



ARA 181

**BASIC
ARABIC**

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

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|--------|---|
| 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 |
|---------|--------------------|----------------|-----------------|
| الرعد | <i>ar-ra 'd</i> | <i>ara</i> | tunder |
| أب | <i>aba</i> | <i>abo</i> | return |
| الأمر | <i>al- 'amru</i> | <i>alamori</i> | matter/ essence |
| البصل | <i>al-basal</i> | <i>alubosa</i> | onion |
| الفتنة | <i>al-fitnah</i> | <i>fitina</i> | calamity |
| العافية | <i>al- 'afiyat</i> | <i>alaafia</i> | health |

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

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

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

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

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

3.1.1 The Arabic Alphabet

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

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

The Arabic alphabet consists of the following 28 letters

| Transliteration | Pronunciation | 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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 - 3.4 *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
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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 |
| aʾ | 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* (مُسْلِمَةٌ); 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 |
| ḥan ḥin ḥun | 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. بَوَ baw and بَيَ 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. قَدْتُق for قَدْتُق 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 أَلَا ‘*alla*’, أَنْ لَا ‘*anla*’ (that not) and إِنْ لَا ‘*inla*’ (if not, otherwise).

3.8 The Moon and Sun Letters

The particle *al* آل 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.

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

| Noun Starting With Sun Letters | | |
|---------------------------------------|------------------------|-----------------|
| English Translation | Transliteration | Arabic |
| the crown | 'at-taj | ت التَّاجُ |
| the fox | 'ath-tha'lab | ث الثَّعْلَبُ |
| the bucket | 'ad-dalw | د الدَّلْوُ |
| the fly | 'adh-dhubāb | ذ الذَّيْبَابُ |
| the letter | 'ar-risālah | ر الرِّسَالَةُ |
| the butter | 'az-zubd | ز الزَّبْدُ |
| the roof | 'as-sath | س السَّطْحُ |
| the police man | 'ash-shurtiyyu | ش الشَّرْطِيُّ |
| the soap | 'aṣ-ṣabun | ص الصَّابُونُ |
| the estate | 'ad-difda'ah | ض الضَّفْدَعَةُ |
| the stamp | 'aṭ-ṭabiu | ط الطَّابِعُ |
| the envelop | 'aẓ-ẓarf | ظ الظَّرْفُ |
| the milk | 'al-laban | ل اللَّبَنُ |
| the carpenter | 'an-najār | ن النَّجَّارُ |

4.0 CONCLUSION

You must have learnt the following in this unit:

- The Arabic short vowels and their pronunciation on two, three, and more than three letter words.
- The position of *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

7.0 REFERENCES / FURTHER READINGS

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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

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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 | رُوقٌ |
| 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 | شُقَّةٌ |
| 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 | المِكْتَسَةُ |
| 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 | مِسْطَرَةٌ |
| 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 | قَلَمُ حَبْرٍ سَائِلٍ |
| grammar book | كِتَابُ قَوَاعِدٍ | stapler | كَبَاسَةٌ |
| reading book | كِتَابُ قِرَاءَةٍ | paper-ream | مَاعُونُ وِرْقٍ |
| paper | وَرَقَةٌ | story | قِصَّةٌ |
| ruler | مِسْطَرَةٌ | envelope | غِلَافٌ |
| chalk | طَبَاشِيرٌ | novels | الرُّوَايَاتُ |
| poetry | شِعْرٌ | bulletins | التَّنَشِيرَاتُ |
| 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 | ذئْبٌ |
| snake | أَفْعَى | giraffe | زَرَّافَةٌ |
| cow | بَقْرَةٌ | hyena | ضَبْعٌ |
| 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

El-Gemei, M.M. (1970). *Arabic Book for Non-Arabs*, Cairo: al-Ahrāmūt-Tijāriyyah press

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

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Numbers

3.1.1 The Real Numbers

| English | Arabic | English | Arabic |
|---------|------------|----------|--------------------|
| one | وَاحِدٌ | eighteen | 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 | الأولُ | 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 | مُسْتَمْسٌ |
| 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.

7.0 REFERENCES / FURTHER READINGS

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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

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

| | | | |
|--------------------------|-----------------|------------|-----------|
| dress | هَيْدَامٌ | sleeves | أَكْمَامٌ |
| waistcoat | صَدْرَةٌ | dress | فُسْتَانٌ |
| Other occupations | | | |
| engineer | مُهَنْدِسٌ | lawyer | مُحَامِي |
| barber | حَلَّاقٌ | shoe maker | اسْكَافِي |
| trader | تَّاجِرٌ | 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 | آسِيفَ |

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 أَتَمَنَى 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 | المؤنث | Masculine | المدكر |
|-----------|--------|-----------|--------|
| مُؤْمِنَة | | مُؤْمِن | |
| وَالِدَة | | وَالِد | |
| شَيْخَة | | شَيْخ | |

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

| Feminine المَوْثَات | Masculine المُنْكَر |
|---------------------|---------------------|
| سُلْحَفَاءُ | عَيْلَمٌ |
| 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. أم - 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 *طالِبة* becomes *طالِيات* 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 | سَوْقَانِ | سَوْقٌ | 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 | فَلَّاحٌ | a peasant |
| طَبَّاخُونَ | طَبَّاخَانِ | طَبَّاخٌ | a cook |
| مُوظَّفُونَ | مُوظَّفَانِ | مُوظَّفٌ | a clerk |
| مُنْقَرِجُونَ | مُنْقَرِجَانِ | مُنْقَرِجٌ | a spectator |
| فَائِزُونَ | فَائِرَانِ | فَائِزٌ | 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?

7.0 REFERENCES / FURTHER READINGS

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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 | أَرْضُ | 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 | عَيْمَةٌ |
| snow | تَلْجٌ | continent | قَارَةٌ |
| harbour | مِينَاءٌ | pole | فُطْبٌ |
| mountain | جَبَلٌ | moon | قَمَرٌ |
| island | جَزِيرَةٌ | top | قِمَّةٌ |
| ice | جَلِيدٌ | canal | قَنَاةٌ |
| south | جَنُوبٌ | rainbow | قَوْسٌ قَرَحٌ |
| atmosphere | جَوٌّ | universe | الْكُونُ |
| 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 | دُبَابِيَةٌ |
| mosquito | بَعُوضٌ | reptile | زَأْحَفَةٌ |
| bug | بَقَّةٌ | drone | دَكْرٌ 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.
[سعيد – happy, fortunate, pl. كريم] [كرماء – generous, pl. كرماء]
[غبي – noble, pl. شريف] [شرفاء – stupid, pl. أغبياء]

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

كسلى كسالى fem. sing. كسلى - lazy, pl. كسلان
عطشى عطشانى fem. sing. عطشانى - thirsty, pl. عطشان
نعسى نعسانى fem. sing. نعسانى - sleepy, pl. نعسان

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] [عدّاء – 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. مرسوم. [مراسيم – a subject, topic, pl. مرسوم. The pattern أفعل – fem. sing. فعلاء masc. and fem. pl. فعلاء is confined to adjectives denoting colours or defects of the body, e.g.

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

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 مَقْلَى | butter | زُبْدَةٌ |
| milk | حَلِيبٌ | cream | قَسْطَةٌ |
| chicken | دَجَاجَةٌ | breakfast | فُطُورٌ |
| fish | سَمَكٌ | lunch | غَدَاءٌ |
| Tea | نَشَائٌ | 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 | بَلْحٌ | apple | تَفَاحٌ |
| dried dates | تَمْرٌ | olive | زَيْتُونٌ |
| tomato | بَنْدُورَةٌ / طَمَاطِمٌ | lettuce | خَسٌ |
| cucumber | خِيَارٌ / قَنَاءٌ | quince | سَفْرَجَلٌ |
| fig | تَيْنٌ | almond | لَوْزٌ |
| oranges | بُرَيْقَالٌ | pepper | فَلْفَلٌ |
| carrot | جَزْرٌ | potato | بَطَاطَا |
| pineapple | أَنْنَاسٌ | peach | دُرَّاقٌ |

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 | نَبِيذٌ |

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

7.0 REFERENCES / FURTHER READINGS

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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

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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)
لِلْبَيْتِ 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 |
|---------------------------------------|-------------------------------------|
| Adverb of place | ظَرْفُ الْمَكَانِ |
| The boy stands in front of the mirror | يَقِفُ الْوَلَدُ أَمَامَ الْمِرْآةِ |
| The cat sleeps behind the door | تَنَامُ الْقِطَّةُ خَلْفَ الْبَابِ |
| The bird is on the tree | 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 |
|-----------------------------------|-------------------------------|

EXAMPLES:

| English Translation | Arabic |
|--------------------------------------|---|
| Adverb of Time | ظَرَفُ الزَّمَانِ |
| 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 الضمائر المتصلة | | Detached Pronoun الضمائر المنفصلة | | Person |
|----------------------------------|-------------|-----------------------------------|-----------|-------------------|
| Meaning | Pronoun | Meaning | Pronoun | |
| I wrote | كَتَبْتُ | I | أَنَا | First المتكلم |
| We wrote | كَتَبْنَا | We | نَحْنُ | |
| You (boy) wrote | كَتَبْتَ | You (male) | أَنْتَ | Second المخاطب |
| 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 كَتَبَ | ب | كَتَبَ مُحَمَّدٌ | | Third |
| | فَاطِمَةُ تَكْتُبُ* | تَكْتُبُ فَاطِمَةُ | فَاطِمَةُ كَتَبَتْ* | ت | كَتَبَتْ فَاطِمَةُ | M.S | |
| | الْوَالِدَانُ يَكْتُبَانِ | يَكْتُبُ الْوَالِدَانُ | الْوَالِدَانُ كَتَبُوا | ن | كَتَبُوا الْوَالِدَانُ | F.S | |
| | الْبَنَاتُ يَكْتُبْنَ | يَكْتُبُ الْبَنَاتُ | الْبَنَاتُ كَتَبْنَ | ن | كَتَبْنَ الْبَنَاتُ | M.D | |
| | الْوَالِدَانُ يَكْتُبُونَ | يَكْتُبُ الْوَالِدَانُ | الْوَالِدَانُ كَتَبُوا | ن | كَتَبُوا الْوَالِدَانُ | F.D | |
| | الْبَنَاتُ يَكْتُبْنَ | يَكْتُبُ الْبَنَاتُ | الْبَنَاتُ كَتَبْنَ | ن | كَتَبْنَ الْبَنَاتُ | M.P | |
| | | | الْبَنَاتُ كَتَبْنَ | ن | كَتَبْنَ الْبَنَاتُ | F.P | |

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) | أَكْرَمْتَكَ أَكْرَمْتَكُ | You (alone I treated well) (m) | إِيَّاكَ (أَكْرَمْتُ) إِيَّاكَ (أَكْرَمْتُ) | Second |
|(f). | أَكْرَمْتَكِمَا أَكْرَمْتِكُمْ أَكْرَمْتِكُنَّ |(f). | إِيَّاكُمَا (أَكْرَمْتُ) إِيَّاكُمْ (أَكْرَمْتُ) إِيَّاكُنَّ (أَكْرَمْتُ) | |
| | | | | |
| | | | | |

| | | | | |
|---------------------|-----------------|-----------------------------|--------------------------|-------|
| 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

Antoine, El-Dahdah (1992) *A dictionary of Universal Arabic Grammar: Arabic-English*, Beirut: Maktabatu Lubnān

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

CONTENTS

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

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 - حُقُقَةُ - أَفْرَاصُ - مَمْلَكَةُ - 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? |
| لِمَذَا؟ | Why? | لِمَذَا 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 رَبِخْتَ؟ | 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 م and written attached to the preposition, e.g.

| | |
|-------|----------------|
| لم؟ | for what, why? |
| إلام؟ | till when? |
| علام؟ | for what? |
| مم؟ | from what? |

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

| | |
|------------|------------------|
| كم كتاباً | how many books? |
| كم ولداً؟ | 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 آية 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 قلمي | 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 عَلِيٌّ 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 | حَيَوَانَ |
| 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 المَجِيسْتِرِ |
| Doctorate | دَكْتُورَاهُ | Institute | مَعَهْدٌ |
| 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 | مَعَهْدُ الأَبْحَاثِ المَائِيَّةِ |
| Institute of Archeology | مَعَهْدُ الأَثَارِ | Institute of oriental languages | مَعَهْدُ 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 | علامة الإسْدُ يُفْهَمُ {?} |
| After astonishment and impact: <i>then he looked at him with amazement!</i> | Exclamation mark | علامة الإِنْفِعَالِ {!} |
| Double bracket: to convey communication of words: <i>Jibril said: "I appreciated silence in listening to the prattler"</i> | Quotation marks | علامة الإِقْتِبَاسِ " } { " |
| 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 | علامة 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 | علامة الحَصْدِ {[]} |

4.0 CONCLUSION

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

5.0 SUMMARY

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

6.0 TUTOR-MARKED ASSIGNMENT

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

7.0 REFERENCES / FURTHER READINGS

‘Anīs, I. (1971). *Al-Lughawiyāt*, Cairo: Maktab-al-Jīl.

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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 نَظِيفٌ

- 1-وَلَدٌ نَظِيفٌ 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-يُنَظِّفُ أَسْنَانَهُ بِالْفُرْشَاءِ.
- 6-يَتَنَشَّفُ جِسْمَهُ بِالْمِشْفَةِ.
- 7-يَسْرَحُ شَعْرَهُ أَمَامَ الْمِرْأَةِ.

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 طابقت 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-مُعَلِّمَنَا يَكْرَهُ الْكُذِبَ وَالْكَسَلَ وَسُوءَ الْخُلُقِ.
 6-وَيُحِبُّ إِلَيْنَا الصِّدْقَ وَالْجِدَّ وَكَرَمَ 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 الْمَقْفُودُ

- 1-كَانَ رَجُلٌ يَمْشِي فِي الشَّارِعِ، وَسَقَطَ كَيْسٌ تُفُودِهِ.
- 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 التُّفُودِ.
- 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 عُرْفِهَا 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:
الكتابُ – الولدُ – المدرّسةُ – السّبورةُ – البليتُ
2. Fill in the gaps with suitable words
 - 1-الصَّلَاةُ أركان الإسلام
 - 2-نزلَ القرآنُ في شهرِ
 - ج- إسماعيلُ بينَ الصفا والمروة
 - د- نسيَ عمرُ حبيبتهُ في
 - ه- جلستَ فاطمةُ الكرسيِّ

7.0 REFERENCES / FURTHER READINGS

- Nukhbatun min Asātidhati-l-‘Arabiyyah (1969). *‘Al-jadīd fi ‘l-Qirā’atil-‘Arabiyyah* Vol 1, Beirut: Maktabatul-Madrasat wadār-ul-Kitāb-il-Lubnān.
- Hayhat-t-Ta’lif-li ‘l-Madāris (1964). *Al-Qirā’atu ‘l-‘Arabiyyat-il-Hadīthah* vol. 1, Beirut: Dāru-n-Nahdat al-Hadīthah.

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 وَالذِّرَاسَاتِ 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 آسَاكَ فِي الشَّدَةِ |
| A hungry stomach has no ears | إِنَّكَ لَا تَسْمَعُ جَائِعًا |
| A word is enough for the wise | الْلَّيِّبُ 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 تَوْفَافَتْ
بِالنَّمَاءِ وَشَرَّ أَبَا وَكِسَاءِ

اعاء

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 حَبَاتِ
بِالْعُلُومِ النَّافِعَاتِ وَنَصِيبِي فِي
الْحَيَاةِ الْمَرَّةِ

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 اللهُ 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
فَكَرَّمْتَنِي بِالنُّورِ الْجَدِيدِ لِأَجْلِ فِي طِينِي
بِطَبِخِ الْكَوْنِ هُنَا فِي قَلْبِي وَأَنْشَأْتُ عِنْدِي
تَخَافُ عَلَيَّ مِنْ بَرْدٍ وَمِنْ حَرِّ فَتَحْمِي
وَمِنْ أَلَمٍ وَمِنْ مَرَضٍ أَنْادِيهَا فَتُعْطِي
بِرُوحِي سَوْفَ أَقْدِيهَا كَمَا بِالرُّوحِ نُقْدِي
وَأَسْعَى فِي هِنَاءِهَا كَمَا تَسْعَى وَتَرْضِي

حَبِيبِ يَا رَمْصَانَ أَمْرٍ تَمْرٍ
الْأَرْضِ نَوْرًا الْبَلَدِ فِي الْعَامِ
فَرِيدُ نَزَلَ الْقُرْآنُ فِيكَ فَإِذَا
لَحْتَهُ هَلَالًا وَإِذَا وَلَّيْتَهُ 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

7.0 REFERENCES / FURTHER READINGS

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