌ	gazelle / beer	غَزَالٌ
crocodile	تِمْسَاحٌ	mare/horse	فَرَسٌ
fox	تَعْلَبٌ	leopard	فَهْدٌ
camel	جَمَلٌ	elephant	فَيْلٌ
house	حِصَانٌ	monkey	قِرْدٌ
pig	خِنْزِيرٌ	dog	كَلْبٌ
ram	كَبِشٌ	cat	هَرٌّ
lioness	لَبْوَةٌ	okapi	أَكَابٌ
tiger	نَمْرٌ	water buffalo	جَامُوسُ الْمَاءِ
ewe	نَعْجَةٌ	otter	تَعْلَبُ الْمَاءِ

### 3.8 Name of Some Birds

English	Arabic	English	Arabic
Parrot	بَبْغَاءٌ	crane	كِرْكِي
nightingale	بُلْبُلٌ	eagle	نَسْرٌ
duck	بَطَّةٌ	ostrich	نَعَامَةٌ
goldfinch	حَسُونٌ	hoopoe	هُدْهُدٌ
pigeon	حَمَامَةٌ	bat	وَطَّاطٌ
cock	دَيْكٌ	goose	وَرَّةٌ
hen	نَجَاجَةٌ	whine hat	فُلَيْجِيٌّ
peacock	طَاوُوسٌ	deer	زَقْرَاقٌ
crow	عُرَابٌ	partridge	حَجَلٌ
butterfly	فَرَّاشَةٌ	pelican	بَحَعٌ
falcon	صَقْرٌ	quail	سَلَوَى
sailfish	سَلْفِيْسٌ	swallow	عُصْفُورٌ
snakebird	طَائِرٌ أَفْعَوَانِيٌّ	turkey	دَيْكٌ حَبِشٌ

### 3.9 Common Words in Sport

English	Arabic	English	Arabic
football	كُرَّةُ الْقَدَمِ	field	مَيْدَانٌ
goals	أَهْدَافٌ	golf	جَوْلْفٌ
basketball	كُرَّةُ السَّلَّةِ	boxing	مَلَائِمَةٌ
volleyball	كُرَّةُ الطَّائِرَةِ	physical exercise	الرِّيَاضَةُ الْبَدَنِيَّةُ
handball	كُرَّةُ الْيَدِ	cycling	رُكُوبُ الدَّرَاجَاتِ

wrestling	المصارعة	fishing	صَيْدُ السَّمَكِ
tennis	التَّنِيسُ	high jump	التَّقْفُرُ الْعَالِي
horse riding	رُكُوبُ الْخَيْلِ	hockey	الْهَوَكِي

### 3.10 Some Common Verbs

English	Arabic	English	Arabic
He ate	أَكَلَ	He drank	شَرَبَ
He sat	جَلَسَ	He arrived	قَدِمَ
He watched	حَرَسَ	He accepted	قَبِلَ
He studied	دَرَسَ	He laughed	ضَحِكَ
He tied	رَبَطَ	He rode	رَكَبَ
He entered	دَخَلَ	to be heavy	ثَقُلَ
He read	قَرَأَ	to be abundant	كَثُرَ
He explained	شَرَحَ	to be nice	حَسُنَ
He was ill	مَرَضَ	to be easy	سَهِّلَ
He wrote	لَبَسَ	to be difficult	صَعِبَ
He forgot	نَسِيَ	to be sweet	عَذِبَ

### 4.0 CONCLUSION

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

### 5.0 SUMMARY

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

### 6.0 TUTOR-MARKED ASSIGNMENT

- 1) Mention five words each that are common to the following:
  - i. home
  - ii. school
  - iii. sports
- 2) List ten verbs and their translation in English

### 7.0 REFERENCES/FURTHER READINGS

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## UNIT 2          NUMBERS, DATES, THE DAYS, THE MONTHS, THE WEATHER AND THE SEASON

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Numbers
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### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

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

### 3.0 MAIN CONTENT

#### 3.1 Numbers

##### 3.1.1 The Real Numbers

English	Arabic	English	Arabic
one	وَاحِدٌ	eighteen	ثَمَانِيَةَ عَشَرَ
two	اِثْنَانُ	nineteen	تِسْعَةَ عَشَرَ
three	ثَلَاثَةٌ	twenty	عِشْرُونَ
four	أَرْبَعَةٌ	thirty	ثَلَاثُونَ

five	خَمْسَةَ	forty	أَرْبَعُونَ
six	سِتَّةَ	fifty	خَمْسُونَ
seven	سَبْعَةَ	sixty	سِتُّونَ
eight	ثَمَانِيَةَ	seventy	سَبْعُونَ
nine	تِسْعَةَ	eighty	ثَمَانُونَ
ten	عَشْرَةَ	ninety	تِسْعُونَ
eleven	أَحَدَ عَشَرَ	hundred	مِائَةَ
twelve	اِثْنًا عَشَرَ	two hundred	مِئَتَانِ
thirteen	ثَلَاثَةَ عَشَرَ	three hundred	ثَلَاثِمِائَةَ
fourteen	أَرْبَعَةَ عَشَرَ	one thousand	أَلْفًا
fifteen	خَمْسَةَ عَشَرَ	two thousand	أَلْفَانِ
sixteen	سِتَّةَ عَشَرَ	one million	مِليُونًا
seventeen	سَبْعَةَ عَشَرَ	two million	مِليُونَانِ

### 3.1.2 The Ordinal Number

English Translation	Arabic	English Translation	Arabic
First	الأوَّلُ	seventh	السَّابِعُ عَشَرَ
second	الثَّانِي	eighteenth	الثَّامِنُ عَشَرَ
third	الثَّالِثُ	nineteenth	التَّاسِعُ عَشَرَ
fourth	الرَّابِعُ	twentieth	العِشْرُونَ
fifth	الخَامِسُ	twenty-first	الحَادِي وَالْعِشْرُونَ
sixth	السَّادِسُ	twenty-second	الثَّانِي وَالْعِشْرُونَ
seventh	السَّابِعُ	twenty-third	الثَّالِثُ وَالْعِشْرُونَ
eighth	الثَّامِنُ	twenty-fourth	الرَّابِعُ وَالْعِشْرُونَ
ninth	التَّاسِعُ	thirtieth	الثَّلَاثُونَ
tenth	العَاشِرُ	fortieth	الأَرْبَعُونَ
eleventh	الحَادِي عَشَرَ	fiftieth	الخَمْسُونَ
twelfth	الثَّانِي عَشَرَ	sixtieth	السِّتُونَ
thirteenth	الثَّالِثُ عَشَرَ	seventieth	السَّبْعُونَ
fourteenth	الرَّابِعُ عَشَرَ	eightieth	الثَّمَانُونَ
fifteenth	الخَامِسُ عَشَرَ	ninetieth	التِّسْعُونَ
sixteenth	السَّادِسُ عَشَرَ	one hundredth	المِائَةُ

### 3.2 The Dates

English	Arabic	English	Arabic
day	يَوْمٌ	in the morning	صَبَاحًا
week	أُسْبُوعٌ	at noon	ظَهْرًا
month	شَهْرٌ	in the afternoon	بَعْدَ الظُّهْرِ
year	سَنَةٌ	one quarter of an hour	رُبْعُ سَاعَةٍ
daytime	نَهَارٌ	half an hour	نِصْفُ سَاعَةٍ
night	لَيْلٌ	season	فَصْلٌ

tomorrow	غَدًا	half a year	نِصْفُ سَنَةٍ
yesterday	الْبَارِحَةَ	mid-day	مُنْتَصِفُ النَّهَارِ
hour	سَاعَةٌ	mid-night	مُنْتَصِفُ اللَّيْلِ
moment	لِحْظَةٌ	daily	يَوْمِيٌّ
minute	دَقِيقَةٌ	leap year	سَنَةٌ كَيْبِسَةٌ
second	ثَانِيَةٌ	sunrise	شُرُوقُ الشَّمْسِ
in the evening	مَسَاءً	sunset	غُرُوبُ الشَّمْسِ

### 3.3 The Days

English	Arabic
Monday	يَوْمُ الْإِثْنَيْنِ
Tuesday	يَوْمُ الثَّلَاثَاءِ
Wednesday	يَوْمُ الْأَرْبَعَاءِ
Thursday	يَوْمُ الْخَمِيسِ
Friday	يَوْمُ الْجُمُعَةِ
Saturday	يَوْمُ السَّبْتِ
Sunday	يَوْمُ الْأَحَدِ

### 3.4 The Month

Months in the English Calendar	Transliteration	Months of the Assyrian Calendar	Months in the Islamic Calendar
January	يَنَايِرُ	كَائُونُ الثَّانِي	مُحَرَّمٌ
February	فَبْرَايِرُ	شَبَّاطُ	صَفَرٌ
March	مَارْسُ	آذَارُ	رَبِيعُ الْأَوَّلِ
April	أَبْرِيْلُ	نَيْسَانَ	رَبِيعُ الثَّانِي
May	مَآيُو	أَيَّارُ	جُمَادَى الْأُولَى
June	يُونِيُو	حَزْرِيْرَانُ	جُمَادَى الثَّانِيَّةِ
July	يُولِيُو	تَمُوزُ	رَجَبٌ
August	أَعْسُطُسُ	أَبُ	شَعْبَانُ
September	سَبْتَمْبِرُ	أَيْلُولُ	رَمَضَانَ (month of fasting)
October	أَكْتَوْبِرُ	تَيْشْرِيْنُ الْأَوَّلِ	شَوَّالٌ
November	نُوفَمْبِرُ	تَيْشْرِيْنُ الثَّانِي	ذُو الْقَعْدَةِ
December	دَيْسَمْبِرُ	كَائُونُ الْأَوَّلِ	ذُو الْحِجَّةِ (month of Hajj)

### 3.5 The Weather

English	Arabic	English	Arabic
climate	مَنَاحٌ	rain	مَطَرٌ
weather	طَقْسٌ	snow	تَلَجٌ
air	هَوَاءٌ	cold	بَرْدٌ



wind	رِيحٌ	rainbow	قَوْسٌ قُزَحٌ
breeze	نَسِيمٌ	ice	جَلِيدٌ
sky	سَمَاءٌ	thunder	رَعْدٌ
horizon	أَفُقٌ	storm	عَاصِمَةٌ
cloud	غَيْمَةٌ	wet	رَطْبٌ
fog	ضَبَابٌ	sunny	مُسْتَمْسِمْ
dew	صَقِيعٌ	humidity	رُطُوبَةٌ

### 3.6 Season Division

English	Arabic
Autumn	الْخَرِيفُ
Winter	الشِّتَاءُ
Spring	الرَّبِيعُ
Summer	الصَّيْفُ

### 4.0 CONCLUSION

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

### 5.0 SUMMARY

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

### 6.0 TUTOR MARKED ASSIGNMENT

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

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## UNIT 3 HUMAN BODY, FIVE SENSES, ILLNESS AND OCCUPATION

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

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

### 3.0 MAIN CONTENT

#### 3.1 Parts of the Body

English Translation	Arabic	English Translation	Arabic
head	الرَّأْسُ	hair	الشَّعْرُ
forehead	الْجَبْهَةُ	ears	الْأَذْنُ
eyes	الْعَيْنُ	face	الْوَجْهُ
cheek	الْخَدُّ	nose	الْأَنْفُ
nostrils	الْخَيْشُومُ	chin	الدَّقْنُ
mouth	الْفَمُ	lips	الشَّفَاةُ
tongue	اللِّسَانُ	teeth	الْأَسْنَانُ
neck	الرَّقَبَةُ	shoulder	الْكَتِفُ

hand	الْيَدُ	chest	الصَّدْرُ
breast	الثَدْيُ	abdomen	الْبَطْنُ
naval	السُّرَّةُ	thigh	الْفَخْذُ
knee	الرُّكْبَةُ	foot	الْقَدَمُ
ankle	الكَعْبُ	skull	جَمَجَمَةٌ
finger	إِصْبَعٌ	elbow	مِرْفَقٌ

### 3.2 The Five Senses

English	Arabic
touch	الَّتَمَسُ
hearing	السَّمْعُ
sight	البَصَرُ
smell	السَّمُّ
taste	الدَّوْقُ

### 3.3 Illness

English	Arabic	English	Arabic
pain	وَجَعٌ	abscess	دُمْلٌ
dizziness	دَوْحَةٌ	wound	جَرْحٌ
collie	مَغْصٌ	cough	سَعْلَةٌ
diarrhea	إِسْهَالٌ	dumb	أَخْرَسٌ
headache	صَدَاغٌ	deaf	أَطْرَشٌ / أَصَمٌ
common cold	رَشْحٌ	blind	أَعْمَى

fever	حُمَى	lame	أَعْرَجٌ
measles	حَصْبَةٌ	cancer	سُرْطَانٌ
small-pox	جُدْرِيٌّ	diabetes	سُكْرَى
leprosy	بَرَصٌ	paralyses	فَالِجٌ

### 3.4 Occupations and Their Tools

التَّجَارُ – التَّجَارُ			
English			Arabic
saw	مِشَارٌ	nail	مِسْمَارٌ
join	قَارَةٌ	extractor	مِنْزَعَةٌ
glue	لُجَارَةٌ	padlock	قَفْلٌ
hammer	فَرَاءٌ	wimble	مِثْقَبٌ
الْحَدَّادُ – الحَدَّادُ			
pickaxe	مِعْوَلٌ	anvil	سِنْدَانٌ
axe	قَاسٌ	fire kindling	تَشْعِيلُ النَّارِ
pump	مِثْفَاحٌ	furnace	كُورٌ
خَيَّاطٌ – خَيَّاطٌ			
collar	يَاقَةُ	trousers	بَنْطَلُونَ / سِرْوَالٌ

dress	هَيْدَامٌ	sleeves	أَكْمَامٌ
waistcoat	صَدْرَةٌ	dress	فُسْتَانٌ
<b>Other occupations</b>			
engineer	مُهَنْدِسٌ	lawyer	مُحَامِي
barber	حَلَّاقٌ	shoe maker	اسْكَافِي
trader	تَاجِرٌ	farmer	فَلَّاحٌ
hunter	صَيَّادٌ	teacher	مُدْرِسٌ
editor	رئيسُ تَحْرِيرٍ	driver	سَائِقٌ

#### 4.0 CONCLUSION

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

#### 5.0 SUMMARY

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

#### 6.0 TUTOR-MARKED ASSIGNMENT

1. What is the name given to the following in Arabic  
(a) A doctor (b) An editor (c) A collar (d) A pump  
(e) An axe
2. Name five parts of the body in Arabic.
3. Mention five illnesses in Arabic

#### 7.0 REFERENCES / FURTHER READING

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

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

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

### 3.0 MAIN CONTENT

#### 3.1 Arabic Customs

English Translation	Arabic
If you please	لَوْ سَمَحْتَ - إِذَا سَمَحْتَ
Please	مِنْ فَضْلِكَ. أَرْجُوكَ
Thanks	شُكْرًا
Not at all	عَفْوًا
Excuse me	لَا تُؤَاخِذْنِي - أَعْذِرْنِي - سَامِحْنِي
Sorry	آسِفًا

### 3.2 Arabic Greetings

English Translation	Arabic
Peace be upon you	(السَّلَامُ عَلَيْكُمْ) (فِي أَيِّ وَقْتٍ)
Good morning	صَبَاحَ الْخَيْرِ
Good evening	مَسَاءَ الْخَيْرِ
Good night	نُصْبِحُ - نُصْبِحُونَ عَلَى خَيْرٍ
Good bye (farewell)	وَدَاعًا - مَعَ السَّلَامَةِ
Happy new year	كُلُّ عَامٍ وَأَنْتُمْ بِخَيْرٍ / وَأَنْتُمْ طَيِّبُونَ
If God wills or if God wishes	إِنْ شَاءَ اللَّهُ
Good luck! All the best	حَظًّا سَعِيدًا أَتَمَنَّى لَكَ كُلَّ خَيْرٍ
Say peace to your family for me	بَلِّغْ سَلَامِي إِلَى عَائِلَتِكَ
I will be seeing you before long	إِلَى الْلِقَاءِ قَرِيبًا
Congratulations on your success	أَهْنَأُكَ بِنَجَاحِكَ
How are you today ?	كَيْفَ حَالُكَ الْيَوْمَ؟
I am fine, thanks	إِنِّي عَلَى مَا يُرَامُ، شُكْرًا
Is the family all right?	هَلْ الْعَائِلَةُ عَلَى مَا يُرَامُ؟
We are well, thank you	إِنَّا جَمِيعًا بِخَيْرٍ، أَشْكُرُكَ

### 3.3 Gender Numbers

#### 3.3.1 Masculine and Feminine Gender

الْمُدَّكَرُ وَالْمُؤَنَّثُ

Genders in Arabic are two types they are مُدَّكَر (masculine) and مُؤَنَّث (Feminine).

الْمُدَّكَر (Masculine) denotes male among human being, animals, place or thing. For example: تَلْمِيذ (a student), دَيْك (a cock), خُرُوف (a lamb), مَسْجِد (a mosque).

الْمُؤَنَّث (Feminine) denotes female gender among human being, animal, place or thing. For example نَعْجَة (a ewe) تَلْمِيذَة (A female student) دَجَاجَة (a hen) مَدْرَسَة (a school)

It is pertinent to mention here that there is no neutral gender in Arabic.

The table below shows masculine and feminine Arabic by closed 'tā' at the end.

Feminine	الْمُؤَنَّث	Masculine	الْمُدَّكَرُ
مُؤْمِنَة		مُؤْمِنٌ	
وَالِدَة		وَالِدٌ	
شَيْخَة		شَيْخٌ	

Adding closed 'ta' at the end does not form feminine nouns of some masculine

Feminine المَوْثُوث	Masculine المُنْكَر
سَلْحَقَاءُ	عَيْلِمٌ
نَاقَةٌ	جَمَلٌ
دَجَاجَةٌ	دَيْكٌ

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

The feminine proper nouns نَحْلَاءُ and the feminine adjective حَسَنَاءُ (in مَرْيَمَ) (Maryam is pleasant) have this feminine 'Alif' followed by Hamzah which makes this 'Alif' a little longer. Therefore, the feminine 'Alif' followed by a Hamzah is called the elongated 'Alif' الألف الألف whereas that of لَيْلَى is called the short 'Alif' الألف المقصور

The closed feminine 'tā' is to be pronounced as an unvowelled hā if the reader pauses at the end of the noun.

The feminine ending ة tun occurs in many words, which have no masculine form e.g

مَدِينَةٌ madinatun – a city, جَنِينَةٌ - a garden, مَحْكَمَةٌ - a law court.

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

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

- i) All words and proper names, which are by their nature feminine e.g. أُم - mother, عَرُوس - a bride, أُخْت - a sister, عَجُوز an old woman, particles which with special meaning can be applied to females such as حَامِل - pregnant, مُرْضِع - suckling (adjective)
- ii) Most (though not all) names of countries and cities e.g. لَنْدُن - London, مِصْر - Egypt, فَرَنْسَا - France, الْهِنْدُ - India
- iii) Some parts of the body, which occurs in pairs e.g. عَيْن - a eye, يَد - a hand, أُذُن - an ear, رِجْل - a foot.
- iv) A number of words which are feminine by usage e.g. رِيْح - a wind, حَرْب - a war, دَار - a house, نَار - a fire, أَرْض - earth / ground, الشَّمْس - sun.
- v) A number of words are of common gender and may be masculine or feminine e.g. حَال - a state, طَرِيق - a road, سُوق a market (usually feminine) سِكِّين - a knife (usually feminine).

### 3.4 Singular, Dual and Plural

In Arabic, there are three numbers. They are **المُفْرَد** which denotes one, singular dual **المُتْنَى** which denotes two and plural **الجَمْع** which denotes more than two.

1. Singular - **المُفْرَد** is a noun indicating one person, or thing or an adjective describing such a noun, whether it is masculine or feminine.
2. Dual - **المُتْنَى**: is a noun indicating two persons, or two things, masculine or feminine or an adjective modifying such a noun. To form dual in Arabic, the vowel of the last letter of the concerned noun should be changed to *al-fa-thah* and then *alif* and *nun* (ن,) should be added to the noun in the accusative or genitive case. For example **قَلَمٌ** becomes **قَلَمَانٌ**. But if nouns are in the accusative or genitive case, silent *ya* and *nun* should be added e.g. **قَلَمَيْنِ** if the noun ends with a closed *ta*, it will be changed to ordinary *tā* before adding 'Alif' or *yā* and *nūn*. For instance **خَادِمَةٌ** becomes **خَادِمَتَيْنِ** or **خَادِمَتَانِ**. It should be pointed out here that the *nun* of the dual must always take *kasrah*. Example: **جَاءَتِ الطَّالِبَاتَانِ** the (two) student girls came. Dual noun **طَالِبَاتَانِ** is in the nominative case.

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

Dual noun is in the genitive.

When **المُتْنَى** is "مُضَافٌ" **ن** is dropped. **قِطْعَتَا لَحْمٍ** two pieces of meat is in the nominative case **قِطْعَتَيْ لَحْمٍ** two pieces of meat is in oblique case.

**الصِّفَّةُ** must also agree with **المَوْصُوفُ** in number.

If **المَوْصُوفُ** be **مُتْنَى** then **الصِّفَّةُ** must also be **مُتْنَى**

**عَيْنَا الْبَيْتِ الْجَمِيلَتَانِ** The two beautiful eyes of the girl.

**عَيْنَا الْبَيْتِ الْجَمِيلَةِ** The two eyes of the beautiful girl.

**عَيْنَا الْبَيْتِ جَمِيلَتَانِ** The two eyes of the girl are beautiful.

3. **Plural - الجَمْعُ**: there are three kinds of plural in Arabic. They are:

- i. **Sound Masculine Plural** **جَمْعُ الْمَذَكَّرِ السَّالِمِ** which is formed by adding *waw* and *nun* to the last letter of the noun when the noun is in the accusative or genitive case. For instance **مُدْرَسٌ** becomes **مُدْرَسُونَ** in the case of the nominative case and **مُدْرَسِينَ** in the case of the genitive and accusative case. It should be noted that the *nun* of the plural should carry *al-fathah* while that of dual should carry 'al-kasrah. When **مُضَافٌ** **جَمْعُ الْمَذَكَّرِ السَّالِمِ** is **ن** is dropped. **مُعَلِّمُو الْمَدْرَسَةِ** the teachers of the school is in the



nominative case and *معلمي المدرسة* the teachers of the school is in the genitive case *المُعَلِّمُونَ الْمَدْرَسَةَ* and *المُعَلِّمِينَ الْمَدْرَسَةَ* are not correct.

- ii. **Sound Feminine Plural** *جَمْعُ الْمُؤنَّثِ السَّالِمِ*: *which* is found by adding 'Alif and open tā' to the feminine noun concerned. For *طالِبَةٌ* becomes *طالِبَاتٌ* these kinds of plurals are referred to as sound because they are formed without disrupting the structure of the singular.
- iii. **Broken Plural** *جَمْعُ النَّكْسِيرِ*: This is a noun indicating three or more persons or things or an adjective describing such a noun. This plural does not retain the structure of its singular. For instance *وَلَدٌ* becomes *أَوْلَادٌ* this plural has many patterns so, a learner should memorize as many plural as he can.

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

### 3.4.1 Broken Plural

Plural <i>جَمْعٌ</i>	Dual <i>مَثْنَى</i>	Singular <i>مَفْرَدٌ</i>	English
رُسُلٌ	رَسُولَانِ	رَسُولٌ	a messenger
مُدُنٌ	مَدِينَتَانِ	مَدِينَةٌ	a city
بَحَارٌ	بَحْرَانِ	بَحْرٌ	a sea
أَقْلَامٌ	قَلَمَانِ	قَلَمٌ	a pen
أَسْوَاقٌ	سُوقَانِ	سُوقٌ	a market
أَبْنَاءٌ	إِبْنَانِ	إِبْنٌ	a son
جِيُوشٌ	جَيْشَانِ	جَيْشٌ	an army
أَشْهُرٌ	شَهْرَانِ	شَهْرٌ	a month
طُرُقٌ	طَرِيقَانِ	طَرِيقٌ	a road
أَطِبَّاءٌ	طَبِيبَانِ	طَبِيبٌ	a physician

### 3.4.2 Sound Masculine Plural

Plural <i>جَمْعٌ</i>	Dual <i>مَثْنَى</i>	Singular <i>مَفْرَدٌ</i>	English
فَلَاحُونَ	فَلَاحَانِ	فَلَاحٌ	a peasant
طَبَّاخُونَ	طَبَّاخَانِ	طَبَّاخٌ	a cook
مُوظَّفُونَ	مُوظَّفَانِ	مُوظَّفٌ	a clerk
مُنْقَرِجُونَ	مُنْقَرِجَانِ	مُنْقَرِجٌ	a spectator
قَائِرُونَ	قَائِرَانِ	قَائِرٌ	a winner

### 3.4.3 Sound Feminine Plural

Plural <i>جَمْعٌ</i>	Dual <i>مَثْنَى</i>	Singular <i>مَفْرَدٌ</i>	English
سَيِّدَاتٌ	سَيِّدَتَانِ	سَيِّدَةٌ	a lady
غَسَّالَاتٌ	غَسَّالَتَانِ	غَسَّالَةٌ	a washer woman
أَخَوَاتٌ	أَخْتَانِ	أَخْتُ	a sister

خَيَّاطَاتُ	خَيَّاطَتَانِ	خَيَّاطَةٌ	a seamstress
مُدْرَسَاتُ	مُدْرَسَاتَانِ	مُدْرَسَةٌ	a female teacher

#### 4.0 CONCLUSION

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

#### 5.0 SUMMARY

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

#### 6.0 TUTOR-MARKED ASSIGNMENT

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

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

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

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

### 3.0 MAIN CONTENT

#### 3.1 The Nature

English	Arabic	English	Arabic
earth	أَرْضٌ	thunderbolt	صَاعِقَةٌ
region	إِقْلِيمٌ	desert	صَحْرَاءُ
horizon	أَفُقٌ	Rock	صَخْرَةٌ
lighting	بَرْقٌ	weather	طَقْسٌ
sea	بَحْرٌ	flood	طُوفَانٌ
lake	بُحَيْرَةٌ	dark	ظَلَامٌ
volcano	بُرْكَانٌ	shade	ظِلٌّ

cold	بَرْدٌ	storm	عَاصِفَةٌ
soil	تُرَابٌ	dust	غُبَارٌ
hill	تَلٌّ / أَكْمَةٌ	cloud	غَيْمَةٌ
snow	تَلْجٌ	continent	قَارَةٌ
harbour	مِينَاءٌ	pole	قُطْبٌ
mountain	جَبَلٌ	moon	قَمَرٌ
island	جَزِيرَةٌ	top	قِمَّةٌ
ice	جَلِيدٌ	canal	قَنَاةٌ
south	جَنُوبٌ	rainbow	قَوْسٌ قَرَحٌ
atmosphere	جَوْ	universe	الْكَوْنُ
stone	حَجَرٌ	water	مَاءٌ
pebbles	حَصَى	ocean	مُحِيطٌ
hot	حَارٌ	zone	مِنْطَقَةٌ
bay	خَلِيجٌ	climate	مَنَاحٌ
eclipse	خُسُوفٌ – كُسُوفٌ	wave	مَوْجَةٌ
equator	خَطُّ الإِسْتِوَاءِ	fire	نَارٌ
smoke	دُخَانٌ	spring	نَبْعٌ
thunder	رَعْدٌ	star	نَجْمٌ
moisture	رُطُوبَةٌ	river	نَهْرٌ
sand	رَمْلٌ	light	نُورٌ
wind	رِيحٌ	air	هَوَاءٌ
earthquake	زَلْزَالٌ	valley	وَادِي
storm	زَوْبَعَةٌ	mud	وَحْلٌ
sun	شَمْسٌ	oasis	وَأْحَةٌ
coast	سَاحِلٌ	sea-shore	سَاطِئٌ
plain	سَهْلٌ	spark	شَرَارَةٌ

### 3.2 Trees

English	Arabic	English	Arabic
pear tree	شَجَرَةٌ إِجَاصٌ	banana tree	شَجَرَةٌ مَوَزٌ
orange tree	شَجَرَةٌ بَرْتَالٌ	almond tree	شَجَرَةٌ لُوزٌ
oak tree	شَجَرَةٌ بَلُوطٌ	vine tree	كَرْمَةٌ
palm tree	شَجَرَةٌ بَلَحٌ	fig tree	شَجَرَةٌ تِينٌ
apple tree	شَجَرَةٌ تَفَاحٌ	pomegranate tree	شَجَرَةٌ رَمَانٌ
cane tree	شَجَرَةٌ خَيْرَانٌ	quince tree	شَجَرَةٌ سَفْرَجَلٌ
olive tree	شَجَرَةٌ زَيْتُونٌ	jujube tree	شَجَرَةٌ عَنَابٌ

### 3.3 Insects and Reptiles

English	Arabic	English	Arabic
flea	بُرْعُوثٌ	fly	دُبَابَةٌ
mosquito	بَعُوضٌ	reptile	زَحَافَةٌ
bug	بَقَّةٌ	drone	دَكْرُ النَّحْلِ

serpent	تَعْبَان	lizard	سَحَابِيَّة
locust	جَرَادَة	cricket	صُرْصُور
grasshopper	جُنْدُب	moth	عَثَّ
snake	حَيَّة	scorpion	عَقْرَب
chameleon	حَرَبَاءُ	butterfly	فَرَانِسَة
insect	حَسْرَة	spider	عَنْكَبُوت
beetle	حُنْفَسَة	louse	قَمَلَة
worm	دُودَة	bee	نَحْلَة
caterpillar	دُودَة شَجَر	ant	نَمْلَة
silkworm	دُودَة قَز	viper	أَفْعَى سَامَة

### 3.4 Inanimate Objects

English Translation	Arabic	English Translation	Arabic
mountain	جَبَل	window	شَبَّاك
village	قَرْيَة	door	بَاب
wall	حَائِط	corridor	دَهْلِيز – مَمَشَى
ceiling	سَقْف	aeroplane	طَائِرَة
roof	سَطْح	ball	كُرَة
stone	حَجْر	boat	قَارِب
ship	سَفِينَة	book	كِتَاب

### 3.5 Adjectives الصِّفَة

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

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

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

زَارَتْنِي سَيِّدَة غَنِيَّة	a rich lady visited me
حَضَرَ الْمُعَلِّمُ الْفَاضِلُ	the noble teacher arrived
أَعِيشُ فِي قَرْيَة جَمِيلَة	I live in a beautiful village
هُوَ لَاءُ طُلَّابٌ مُهَدَّبُونَ	these are well mannered students

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

the following:

i. فاعلٌ actually is the active participle of the simple verb. e.g.  
[جاهل – ignorant, pl. تاجر] [جهال – trader or merchant pl. تجار]  
[كاتب – writing, a clerk, pl. عالم] [علماء – learned, pl. علماء]

ii. فاعيلٌ more commonly adjectival than nominal e.g.  
[كريم – happy, fortunate, pl. كريم] [سعداء – generous, pl. كرماء]  
[شريف – noble, pl. غبي] [شرفاء – stupid, pl. أغبياء]

iii. فعلان – 2nd declension from simple verbs of the pattern فعلن denoting temporary state, e.g.

كسلى - lazy, pl. كسالى fem. sing. كسلان  
عطشى - thirsty, pl. عطاشى fem. sing. عطشان  
نعسى - sleepy, pl. نعاسى fem. sing. نعلان

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

iv. فعول – is an intensive form of patterns (i) and (iii) e.g.  
[جهول – very ignorant] [كسول – very lazy]

v. فعّال – denoting habitual action or profession, e.g. [أكل – always eating, gluttonous] [عداء – always running, a runner] patterns (iv) and (v) take the regular feminine and sound plural endings.

vi. مفعول – actually the passive participle of simple verbs, e.g. [مسرور – pleased, overjoyed] [مشغول – occupied, busy] This pattern takes the sound plural ending when it refers to rational beings, otherwise broken plural or the sound feminine plural ending, e.g. مرسوم – a decree / a verdict, pl. مروض [مراسيم – a subject, topic, pl. فاعل. The pattern أفعل – fem. sing. فعلاء masc. and fem. pl. فاعل is confined to adjectives denoting colours or defects of the body, e.g.

[سود – black, fem. sing. سوداء pl. سود]  
[حمر – red, fem. sing. حمراء pl. حمر]  
[صفر – yellow, fem. sing. صفراء pl. صفر]  
[أخضر – green, fem. sing. خضراء pl. أخضر]  
[أبيض – white, fem. sing. بيضاء pl. أبيض]

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

[بكم – dumb, fem. sing. بكماء pl. بكم]  
[طرش – deaf, fem. sing. طرشاء pl. طرش]  
[عمى – blind, fem. sing. عمياء pl. عمى]

#### 4.0 CONCLUSION

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

## 5.0 SUMMARY

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

## 6.0 TUTOR MARKED ASSIGNMENT

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

## 7.0 REFERENCES/ FURTHER READINGS

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

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

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

### 3.0 MAIN CONTENT

#### 3.1 Food

English	Arabic	English	Arabic
food	طَعَامٌ	beef	لَحْمُ عَجَلٍ
boiled eggs	بَيْضٌ مَسْلُوقٌ	salt	مِلْحٌ
fried eggs	بَيْضٌ مَقْلِيٌّ	butter	زُبْدَةٌ
milk	حَلِيبٌ	cream	قَسْطَةٌ
chicken	دَجَاجَةٌ	breakfast	فُطُورٌ
fish	سَمَكٌ	lunch	غَدَاءٌ
Tea	نَشَائٍ	dinner	عَشَاءٌ

honey	عَسَلٌ	sausage	نَقَانِقُ
yoghurt	لَبَنَةٌ	egg	بَيْضٌ

### 3.2 Vegetables and Fruits

English	Arabic	English	Arabic
pomegranate	رُمَانٌ	grape	عِنْبٌ
apricots	مِشْمَشٌ	pear	إِجَاصٌ
onion	بَصَلٌ	nut	جَوَزٌ
dates	بَلَحٌ	apple	تَفَاحٌ
dried dates	تَمْرٌ	olive	زَيْتُونٌ
tomato	بَنْدُورَةٌ / طَمَاطِمٌ	lettuce	خَسٌ
cucumber	خِيَارٌ / قَنَاءٌ	quince	سَفْرَجَلٌ
fig	تَيْنٌ	almond	لُوزٌ
oranges	بُرَيْقَالٌ	pepper	فَلْفَلٌ
carrot	جَزْرٌ	potato	بَطَاطَا
pineapple	أَنْنَاسٌ	peach	دُرَاقٌ

### 3.3 Drinks

English	Arabic	English	Arabic
water	مَاءٌ	carrot juice	عَصِيرُ جَزْرٍ
milk	حَلِيبٌ	soft drink	مُرَطَّبَاتٌ
coffee	قَهْوَةٌ	cacao	كَاكَاوٌ
juice	عَصِيرٌ	yoghurt	لَبَنٌ
lemonade	بِيْمُونْدَةٌ	wine	نَبِيدٌ

### 3.4 Banks And Post Office

English	Arabic	English	Arabic
cheque	الشَّيْكَ	closing of account	قَلُّ الْحِسَابِ
current account	حِسَابٌ جَارِي	mail	بَرِيدٌ
my account	حِسَابِي	postage	أَجْرَةُ الْبَرِيدِ
credit	اعْتِمَادٌ	airmail	بَرِيدٌ جَوِي
interest	قَائِدَةٌ	telegram	بَرْقِيَّةٌ
shares	اسْتِعَارُ الْأَسْهُمِ	form	إِسْتِمَارَةٌ
debts	دَيُونٌ	postal order	جَوَالَةٌ مَالِيَّةٌ عَلَى الْبَرِيدِ
assets	أَصُولٌ	post office	مَكْتَبُ بَرِيدٍ
endorse	وَفَعٌ	exchange/remittance	تَحْوِيلٌ
rate of exchange	سِعْرُ الصَّرْفِ	cashier	مَحْصِلُ النُّقُودِ
travellers cheque	شِيكَا تِ سِيَاحِيَّةٌ	phone	هَاتِفٌ
bonds	سِنْدَاتٌ	counter	شَبَاكُ الْخَزِينَةِ

## 4.0 CONCLUSION

In this unit, you have learnt about:

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

## 5.0 SUMMARY

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

## 6.0 TUTOR-MARKED ASSIGNMENT

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

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## **MODULE 3      GRAMMAR, COMMON WORKS AND SELECTED ACTIVITIES**

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

### **UNIT 1      PREPOSITIONS, ADVERBS AND FURTHER LESSONS ON PRONOUNS**

#### **CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Preposition
3.2	Adverbs
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#### **1.0      INTRODUCTION**

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

#### **2.0      OBJECTIVES**

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

- Get familiar with the prepositions in Arabic and their usage
- Be acquainted with adverbs and their usage

- List and explain other kinds of pronouns and their usage.

### 3.0 MAIN CONTENT

#### 3.1 Prepositions

Prepositions are particles often placed before a noun in Arabic and render it in the genitive.

Since Arabic grammar deals mainly with the case endings, the Arabic prepositions are referred to as *'huruful-jarr* حُرُوفُ الْجَرِّ which literally means the particles of genitive, they are given this term in Arabic because they govern the nouns that follow them in the genitives case.

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

Some of the Arabic prepositions are:

- i. إِلَى (to)  
Examples: جِئْتُ إِلَى الْمَدِينَةِ (I came to the city)  
كَتَبَ الْوَلَدُ إِلَى الْمُدِيرِ (the boy wrote to the director)
- ii. عَلَى (on):  
Examples: وَضَعَتْ فَاطِمَةُ قَلَمَهَا عَلَى الْمَكْتَبِ (Fatimat put her pen on the desk)  
جَلَسَ الطَّالِبُ عَلَى الْمَقْعَدِ (the student sat on the bench)
- iii. فِي (in):  
Examples: الْمُسْلِمُونَ فِي الْمَسْجِدِ (the muslims are in the mosque )  
وَقَعَ الْكِتَابُ فِي الْمَاءِ (the book fell into the water )
- iv. مِنْ (from; of):  
Examples: أَنَا قَادِمٌ مِنَ الْبَيْتِ (I am coming from home)  
هَذَا الْكُرْسِيُّ مِنَ الْخَشَبِ (this chair is of wood)
- v. عَنْ (till):  
Examples: سَأَلَ الْمُعَلِّمُ عَنْ حَالِ الطَّالِبِ (the teacher asked about the condition of the student)  
غَابَ الْعَرِيفُ عَنِ الْفَصْلِ (the monitor was absent from the class)
- vi. حَتَّى (till):  
Examples: رَاجَعْتُ دُرُوسِي حَتَّى الظُّهْرِ (I revised my lessons till noon)  
سَأَبْقَى فِي الْمَسْجِدِ حَتَّى اللَّيْلِ (I will remain in the mosque till night)

- vii. و (used for oath)  
Examples: والله (I swear by Allah)  
والنَّجْمِ (I swear by star)
- viii. ب (with):  
Example أنا أَكْتُبُ بِالْقَلَمِ (I am writing with pen)  
ابْنِي يَلْعَبُ بِالْكُرَّةِ (my son is playing with the ball)
- ix. ل (for):  
Examples: هَذَا الْكَلْبُ لِلْحَارِسِ (this dog is for the guard)  
لِلْبِنْتِ خَاتَمٌ جَمِيلٌ (this beautiful ring is for the girl)
- x. ك (as; alike)  
Example: الْهَرُّ كَالثَّمْرِ (a cat is like a tiger)  
الْمُعَلِّمُ كَالطَّيِّبِ (a teacher is like a doctor)

### 3.2 Adverbs

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

Place		Time	
English	Arabic	English	Arabic
In front of	أَمَامَ	morning	صَبَاحًا
behind	خَلْفَ	night	لَيْلًا
over	فَوْقَ	day	يَوْمًا
under	تَحْتَ	tomorrow	غَدًا
with	عِنْدَ	month	شَهْرًا
beside	جَنْبَ	year	حَوْلًا

#### EXAMPLES:

English Translation	Arabic
<b>Adverb of place</b>	<b>ظَرْفُ الْمَكَانِ</b>
The boy stands in front of the mirror	يَقِفُ الْوَلَدُ أَمَامَ الْمِرْآةِ
The cat sleeps behind the door	تَنَامُ الْقِطَّةُ خَلْفَ الْبَابِ
The bird is on the tree	الطَّيْرُ فَوْقَ الشَّجَرَةِ
He is sitting under the tree	هُوَ جَالِسٌ تَحْتَ الشَّجَرَةِ
The pen is with the boy	الْقَلَمُ عِنْدَ الْوَلَدِ

The student is beside the teacher	الطَّالِبُ جَنْبَ الْمَعْلَمِ
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**EXAMPLES:**

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

**3.3 Personal Pronouns (الضَّمَائِرُ)**

Arabic pronouns are divided into three parts

- i. Detached      الْمُتَفَصِّلَةُ
- ii. Attached      الْمُتَّصِلَةُ
- iii. Implied      الْمُقْتَدِرُ

The Arabic personal pronoun is nominative, accusative and genitive.

English Translation			Arabic		
English Case	The Pronoun	Examples	الأمثلة	الضمائر	Arabic Case
Nominative	I	I am a student I wrote the lesson yesterday. (I) I am writing the lesson now	أَنَا طَلِيبٌ كَتَبْتُ الدَّرْسَ أَمْسَ أَكْتُبُ الدَّرْسَ الْآنَ	أَنَا تُ Implied	Nominative
Accusative	Me	Mahmud treated me well Me alone Mahmud treated well	أَكْرَمَنِي مَحْمُودٌ إِيَّايَ أَكْرَمَ مَحْمُودٌ	حِي إِيَّايَ	Accusative
Possessive	My	To me (there is) a small car  My car is small	لِي سَيَّارَةٌ صَغِيرَةٌ سَيَّارَتِي صَغِيرَةٌ	حِي حِي	Gene-tive

**3.4 Basic Division of Personal Pronoun**

- (a) The nominative detached pronoun is the subject of a nominal sentence.
- (b) The nominative attached Pronoun is the subject, (doer), of verb.
- (c) The implied pronoun is also the subject of a verb.

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

### 3.5 The Terms of Nominative Personal Pronoun

Attached Pronoun الضَّمَانِرُ الْمُتَّصِلَةُ		Detached Pronoun الضَّمَانِرُ الْمُتَفَصِّلَةُ		Person
Meaning	Pronoun	Meaning	Pronoun	
I wrote	كَتَبْتُ	I	أَنَا	First الْمُتَكَلِّمُ
We wrote	كَتَبْنَا	We	نَحْنُ	
You (boy) wrote	كَتَبْتَ	You (male)	أَنْتَ	Second الْمُخَاطَبُ
You (girl) wrote	كَتَبْتِ		أَنْتِ	
You (2 boys) wrote	كَتَبْتُمَا	You (2 males)	أَنْتُمَا	
	كَتَبْتُمَا		أَنْتُمَا	
You (2 girls) wrote	كَتَبْتُمُ	You (2 females)	أَنْتُمُ	
You (boys) wrote	كَتَبْتُمْ		أَنْتُمْ	
You (girls) wrote	كَتَبْتُنَّ	You (females)	أَنْتُنَّ	



(He) Wrote	كَتَبَ	He	هُوَ	Third الْعَائِبُ
(She) Wrote	كَتَبَتْ	She	هِيَ	
They (2 boys) wrote	كَتَبَا	They (2 males)	هُمَا	
They (2 girls) wrote	كَتَبَتَا	They (2 females)	هُمَا	
They (boys) wrote	كَتَبُوا	They (males)	هُمْ	
They (girls) wrote	كَتَبْنَ	They (females)	هُنَّ	

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

### 3.6 The Verb and Its Doer

الأمر	المضارع		الماضي		Persons	
	Nominal Sentence	Verbal Sentence	Nominal Sentence	Verbal Sentence		
	*أَنَا أَكْتُبُ نَحْنُ نَكْتُبُ*	*أَكْتُبُ نَكْتُبُ*	أَنَا كَتَبْتُ نَحْنُ كَتَبْنَا	كَتَبْتُ كَتَبْنَا	S. D&P.	First
*أَكْتُبُ أَكْتُبِي أَكْتُبَا أَكْتُبُوا أَكْتُبِينَ	أَنْتَ تَكْتُبُ* أَنْتِ تَكْتُبِينَ أَنْتُمَا تَكْتُبَانِ أَنْتُمْ تَكْتُبُونَ أَنْتِنَّ تَكْتُبْنَ	تَكْتُبُ* تَكْتُبِينَ تَكْتُبَانِ تَكْتُبُونَ تَكْتُبْنَ	أَنْتَ كَتَبْتَ أَنْتِ كَتَبْتِ أَنْتُمَا كَتَبْتُمَا أَنْتُمْ كَتَبْتُمْ أَنْتِنَّ كَتَبْتِنَّ	كَتَبْتَ كَتَبْتِ كَتَبْتُمَا كَتَبْتُمْ كَتَبْتِنَّ	M.S F.S D. M.P F.P	Second

	مَحَمَّدٌ يَكْتُبُ*	يَكْتُبُ مُحَمَّدٌ	مَحَمَّدٌ كَاتِبٌ	ب	كَتَبَ		Third
	فَاطِمَةٌ تَكْتُبُ*	تَكْتُبُ فَاطِمَةٌ	* كَاتِبَةٌ	ت	مَحَمَّدٌ	M.S	
	الْوَالِدَانُ يَكْتُبَانِ	يَكْتُبُ الْوَالِدَانُ	* كَاتِبَتَانِ	ن	كَاتِبَةٌ	F.S	
	الْبَنَاتُ يَكْتُبْنَ	يَكْتُبُ الْبَنَاتُ	كَاتِبَاتٌ	ن	الْوَالِدَانُ	M.D	
		تَكْتُبُ الْبَنَاتُ	كَاتِبَاتٌ	ن	الْبَنَاتُ	F.D	
			كَاتِبَاتٌ	ن	الْوَالِدَانُ	M.P	
			كَاتِبَاتٌ	ن	الْبَنَاتُ	F.P	
			كَاتِبَاتٌ	ن	الْوَالِدَانُ		

Note that the سُكُون of the ثَاءِ الثَّانِيَةِ is replaced by the كَسْرَة because the سُكُون of the لَامِ of ل follows

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

### 3.7 The Terms of Accusative Personal Pronouns

Attached Pronouns الضَّمَائِرُ الْمُتَّصِلَةُ		Detached Pronouns الضَّمَائِرُ الْمُتَّصِلَةُ		Person
Meaning	Pronoun	Meaning	Pronoun	
You treated me well	أَكْرَمْتَنِي أَكْرَمْتَنَا	Me (alone you treated well)	إِيَّايَ (أَكْرَمْتُ) إِيَّانَا (أَكْرَمْتُ)	First
You treated us well		We (alone you treated well)		
I treated you well (m)	أَكْرَمْتُكَ أَكْرَمْتُكَ أَكْرَمْتُكُمَا أَكْرَمْتُكُمْ أَكْرَمْتُكُمْ	You (alone I treated well) (m)	إِيَّاكَ (أَكْرَمْتُ) إِيَّاكَ (أَكْرَمْتُ) إِيَّاكُمَا (أَكْرَمْتُ) إِيَّاكُمْ (أَكْرَمْتُ) إِيَّاكُمْ (أَكْرَمْتُ)	Second
.....(f).		.....(f).		
.....		.....		
.....		.....		

I treated him well	أَكْرَمْتُهُ	Him (I treated well)	لِيَاَهُ (أَكْرَمْتُ)	Third
I treated her well	أَكْرَمْتُهَا		لِيَاَهَا (أَكْرَمْتُ)	
I treated them well	أَكْرَمْتُهُمَا		لِيَاَهُمَا (أَكْرَمْتُ)	
.....	أَكْرَمْتُهُمْ	لِيَاَهُمْ (أَكْرَمْتُ)		
.....	أَكْرَمْتُهُنَّ	لِيَاَهُنَّ (أَكْرَمْتُ)		
.....		They (alone I treated well)		

**3.8 Terms of the Genitive Personal Pronoun**

Attached Pronouns الضَّمَائِرُ الْمُتَّصِلَةُ		Detached Pronouns الضَّمَائِرُ الْمُتَّصِلَةُ		Person
Meaning	Pronoun	Meaning	Pronoun	
To me	لِي	My book	كِتَابِي	First
To us	لَنَا	Our book	كِتَابِنَا	
To you	لَكَ	Your book (M)	كِتَابِكَ	Second
.....	لَكَ	.....(F)	كِتَابِكَ	
.....	لَكُمْ	.....	كِتَابِكُمْ	
.....	لَكُمْ	.....	كِتَابِكُمْ	
To him	لَهُ	His book	كِتَابِهِ	Third
To her	لِهَا	Her book	كِتَابِهَا	
To them	لَهُمَا	Their book	كِتَابَهُمَا	
The them	لَهُمْ	.....	كِتَابِهِمْ	
To them	لَهُنَّ	.....	كِتَابِهِنَّ	

**4.0 CONCLUSION**

In this unit, you have learnt about the prepositions, adverbs, and further

lessons on pronouns.

## 5.0 SUMMARY

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

## 6.0 TUTOR MARKED ASSIGNMENT

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

أَنْتَ - نَحْنُ - أَنْتُمْ - إِيَّاي

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

عَنْ - عَلَى - مِنْ - فِي

3. Fill in the blank spaces with suitable words

1- ..... أُمُّكَ؟

2- ..... جِئْتَ؟

5- ..... حَالُكَ؟

2. Use these adverbs in sentences:

سَاعَةً - يَوْمًا - أَمَامَ - لَيْلًا - فَوْقَ

## 7.0 REFERENCES / FURTHER READINGS

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

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

### 3.0 MAIN CONTENT

#### 3.1 Common Words Used In Hospital

English	Arabic	English	Arabic
injection	حُقْنَةُ	surgery	عَمَلِيَّةُ جِرَاحِيَّةٍ
doctor's prescription	وَصْفُ الطَّيِّبِ	bandages	الْأَرْبِطَةُ
blood pressure	ضَعْفُ الدَّمِ	patients	الْمَرَضَى
dentist	طَبِيبُ الْأَسْنَانِ	nurses	الْمُمَرِّضَاتُ
pills	الْحُبُوبُ	children disease (pediatrics)	أَمْرَاضُ الْأَطْفَالِ
ointment	مَرْهَمٌ	blood transfusion	نَقْلُ الدَّمِ
tablets	أَقْرَاصُ	optician	طَبِيبُ الْعَيُونِ

### 3.2 Common Words Used In Government

English	Arabic	English	Arabic
king	مَلِكٌ	ministry	وِزَارَةٌ
president	رَئِيسُ جُمهُورِيَّةٍ	ministry of foreign affairs	وِزَارَةُ الْخَارِجِيَّةِ
kingdom	مَمْلَكَةٌ	ministry of interior	وِزَارَةُ الدَّاخِلِيَّةِ
republic	جُمهُورِيَّةٌ	ministry of defence	وِزَارَةُ الدِّفَاعِ
constitution	دِسْتَوْرٌ	ministry of justice	وِزَارَةُ الْعَدْلِ
parliament	بَرْنَامَانٌ	ministry of finance	وِزَارَةُ الْمَالِيَّةِ
ambassador	سَفِيرٌ	ministry of public works	وِزَارَةُ الْأَشْغَالِ
embassy	سَفْرَةٌ	ministry of health	وِزَارَةُ الصِّحَّةِ
capital	عَاصِمَةٌ	ministry of education	وِزَارَةُ التَّرْبِيَّةِ
independent	اسْتِقْلَالٌ	opposition	مَعَارِضَةٌ
voting	تَصْوِيتٌ	director	مُدِيرٌ
election	إِنْتِخَابٌ	inspector	مَعْتَشٌ
vice	نَائِبٌ	authority	سُلْطَةٌ
minister	وَزِيرٌ	prime minister	رَئِيسُ وِزَارَةٍ

### 3.3 Common Words Used In Commerce

English	Arabic	English	Arabic
money	نَقُودٌ	receipt	وَصْلٌ
broker	وَسِيْطٌ	project	مِشْرُوعٌ
amount	مَبْلَغٌ	debt	دَيْنٌ
profit	رِبْحٌ	monopoly	اِحْتِكَارٌ
to gain	يَرْبِحُ	bankruptcy	إِفْلَاسٌ
to lose	يَخْسِرُ	expenses	نَفَقَاتٌ
to sell	يَبِيعُ	customer	زَبُونٌ
discount	حَسْمٌ	balance	رَصِيدٌ
capital	رَأْسُ مَالٍ	consumption	إِسْتِهْلَاكٌ
auction	بَيْعٌ بِالْمَزَادِ	accountant	مَحَاسِبٌ
agency	وَكَالَةٌ	value	قِيَمَةٌ
signature	إِمضَاءٌ	bill	فَاتُورَةٌ حِسَابٍ

### 3.4 Common Words Used In Sea-Shore

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

### 3.5 Common Words Used In Television Station

English	Arabic	English	Arabic
news	أَخْبَارُ	tone control	صَابِطُ النِّعْمَةِ
loudspeaker	المَكْبَرُ	contrast	التَّبَايُنُ
news in full	أَخْبَارٌ بِالتَّفْصِيلِ	channel	القَنَاوَةُ
studio	استودِيوهة	television	التِّلْفِيزِيُونُ

### 4.0 CONCLUSION

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

### 5.0 SUMMARY

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

### 6.0 TUTOR MARKED ASSIGNMENT

- Use these words in sentences  
دَسْتُوْرُ – حُقُقَةٌ – أَفْرَاصُ – مَمْلَكَةٌ – نَائِبُ
- Translate the following words to Arabic  
balance – monopoly – inspector – election – capital

### 7.0 REFERENCES / FURTHER READINGS

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

### **CONTENTS**

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

### **1.0    INTRODUCTION**

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

### **2.0    OBJECTIVES**

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

- Identify some relative and interrogative pronouns in Arabic language
- Construct simple sentences in Arabic

### **3.0    MAIN CONTENT**

#### **3.1    Relative Pronouns الإِسْمُ المَوْصُولُ**

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

Example



### 3.1.1 The Common Relative Pronouns in Arabic

	Singular	Dual	Plural
Masculine	الَّذِي	الَّذَانِ	الَّذِينَ
Feminine	الَّتِي	الَّتَانِ	الَّتِي

I read the book which I bought  
 These are the (2) boys who played  
 These are the boys who travelled  
 The girl who danced has come  
 The two girls are playing skillful  
 These are the girls who are travelling

قَرَأْتُ الْكِتَابَ الَّذِي اشْتَرَيْتُهُ  
 هَذَانِ الْوَلَدَانِ اللَّذَانِ لِعِبَا  
 هَؤُلَاءِ الْأَوْلَادِ الَّذِينَ سَافَرُوا  
 جَاءَتِ الْبِنْتُ الَّتِي رَقَصَتْ  
 الْبِئْتَانِ اللَّتَانِ تَلْعَبَانِ مَاهِرَتَانِ  
 هَؤُلَاءِ الْبَنَاتُ الَّتِي يُسَافِرْنَ

### 3.2 Interrogative Pronouns

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

Interrogative Pronoun	Equivalent	Example	Meaning
مَنْ؟	Who?	مَنْ هَذَا؟	Who is this?
مَا؟	What?	مَا هَذَا؟	What is this?
مَاذَا؟	What?	مَاذَا جَرَى؟	What happened?
لِمَ؟	Why?	لِمَ هَذَا؟	Why is this?
لِمَاذَا؟	Why?	لِمَاذَا تَرَكْتَ الْمَدْرَسَةَ؟	Why did you leave the school?
أَيْنَ؟	Where?	أَيْنَ تَسْكُنُ؟	Where do you live?
مَتَى؟	When?	مَتَى تَبْدَأُ الدَّرَاسَةَ؟	When does the school session begin?
كَيْفَ؟	How?	كَيْفَ أَنْتَ؟	How are you?
كَمْ؟	How many?	كَمْ دُولَارًا رَبِحْتَ؟	How many dollars did you earn?
كَمْ؟	How much?	كَمْ ثَمَنُ السَّيَّارَةِ؟	How much is the price of the car?
لِمَنْ؟	To whom, whose?	لِمَنْ هَذَا الْكِتَابُ؟	To whom does the

			book belong?
أي؟	Which?	أي فاكهة تحب؟	Which fruit do you like?
هل؟	Do you? Did you? Will you? e.t.c	هل طلعت الشمس؟	Has the sun appeared?
أ؟	(a) same as هل	أطلع القمر؟	Has the moon appeared?
	(b) which (of two things)	أفضل المدينة أم القرية	Do you prefer the town or the village?

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

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

لم؟	for what, why?
إلى متى؟	till when?
علا ما؟	for what?
من؟	from what?

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

كم كتباً؟	how many books?
كم ولدًا؟	how many boys?
كم الساعة؟	what time is it?

أي	is an interrogative adjective governs a following genitives, e.g.
أي بيت؟	which house?
أي رجل؟	which man?
أي الرجال؟	which (one) of the men?

أي is very often used as common gender and its feminine أئمة neglected, e.g. أي أميرة؟ which princess?

### 3.3 Introduction To Sentence Construction

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

هذا قلبي	this is my pen
كتب زيد الرسالة	Zaid wrote a letter

The imperative اذهب 'go' is a complete sentence because it consists of a verb and an implied subject. A phrase cannot be regarded as a complete

sentence no matter the number of its words *إِنْ تَجْلِسَ عَلَى الْحَصِيرِ* (if you sit on the mat) is not a complete sentence even though it contains four words.

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

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

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

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

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

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

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

#### 4.0 CONCLUSION

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

#### 5.0 SUMMARY

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

#### 6.0 TUTOR-MARKED ASSIGNMENT

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

**7.0 REFERENCES / FURTHER READINGS**

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

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

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

### 3.0 MAIN CONTENT

#### 3.1 Directions

English	Arabic	English	Arabic
East	شَرْقٌ	South	جَنُوبٌ
West	غَرْبٌ	North	شِمْالٌ

#### 3.2 Measurements

English	Arabic	English n	Arabic
millimetre	مِلِمِيتْرٌ	yard	يَارْدٌ
metre	مِيتْرٌ	metre square	مِيتْرٌ مَرَبَّعٌ
gram	جِرَامٌ	metre cube	مِيتْرٌ مَكْعَبٌ
inch	إِنشٌ	mile	مِيلٌ
kilometre	كِيلُوْمِيتْرٌ	hectare	هِكْتَارٌ
foot	قَدَمٌ	ton	طَنٌ

### 3.3 Education

English	Arabic	English	Arabic
kindergarten	رَوْضَةُ الأَطْفَالِ	algebra	الجَبْر
elementary school (primary)	المَدْرَسَةُ الإِبْتِدَائِيَّةُ	geometry	هَنْدَسَةٌ
secondary school	المَدْرَسَةُ الثَّانَوِيَّةُ	trigonometry	حِسَابُ مُثَلَّثَاتٍ
boarding school	مَدْرَسَةٌ دَاخِلِيَّةٌ	mechanics	مِيكَانِيكًا
languages	لُغَاتٍ	physics	طَبِيعَةٌ
arithmetic	حِسَابٍ	chemistry	كِيمِيَاءُ
botany	نَبَاتٍ	zoology	حَيَوَانَاتٍ
geology	هَنْدَسَةٌ	philosophy	فَلَسَفَةٌ
sociology	اجْتِمَاعٍ	history	تَارِيخٌ
hall	صَالَةٌ	education	التَّعْلِيمُ
Faculty	كُلِّيَّةٌ	Department	قِسْمٌ
Bachelor's degree	دَرَجَةُ السَّنَائِسِ	Master's degree	دَرَجَةُ المَجِيسْتَرِ
Doctorate	دَكْتُورَاهُ	Institute	مَعْهَدٌ
Faculty of Arts	كُلِّيَّةُ الأَدَابِ	Faculty of Sciences	كُلِّيَّةُ العُلُومِ
Faculty of Law	كُلِّيَّةُ الحُقُوقِ	Faculty of Engineering	كُلِّيَّةُ الهَنْدَسَةِ
Faculty of Medicine	كُلِّيَّةُ الطَّبِّ	Faculty of Agriculture	كُلِّيَّةُ الزَّرَاعَةِ
Faculty of Veterinary science	كُلِّيَّةُ الطَّبِّ البَيْطَرِيِّ	Institute of Oceanography	مَعْهَدُ الأَبْحَاثِ المَائِيَّةِ
Institute of Archeology	مَعْهَدُ الأَثَارِ	Institute of oriental languages	مَعْهَدُ اللُّغَاتِ الشَّرْقِيَّةِ

### 3.4 PUNCTUATION MARKS IN ARABIC عِلَامَةُ التَّرْقِيمِ

Note	English translation	Arabic
After call and division (of ideas ): <i>Oh man, you are threatened with danger</i>	Comma	الفاصِلَةُ {,}
Between two sentences, one of which is motive for the occurrence of the second: <i>I knew he would come; is it possible that he wouldn't?</i>	Semi colon	القَاطِعَةُ {;}
At the end of a meaning: <i>The sun is rising.</i>	Full stop	النَّقْطَةُ {.}
Before an expression explaining the preceding one: <i>He said: I am going</i>	Colon	عِلَامَةُ التَّوَضِيحِ {:}
To indicate suppression of words: <i>The professor came and began....</i>	Dot of Suspension	عِلَامَةُ الحَدْفِ {...}

After sentences asking questions: <i>What is your name?</i>	Question mark	عَلَامَةُ الِإِسْئَالِ {?}
After astonishment and impact: <i>then he looked at him with amazement!</i>	Exclamation mark	عَلَامَةُ الِإِثْقَالِ {!}
Double bracket: to convey communication of words: <i>Jibril said: "I appreciated silence in listening to the prattler"</i>	Quotation marks	عَلَامَةُ الِإِقْتِبَاسِ { " }
At the beginning and the end of an inserted sentence and to indicate the change of speaker: <i>What is your name? - My name is Sulaiman</i>	Dash	العَارِضَةُ {-}
Around numbers and sometimes for bracketing: <i>Eight (8) women came.</i>	Parentheses	القَوْسَانِ {( )}
At the end of a foot note indicate that the subject is continued on the next page.	Mark continuity	عَلَامَةُ التَّابِعِيَّةِ {=}
Around an expression needed to be isolated. Al-Ma'ariy said: <i>My father inflicted on me [although there were many inflictions on him] while I did no harm to anyone</i>	Brackets	عَلَامَةُ الْحَصْرِ { [ ] }

#### 4.0 CONCLUSION

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

#### 5.0 SUMMARY

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

#### 6.0 TUTOR-MARKED ASSIGNMENT

1. Translate the following words into Arabic  
Modern School – Institute – Hall – Kindergarten – Physics
2. Translate the following words into English  
دَرَجَةُ المَاجِسْتِيرِ – التَّعْلِيمِ – حِسَابِ – إِجْتِمَاعِ – كَلْبِيَّةِ
3. Explain the usage of punctuation marks in Arabic.

#### 7.0 REFERENCES / FURTHER READINGS

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## MODULE 4

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

### UNIT 1 SHORT ARABIC PASSAGES

#### CONTENTS

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

#### 1.0 INTRODUCTION

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

#### 2.0 OBJECTIVES

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

#### 3.0 MAIN CONTENT

##### 3.1 Short Arabic Passage

###### 3.1.1

#### وَلَدٌ نَطِيفٌ

- 1-وَلَدٌ نَطِيفٌ يَسْتَقِيمُ مُبَكَّرًا مِنْ نَوْمِهِ.
- 2-يَنْهَضُ حَالًا مِنْ فِرَاشِهِ.
- 3-يَسْتَعْمِلُ الْمَاءَ الْبَارِدَ صَيِّفًا.
- 4-يَقْرُكُ يَدَيْهِ وَيَرَا عَيْنَهُ وَشَعْرَهُ وَوَجْهَهُ وَعُنُقَهُ بِالْمَاءِ وَالصَّابُونِ.
- 5-يُنْتَظِفُ أَسْنَانَهُ بِالْفُرْسَانَةِ.
- 6-يَتَنَشَّفُ جِسْمَهُ بِالْمِشْفَةِ.
- 7-يَسْرَحُ شَعْرَهُ أَمَامَ الْمَرْأَةِ

## TRANSLATION

### A NEAT BOY

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

### 3.1.2

#### المدرسة

- 1-مدرستنا كبيرة، وحجراتها كثيرة.
- 2-أنا في الصف الثاني.
- 3-أجلس في حجرة واسعة.
- 4-لها باب وتوافد كثيرة.
- 5-نحن نجلس على كرسي.
- 6-والمعلم يجلس على كرسي.
- 7-في كل فصل سبورة سوداء.
- 8-وتحتها طلاسة وطباشير.
- 9-المعلم يكتب الدرس على السبورة بالطباشير.
- 10-أنا أحب مدرستي، وأحترم المعلمين.

## TRANSLATION

### THE SCHOOL

1. Our school is big and its rooms are many.
2. I am in class two.
3. I sit in a spacious room.
4. It has a door and many windows.
5. We sit on benches.
6. The teacher sits on a chair.
7. There is a black board in each class.
8. Under it is a duster and pieces of chalk.
9. The teacher writes lesson on the blackboard with pieces of chalk.
10. I like my school and I respect the teachers.

### 3.1.3

#### معلمنا

- 1-معلمنا شفيق رحيم.
- 2-يعطف علينا ويهدبنا.
- 3-ويشجع الجِدَّ، وينصح المهمل.
- 4-ويحثنا على الجِدِّ لِنَكُونَ مِنَ النَّاجِحِينَ.

- 5-مُعَلِّمًا يَكْرَهُ الْكُذِبَ وَالْكَسَلَ وَسُوءَ الْخُلُقِ.  
 6-وَيُحِبُّ إِلَيْنَا الصِّدْقَ وَالْجِدَّ وَكِرَامَ الْخُلُقِ وَالنَّظَافَةَ,  
 وَطَاعَةَ اللَّهِ وَالْوَالِدِينَ.  
 7-حَنُّنٌ نُحِبُّهُ، وَنَسْمَعُ نَصِيحَتَهُ وَلَا نَعْمَلُ إِلَّا مَا يُرْضِيهِ.

## ENGLISH TRANSLATION

### OUR TEACHER

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

### 3.1.4

#### الْكَيْسُ الْمَقْقُودُ

- 1-كَانَ رَجُلٌ يَمْشِي فِي الشَّارِعِ، وَسَقَطَ كَيْسٌ تُقُودِهِ.
- 2-وَمَا انْتَبَهَ لَهُ.
- 3-وَكَانَ وَرَاءَهُ عَلَى بُعْدٍ مِنْهُ غُلَامٌ.
- 4-فَرَأَى الْكَيْسَ حِينَ سَقَطَ فَلَقَطَهُ.
- 5-وَرَكَّضَ وَرَاءَ الرَّجُلِ حَتَّى أَدْرَكَهُ.
- 6-فَقَالَ لَهُ هَذَا كَيْسُكَ سَقَطَ مِنْكَ.
- 7-فَأَخَذَ الرَّجُلُ الْكَيْسَ وَشَكَرَ الْغُلَامَ.
- 8-وَأَرَادَ أَنْ يُكَافِئَهُ بِشَيْءٍ مِنَ التُّقُودِ.
- 9-شَكَرَهُ الْغُلَامَ وَلَكِنَّهُ رَفَضَ أَنْ يَأْخُذَ شَيْئًا.

## ENGLISH TRANSLATION

### THE LOST PURSE

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

## 3.1.5

## يَوْمِيَ الْأَوَّلِ فِي الْمَدْرَسَةِ

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

## TRANSLATION

## MY FIRST DAY IN THE SCHOOL

- 1) On the first day in the month of Rabiul-awwal, I rose up very early from my bed, washed my face, combed my hair and wore my clean dress in preparation to go to school.
- 2) I went to the school in the morning with my mother. I saw on the way many children going to the school like me. They were happy for their resumption after the long holiday.
- 3) The school is beautiful. In it, there is a big playground and a garden with trees and flowers. There are benches and a table in its rooms.
- 4) The principal of the school received us. He asked me some questions and I answered with respect. He registered my name and placed me in a class. I bade my mother farewell and I was with my friends learning reading, writing and mathematics.
- 5) I returned to my home happily in the evening and I am proud of going to the school everyday.

## 4.0 CONCLUSION

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

## 5.0 SUMMARY

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

## 6.0 TUTOR MARKED ASSIGNMENTS

1. Use the following words in complete sentence:  
الكِتَابُ – الوَلَدُ – المَدْرَسَةُ – السَّبُّورَةُ – البَلْبَلَةُ
2. Fill in the gaps with suitable words  
1-الصَّلَاةُ ..... أَرْكَانَ الْإِسْلَامِ  
2-نَزَلَ الْقُرْآنُ فِي شَهْرِ .....  
ج- ..... إِسْمَاعِيلُ بَيْنَ الصَّفَا وَالْمَرْوَةِ  
د- نَسِيَ عُمَرُ حَقِيبَتَهُ فِي .....  
ه- جَلَسَتْ فَاطِمَةُ ..... الْكُرْسِيِّ

## 7.0 REFERENCES / FURTHER READINGS

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## UNIT 2 CONVERSATION AND SOME SIMPLE ARABIC POEMS

### CONTENTS

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

### 1.0 INTRODUCTION

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

### 2.0 OBJECTIVES

At the end of this unit you should be able to express yourself well enough in a spoken Arabic language. You should be able to know some wise sayings and simple Arabic poems.

### 3.0 MAIN CONTENT

#### 3.1 Conversation **المُحَادَثَة**

عُمَرُ:	صَبَاحُ الْخَيْرِ يَا عَلِيُّ
عَلِيُّ:	صَبَاحُ النُّورِ يَا عَمْرُ
عُمَرُ:	إِلَى أَيْنَ تَذْهَبُ؟
عَلِيُّ:	أَذْهَبُ إِلَى الْمَدْرَسَةِ
عُمَرُ:	كَمْ فَصْلًا فِي مَدْرَسَتِكَ؟
عَلِيُّ:	فِي مَدْرَسَتِي خَمْسَةٌ فَصُولٍ
عُمَرُ:	مَاذَا تَدْرُسُ؟
عَلِيُّ:	أَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ وَالذَّرَاسَاتِ الْإِسْلَامِيَّةَ
عُمَرُ:	لِمَاذَا تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ؟
عَلِيُّ:	أَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ لِأَنَّهَا لُغَةٌ مُهِمَّةٌ فِي الْعَالَمِ. وَهِيَ لُغَةُ الْقُرْآنِ الْكَرِيمِ وَالْإِسْلَامِ

### 3.2 Wise Sayings

Correct the son and he will give you rest	مَنْ أَدَّبَ وَلَدَهُ صَغِيرًا، سُرَّ بِهِ كَبِيرًا
Idleness is the root of all evil	الْكَسْلُ أَسَاسُ كُلِّ شَرٍّ
Idleness is the devil's bolster.	الْكَسْلُ وَسَادَةُ الشَّيْطَانِ
Idleness rusts the mind	الْكَسْلُ صَدَأُ الْعَقْلِ
Idleness is the key of beggary.	مِفْتَاحُ الْفَقْرِ الْكَسْلُ
Knowledge is power	الْمَعْرِفَةُ قُوَّةٌ
Patience is a virtue	الصَّبْرُ فَضِيلَةٌ
Plough deep and you will get plenty of corn	مَنْ جَدَّ وَجَدَّ
A friend in need is a friend indeed	الصَّدِيقُ مَنْ أَسَاكَ فِي الشَّدَةِ
A hungry stomach has no ears	إِنَّكَ لَا تَسْمَعُ جَائِعًا
A word is enough for the wise	اللَّيِّبُ تَكْفِيهِ الْإِسَارَةُ
Acts speak louder than words	رُبَّ حَالٍ أَفْصَحُ مِنْ مَقَالٍ
Advice is ever in want	لَا خَابَ مِنْ اسْتِشَارٍ
Always in a hurry always behind	ثَا تَبَى الْأَمْرَاضُ عَلَى عَجَلٍ وَتَزُولُ عَلَى مَهْلٍ
As you sow, so shall you reap.	مَا تَزْرَعُ تَحْصُدُ
From others' faults, wise men learn.	الْعَاقِلُ مَنْ اتَّعَطَ بِغَيْرِهِ

### 3.2 Simple Arabic Poems

#### دُعَاءُ الصَّلَاةِ

كُلَّ صُبْحٍ وَمَسَاءٍ ضَوْءٍ وَأَبْدَعْتَ  
السَّمَاءَ يَتَّهَادِي فِي الْفَضَاءِ نَا  
بِالْطَّافِ الْفَضَاءِ تَوْفِيقًا  
بِالنَّمَاءِ وَشَرَّ أَبَا وَكِسَاءِ

دُعَاءُ

لَكَ يَا رَبِّ نُصَلِّيُ أَنْتَ سَوَّيْتِ  
لَنَا الْأَرْضَ وَجَعَلْتَ الشَّمْسَ  
فُرْصًا يُرْسِلُ الدَّفْءَ وَيَحْنُو  
وَأَمَرْتَ الْأَرْضَ فَهَتَّرَتْ وَوَهَبْتَ  
النَّاسَ رِزْقًا

يَا مُجِيبَ الدَّعَوَاتِ وَكَثِيرِ  
الْبَرَكَاتِ وَأَدَاءِ التَّوَابِ  
يَا عَلُومَ النَّاسِ وَنَصِيحِي فِي  
الْعِلْمِ وَالْحَقِّ وَالنَّجْدِ

يَا إِلَهِي يَا إِلَهِي اجْعَلْ الْيَوْمَ  
سَعِيدًا وَأَعِنِّي فِي دُرُوسِي وَأَنْزِلْ  
عَقْلِي وَقَلْبِي وَاجْعَلْ التَّوْفِيقَ  
بَيْنَ أَمْرِي وَنَهْيِي

لَا يَفِي أُمِّي الْجَزَاءَ كُلَّ سَبَابِ  
الْهِنَاءِ وَنَجَاحًا يَارْتِقَاءَ لِكِ حُبِّي  
وَالْوَفَاءَ يَقْبَلُ اللَّهُ الدُّعَاءَ

كُلُّ مَا فِي الْكَوْنِ عِنْدِي إِنَّ أُمَّي  
هَيَّاتْ لِي وَتَمَنَّتْ لِي فَلَاحًا لَكَ  
يَا أُمَّي حَيَاتِي إِنَّ أُمَّي حِينَ  
تَدْعُو

يَمْحِيَاتِ السَّعِيدِ مِنْ تَرْيِبِ  
وَبَعِيدِ أَنْتَ فِي الْأَجْرِ وَحِيدِ  
أَحَبُّ النَّاسِ لِي أُمَّي وَوَمَنْ بِالرُّوحِ نُقْدِي  
فَكَرَمِي لِي الْوَقْرَ الْجَدِيدِ لِأَجْرِ فِي طِينِي  
بِطَبِّكَ وَتَنْبِيهِكَ وَأَنْتَ الْفَطْرُ عِنْدِي  
تَخَافُ عَلَيَّ مِنْ بَرْدٍ وَمِنْ حَرٍّ فَتَحْمِي  
وَمِنْ أَلَمٍ وَمِنْ مَرَضٍ أَنْادِيهَا فَتُعْطِي  
بِرُوحِي سَوْفَ أَقْدِيهَا كَمَا بِالرُّوحِ نُقْدِي  
وَأَسْعَى فِي هِنَاءِهَا كَمَا تَسْعَى وَتَرْضِي

جِبْ يَا رَمْصَانَ أَمْرٍ تَمْرٍ  
الْأَرْضِ نَوْرًا الْبَلَدِ فِي الْعَامِ  
فَرِيدُ نَزَلِ الْقُرْآنِ فِيكَ فَإِذَا  
لَحْتَ هَلَالًا وَإِذَا وَابَيْتَ عَنَّا

#### 4.0 CONCLUSION

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

#### 5.0 SUMMARY

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



## 6.0 TUTOR MARKED ASSIGNMENT

1. Answer the following questions:

أ- مَنْ أَحَبُّ النَّاسِ إِلَيْكَ؟

ب- مَاذَا يَجِبُ عَلَيْكَ نَحْوَ أُمَّكَ؟

ج- مَاذَا تَرْجُوا لَكَ أُمَّكَ؟

2. Fill in the gaps with suitable words

أ- يَا إِلَهِي اجْعَلْ الْيَوْمَ .....

ب- جِئْتَ يَا رَمَضَانَ .....

ج- تَزَلْ .....

د- تَخَافُ عَلَيَّ مِنْ .....

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