



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF ARTS AND SOCIAL SCIENCE

COURSE CODE:ARA051

COURSE TITLE:ARABIC GRAMMAR I

**COURSE
GUIDE**

**ARA051
ARABIC GRAMMAR I**

Course Team	Mr. Adams Olufemi Akewula (Developer/Writer) - UNI Prof. A. F. Ahmed (Editor/Programme Leader) - NOUN
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Introduction

Welcome

ARA051 Arabic Grammar 1 is a two-Credit Unit Course for the first year students in the diploma programme. It consists of fourteen units which include Basic Components of Arabic grammar, with emphasis on the parts of speech i.e. nouns, verbs, and particles, past, present and command.

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

What You Will Learn in this Course

The overall aim of ARA051 Arabic Grammar 1 is to introduce you to basic components of Arabic Grammar with emphasis on the parts of speech i.e. the noun and its kinds, verbs (past, present and other derivatives from it) and particles. You will at the end of this course be free from Arabic grammatical errors when you speak or write in the language.

Course Aims

The aims of this Course can be summarized as follows:

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

Course Objectives

To achieve the aims set out above, each unit of ARA051 has specific objectives which are stated for you at its beginning. I advise that you read them before you start working through the unit. You may want to refer to them during your study to check your progress.

Here are the wider objectives of ARA051 course as a whole. By meeting the objectives, you can count yourself as having met the aims of the course. On successful completion of the course, you should be able to:

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

Working through this Course

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

Course Materials

The major materials you will need for this course are:

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

Study Units

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

Module 1 Nouns

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

Module 2 Verbs

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

Module 3 Particles

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

Textbooks and References

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

Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London:

Cambridge University Press.

Cowan J.M. (1960). *A Dictionary of Modern Written Arabic*. India: Modern Language Services.

Wright, W. (1962). *A Grammar of the Arabic*. London: Cambridge University Press.

Sini I.; Yusuf I. & Rufā'ī M. (1990). *Al-qawā'idu al-Arabiyyat al-Muyasarat* vol. 1, Riyadh, 'Imādat shu'ūn al-Maktabah.

Jibril, M. J. (2006). *The Basic Fundamental Concepts of Arabic Grammar and Morphology*. Lagos, Nigeria: Dhaharu Hubla Ventures.

Fawzāni A.; Abdu 'l-Khaliq, M. (2007) *al-arabiyyat lilijami'i (Arabic for all)* vol 1, wizaratul al-'a'lam. Kingdom of Saudi Arabia.

Assignment File

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

Self Assessment Exercises (SAEs)

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

Tutor-Marked Assignment (TMAs)

You will have to submit a specified number of Tutor Marked Assignments (TMAs). Every unit in this course has a tutor marked

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

Final Examination and Grading

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

Presentation Schedule

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

Course Marking Scheme

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

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

Course Overview

Unit	Title work	Weeks Activity	Assessment (End of Unit)
	Course Guide	Week 1	
Module 1 Noun			

1	Types of Noun, the Article and the Gender	Week 1	Assignment 1
2	Singular and Dual	Week 2	Assignment 2
3	Plurals	Week 3	Assignment 3
4	Pronouns	Week 4	Assignment 4
5	Subject and Predicate	Week 5	Assignment 5
Module 2 Verbs			
1	Importance of Verb	Week 6	Assignment 1
2	Divisions of Verb	Week 7	Assignment 2
3	The Perfect Measure of Trilateral Verb	Week 8	Assignment 3
4	The Imperfect Measure of Trilateral Verb	Week 9	Assignment 4
5	The Imperative	Week 10	Assignment 5
Module 3 Particles			
1	The Prepositions and Conjunctions	Week 11	Assignment 1
2	Subjunctive Particles	Week 12	Assignment 2
3	The Jussive and Interrogative Particles	Week 13	Assignment 3
4	The Vocative, Gerund and a Complete Sentence	Week 14	Assignment 4
	Revision	Week 15	

How to Get the Most from this Course

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

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

objective (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Facilitators/Tutors and Tutorials

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

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

- 3 You do not understand any part of the study units or the assigned reading
- 4 You have difficulty with the exercise
- 5 You have a question or problems with an assignment or with your tutor's comments on an assignment or with the grading of an assignment.

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

Conclusion

ARA051 provides you a basic component of Arabic Grammar upon which you develop mastery in the use of the Arabic language structure. It is aimed at equipping you with analytical skills to examine the nature of Arabic language by introducing you to Arabic Grammar upon which you will be able to identify types of noun, different kind of verb and particles.

Summary

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

ensure that you make maximum use of them in your study to achieve maximum results.

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

Course Code ARA051
Course Title Arabic Grammar I

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MODULE 1 THE NOUNS الأَسْمَاءُ

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

UNIT 1 الأَسْمَاءُ، أَذَاهُ التَّعْرِيفِ وَالْجِنْسِ NOUNS, ARTICLES AND GENDER

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3.2	Definite and Indefinite Articles
3.2.1	الْحُرُوفُ الشَّمْسِيَّةُ وَالْقَمَرِيَّةُ (Sun and Moon Letters)
3.3	The Gender in Arabic
4.0	Conclusion
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1.0 INTRODUCTION

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

Like many other languages, the parts of Speech of Arabic are classified into noun, verb and particle called **اسْمٌ** فعل and **حَرْفٌ** respectively. This Unit introduces you to some of these features of the language which you require in order to attain proficiency in it. They are put across to you and treated in simple and clear style. So come along with on board.

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 الاسم (Noun)

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

For example:

Person:	Adam	آدَمُ
Animal:	lion,	أَسَدٌ
Place:	Ibadan	إِبَادَنَ
Thing:	pen	قَلَمٌ

3.1.1 Types of Nouns

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

The Proper Nouns

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

Adam	آدَمُ
Ibrahim	إِبْرَاهِيمُ
Muhammad	مُحَمَّدٌ
Friday	الْجُمُعَةُ
Sunday	الْأَحَدُ
Kano	كَانُو
Ibadan	إِبَادَنَ
Lagos	لَا جُوسَ

3.1.2 Common Nouns

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

Table	مَقْعَدٌ
Chair	كُرْسِيٌّ
Boy	وَلَدٌ
Girl	بِنْتُ
Man	رَجُلٌ
Woman	امْرَأَةٌ
Dog	كَلْبٌ
Bread	خُبْزٌ
Knife	سِكِّينٌ

SELF ASSESSMENT EXERCISE 1

Write five Arabic proper nouns and five Arabic common nouns.

3.1.3 أَسْمَاءُ الْمَعَانِي (Abstract Nouns)

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

Joy	فَرَحٌ
Happiness	سُرُورٌ
Difficulty	عَمَلٌ
Love	حُبٌّ
Justice	عَدْلٌ
Advice	نَصِيحَةٌ

SELF ASSESSMENT EXERCISE 2

Define Arabic abstract noun and mention five of them.

3.2) أَدَاةُ التَّعْرِيفِ وَالتَّنْكِيرِ Definite and Indefinite Articles (

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

تَنْوِين (Nunation) is the indefinite article denoting ‘a’ or ‘an’.
The noun that has any of them is in the indefinite case in Arabic.

Nunation consists of three kinds; these are:

فَتْحَان	<i>Fat-ḥatān</i>	ˆ
ضَمَّان	<i>Dammatān</i>	ˆˆ
كَسْرَان	<i>Kasratān</i>	ˆˆ

The table below illustrates both articles clearly

Definite		Indefinite	
<i>al-Ma'arifatu</i>	الْمَعْرِفَةُ	<i>an –nakratu</i>	النَّكْرَةُ
The Book	الْكِتَابُ	A book	كِتَابٌ
The Pen	الْقَلَمُ	A pen	قَلَمٌ
The exercise book	الدَّفْطَرُ	An exercise book	دَفْطَرٌ
The boy	الْوَلَدُ	A boy	وَلَدٌ
The girl	الْبِنْتُ	A girl	بِنْتُ
The table	الْمِفْعَدُ	A table	مِفْعَدٌ
The house	الْبَيْتُ	A house	بَيْتٌ
The man	الرَّجُلُ	A man	رَجُلٌ
The woman	الْأَمْرَأَةُ	A woman	أَمْرَأَةٌ
The University	الْجَامِعَةُ	A University,	جَامِعَةٌ

SELF ASSESSMENT EXERCISE 3

What are the Arabic definite and indefinite articles? Expatriate on them with examples.

3.2.1 الحُرُوفُ الشَّمْسِيَّةُ وَالْقَمَرِيَّةُ (Sun and Moon Letters)

Meanwhile, while discussing definite article *أل*, it is pertinent to discuss the related *hamzatu `l-waṣl* and *hamzatu `l-qat'i*. The *hamzat* of definite article is *hamzat-al-waṣl*, so that the ‘a’ or ‘an’ must be elided if preceded by any word e.g. the boy and the girl. *الْوَلَدُ وَالْبِنْتُ*. You will notice that *و* and *ل* of *bintu* are joined together because the *hamzat* has been elided from pronunciation.

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

الحُرُوفُ الشَّمْسِيَّةُ (The Sun Letters)

These are the Sun Letters

The crown	ت – التَّاجُ
The cloth	ث – الثَّوْبُ
The cock	د – الدِّبْكُ
The wolf	ذ – الذِّئْبُ
The man	ر – الرَّجُلُ
The visitor	ز – الزَّائِرُ
The chalk board	س – السَّبْرَةُ
The sun	ش – الشَّمْسُ
The box	ص – الصُّنْدُوقُ
The weak	ض – الضَّعِيفُ
The chalk	ط – الطَّبَشُورُ
The shade	ظ – الظِّلُّ
The night	ل – اللَّيْلُ
The light	ن – النُّورُ

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

<i>ar-rajul</i>	الرَّجُلُ	Instead of <i>al-rajul</i>
<i>at-tayru</i>	الطَّيْرُ	Instead of <i>al-tayru</i> .

The remaining fourteen letters are Moon letters and they are pronounced with 'ل'. For example

<i>al-walad</i>	الْوَلَدُ
<i>al-bint.</i>	الْبِنْتُ
The lion	أ – الْأَسَدُ
The door	ب – الْبَابُ
The university	ج – الْجَامِعَةُ
The father in law	ح – الْحَمُّو
The garden	خ – الْخَدِيقَةُ
The eye	ع – الْعَيْنُ
The cave	غ – الْغَارُ
The elephant	ف – الْفِيلُ
The pen	ق – الْقَلَمُ
The dog	ك – الْكَلْبُ
The table	م – الْمَقْعَدُ
The boy	و – الْوَلَدُ
The guidance	ه – الْهَدَايَةُ

The day ي – الْيَوْمُ
 This rule only occurs in definite article so far indefinite article does not take ال *al*, and then the rule is not applicable to it.

SELF ASSESSMENT EXERCISE 4

Write out the sun letters from the Arabic consonants

3.3 الجنس (Gender)

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

These are: Masculine المذكر
 and Feminine المؤنث

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

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

Feminine	المؤنث	Masculine	المذكر	
The poor woman	الفَقِيرَةُ	The poor man	الفَقِيرُ	
The female	المَدْرَسَةُ	The male teacher	المَدْرَسُ	
A female writer	كَاتِبَةٌ	The male wrier	كَاتِبٌ	
A female student	طَالِبَةٌ	A Male student	طَالِبٌ	
The female cook	الطَبَّاخَةُ	The male cook	الطَبَّاخُ	

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

الفَقِيرَةُ الفَقِيرُ

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

A city مَدِينَةٌ
 A law Court مَحْكَمَةٌ

And also there are some words without “Ö” but they are feminine in nature e.g.

Name of female person	مَرِيَمَ
Name of female person	زَيْنَبُ
Mother	أُمُّ
An old woman	عَجُوزٌ

Finally, dear students, occasionally, it is very rare to find “ö” in words which are masculine e.g.

A successor	خَلِيفَةٌ
Masculine personal name	طَلْحَةُ

SELF ASSESSMENT EXERCISE 5

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

4.0 CONCLUSION

(الاستنتاج)

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

5.0 SUMMARY

(خُلَاصَةٌ)

In this unit, we have treated the types of noun in Arabic, the articles and the related rules of sun and moon letters with definite article. Genders that are masculine and feminine have also been dealt with. You are also introduced to the feminine sign as it is derived from masculine nouns. Other feminine nouns that are exempted are also mentioned.

6.0 TUTOR-MARKED ASSIGNMENT

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

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 2 الْمُفْرَدُ وَالْمُتَنَّى (Singular and Dual Nouns)

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1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 The Singular Form of the Arabic Nouns

Singular, *al-Mufrad* المُفْرَد in Arabic is any word that indicates a single person, animal, place or thing. This singular can be of any gender, whether masculine, مُذَكَّر or feminine مُؤَنَّث. The singular of any noun does not change its definite status, مَعْرِفَة or indefinite, نَكْرَة articles. Before we proceed, we want you to know that when the three vowel marks are written double at the end of a noun, they represent the three case endings, nominative, accusative and genitive. These are the three doubled vowels

ضَمَّتَان

كَسْرَتَان

فَتْحَتَان

3.1.1 Nominative Singular Nouns

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

The singular	المُفْرَدُ
A book	كِتَابٌ
A pen	قَلَمٌ
An exercise book	دَفْتَرٌ
A chair	كُرْسِيٌّ
A bag	حَقِيْبَةٌ
A boy	وَلَدٌ
A man	رَجُلٌ
A table	مَقْعَدٌ
A mosque	مَسْجِدٌ
A school	مَدْرَسَةٌ

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

The Singular	المُفْرَدُ
The Book	الْكِتَابُ
The pen	الْقَلَمُ
The exercise book	الدَّفْتَرُ
The chair	الْكُرْسِيُّ
The bag	الحَقِيْبَةُ
The boy	الْوَلَدُ
The man	الرَّجُلُ

The chair	الْمُقْعَدُ
The mosque	الْمَسْجِدُ
The school	الْمَدْرَسَةُ

3.1.2 Accusative Singular Nouns

Sometimes Singular nouns are said to be in the accusative case. فَتَحَاتَانِ will then be on it when it is indefinite but only one فَتْحَةٌ vowel when it is definite.

Take the following as examples.

The Singular	الْمُقَرَّدُ
The house	الْبَيْتَ
A refrigerator	الثَّلَاجَةُ
The airport	الْمَطَارَ
A bird	طَيْرًا
The poor man	الْفَقِيرَ
The elephant	الْفِيلَ
A paper	وَرَقَةً
A moon	قَمَرًا
The padlock	الْقَفْلَةَ
A star	كَوْكَبًا

Both definite and indefinite articles are used together in the above examples.

3.1.3 Genitive of Singular nouns

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

The Singular	الْمُقَرَّدُ
A box	صُنْدُوقَ
The mountain	الْجَبَلَ
A coffee	قَهْوَةَ
The tea	الشَّايَ
A cloth	تَوْبَ
The heart	الْقَلْبَ
The earth	الْأَرْضَ
The minister	الْوَزِيرَ
A bride	عَرُوسَ
A road	طَرِيقَ

SELF ASSESSMENT EXERCISE 1

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

3.2 Dual Form Nouns

الْمُتَنَّى

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

3.2.1 Dual Nominative Case

In this case, the singular noun will be suffixed by *alif* and *nūn*. The *alif* will elongate the last letter that had changed from ضَمَّة or ضَمَّتَان. For example the Singular of a book at the nominative case is كِتَاب, Adding ان to it will change it and it will become كِتَابَان. You will notice that *alif* elongates the 'bau' while *nun* ن is given *Kasrah*, let us see other examples.

The Dual

Two schools
The two men
The two pen
Two girls
Two pillows
The two countries
Two teachers
Two students
The two professors

الْمُتَنَّى
مَدْرَسَتَان
الرَّجُلَانِ
الْقَلَمَانِ
بَنَتَانِ
وَسَادَتَانِ
الْبِلْدَانِ
الْمُدْرَسَانِ
طَالِبَانِ
الْأُسْتَاذَانِ

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

3.2.2 Dual Accusative and Genitive Cases

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

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

The Dual

Two schools (Acc & Gen)

The two men (Acc & Gen)

The two pen (Acc & Gen)

Two girls (Acc & Gen)

The two boys (Acc & Gen)

Two pillows (Acc & Gen)

The two countries (Acc & Gen)

Two teachers (Acc & Gen)

Two students (Acc & Gen)

The two professors (Acc & Gen)

الْمُتَّي
مَدْرَسَتَيْنِ
الرَّجُلَيْنِ
الْقَلَمَيْنِ
بَنَتَيْنِ
الْوَلَدَيْنِ
وَسَادَتَيْنِ
الْبَلَدَيْنِ
مُدرَّسَيْنِ
طَالِبَيْنِ
الْأُسْتَاذَيْنِ

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

SELF ASSESSMENT EXERCISE 2

How will you vocalize *nun*, ن of dual pattern

4.0 CONCLUSION

(الْإِسْتِنَاجُ)

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

5.0 SUMMARY (خُلَاصَةٌ)

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

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the process of changing the suffix of Arabic nouns from singular to dual.
2. The following nouns are in the singular forms, change them to dual nominative, accusative and genitive patterns.
السَّبَّورَةُ، الطَّنْشُورُ، مِلْعَقَةٌ، كُوبٌ، رَفِيقٌ
3. Write down the singular forms of these dual nouns
كَلْبَانِ، مَكْتَبَيْنِ، دَوْلَتَانِ، مَلْعَبَانِ، حَقِيبَتَيْنِ

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UNIT 3 الجَمْع (THE PLURAL)

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 - 3.1.1 The Nominative Case of the Sound Masculine Plural
 - 3.1.2 The Accusative and Effective Cases of the sound Masculine Plural
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1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- give account of kinds of plurals in Arabic language
- identify the sound masculine plurals, the sound feminine plurals and the broken plurals
- explain the rules that govern the Arabic plurals.

3.0 MAIN CONTENT

3.1 جَمْعُ الْمُذَكَّرِ السَّالِمِ (The Sound Masculine Plural)

As you have been told during our discussion in the introduction to this Unit, there are different kinds of plurals in the Arabic tongue. The first one is the sound Masculine plural, جَمْعُ الْمُذَكَّرِ السَّالِمِ. This is a plural whose pattern of singular never changes or be replaced. Rather. It is suffixed with وَآو and نُون or يَاء and نُون. The noun must be given *fat-hah*, فَتْحَة e.g. *Muslimūna* or *Muslimīna* مُسْلِمِينَ, the same meaning. This is plural form of Muslim مُسْلِم a male Muslim. We shall treat this very well as we are going to another content where examples will be given to make the rules clear.

3.1.1 The Nominative Case of the Sound Masculine Plural

The nominative case of the above plural will be suffixed by وَآو and نُون i.e. وَن. The وَآو will elongate the preceding consonant which is the last letter of the singular noun. The ن is expected to take fat-hat فَتْحَة vowel.

We hereby present a table to you to illustrate this clearer.

Plurals of the Sound Masculine Singular in the nominative cases

Teachers	مُدْرَسُونَ	A Teacher	مُدْرَسٌ
The peasants	أَفْلَاحُونَ	The peasant	أَفْلَاحٌ
Sound men	سَالِمُونَ	A Sound Man	سَالِمٌ
The believers	الْمُؤْمِنُونَ	The believer	الْمُؤْمِنُ
The citizens	الْمَوَاطِنُونَ	The citizen	الْمَوَاطِنُ
Workers	مُوظَّفُونَ	A worker	مُوظَّفٌ
The Engineers	الْمُهَنْدِسُونَ	The engineer	الْمُهَنْدِسُ
The Travellers	الْمُسَافِرُونَ	The traveler	الْمُسَافِرُ
Listeners	مُسْتَمِعُونَ	A Listener	مُسْتَمِعٌ
Unbelievers	كَافِرُونَ	An Unbeliever	كَافِرٌ

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

SELF ASSESSMENT EXERCISE 2

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

3.1.2 The Accusative and Genitive Cases of the Sound Masculine Plurals

The accusative and genitive cases of the sound masculine plurals share the same suffix. It is the context in which the words are used in the sentence that will determine whether the plural noun is in accusative or genitive case. The plurals are suffixed with **ياء** and **نون**. *Yau* and *nun*, that is, **يُنْ** the *yāu* is elongating the last letter of the singular noun which must be given *kasrah*, while **نُون** *nūn* still remains unchanged with *fat-hah*. For instance, the accusative and genitive singular noun of Muslim is **مُسْلِمًا** and **مُسْلِمٌ** *musliman* and *muslimin* respectively. Let us now change the nominative examples to accusative and then genitive.

The Plural Nouns in the Accusative Case

Teachers	مُدَرِّسِينَ	A Teacher	مُدَرِّسًا
The peasants	أَفْلَاحِينَ	The peasant	أَفْلَاحَ
Sound men	سَالِمِينَ	A sound man	سَالِمًا
The believers	الْمُؤْمِنِينَ	The believer	الْمُؤْمِنَ
The citizens	الْمَوَاطِنِينَ	The citizen	الْمَوَاطِنَ
Workers	مُوظِّفِينَ	A Worker	مُوظِّفًا
The engineers	الْمُهَنْدِسِينَ	The engineer	الْمُهَنْدِسَ
The travellers	الْمُسَافِرِينَ	The traveller	الْمُسَافِرَ
Listeners	مُسْتَمْعِينَ	A Listener	مُسْتَمْعًا
Unbelievers	كَافِرِينَ	An Unbelievers	كَافِرًا

The Plural Nouns in the Genitive Case

Teachers	مُدَرِّسِينَ	A Teacher	مُدَرِّسًا
The peasants	أَفْلَاحِينَ	The peasant	أَفْلَاحَ
Sound men	سَالِمِينَ	A sound man	سَالِمًا
The believers	الْمُؤْمِنِينَ	The believer	الْمُؤْمِنَ
The citizens	الْمَوَاطِنِينَ	The citizen	الْمَوَاطِنَ
Workers	مُوظِّفِينَ	A Worker	مُوظِّفًا
The engineers	الْمُهَنْدِسِينَ	The engineer	الْمُهَنْدِسَ
The travellers	الْمُسَافِرِينَ	The traveller	الْمُسَافِرَ
Listeners	مُسْتَمْعِينَ	A Listener	مُسْتَمْعًا
Unbelievers	كَافِرِينَ	An Unbelievers	كَافِرًا

SELF ASSESSMENT EXERCISE 3

Discuss the Accusative and Genitive Cases of the Arabic Sound Masculine Plurals. Illustrate your answer with two examples.

3.2 The Sound Feminine Plural

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

e.g. Singular مُسْلِمَةٌ
Plural مُسْلِمَاتٌ

3.2.1 The Nominative Case of the Sound Feminine Plural

As we have said earlier the alif and tau ‘ات’ will be at the suffix of any feminine singular noun to form a sound feminine plural. At the nominative case, feminine plural shares the same feature with singular nouns by possessing both single and double vowels as the case may be e.g.

Female مُسْلِمَاتٌ
The Female Muslims الْمُسْلِمَاتُ

The table below will illustrate this clearer.

Nominative

	The Sound Feminin Plural جَمْعُ الْمَذَكَّرِ السَّالِمِ		Singular المُفْرَدُ
Female Teachers	مُدَرِّسَاتٌ	A female teacher	مُدَرِّسَةٌ
The ladies	السَّيِّدَاتُ	The lady	السَّيِّدَةُ
The female writer	الكَاتِبَاتُ	The female writer	الكَاتِبَةُ
Sound women	سَالِمَاتٌ	A sound woman	سَالِمَةٌ
Female pupils	تَلْمِيزَاتُ	A female pupil	تَلْمِيزَةٌ

Accusative and genitive of the sound feminine plural share the same vowels both at definite and indefinite levels. We shall give example of

both together once you have learnt the nominative, accusative and genitive of singular nouns in the previous lessons.

3.2.2 Accusative and Genitive of the Sound Feminine Plural

Like you have been told that they share the same characteristics, the ‘u’ or ‘un’ of nominative changes to ‘i’ or in.

مُسَلِّمَاتٍ الْمُسَلِّمَاتِ

See the table below as we use the same examples above to show both accusative and genitive cases of the sound feminine plural

Accusative

	The Sound Feminine Plural جَمْعُ الْمُؤَنَّثِ السَّالِمِ	Singular المُفْرَدُ
Female Teachers	مُدَرِّسَاتٍ	مُدْرَسَةٌ
The ladies	السَّيِّدَاتِ	السَّيِّدَةُ
The female writer	الكَاتِبَاتِ	الكَاتِبَةُ
Sound women	سَالِمَاتٍ	سَالِمَةٌ
Female pupils	تَلْمِيذَاتٍ	تَلْمِيذَةٌ

Genitive

	The sound Feminine Plural جَمْعُ الْمُؤَنَّثِ السَّالِمِ	Singular المُفْرَدُ
Female Teachers	مُدَرِّسَاتِ	مُدْرَسَةٍ
The ladies	السَّيِّدَاتِ	السَّيِّدَةِ
The female writer	الكَاتِبَاتِ	الكَاتِبَةِ
Sound women	سَالِمَاتِ	سَالِمَةٍ
Female pupils	تَلْمِيذَاتِ	تَلْمِيذَةٍ

You will notice that single vowel *kasrah* and double vowel *kasratan* are both used for accusative and genitive cases of the plural.

SELF ASSESSMENT EXERCISE 4

Discuss the rules of converting singular of Arabic sound feminine nouns to plurals in the nominative case. Illustrate your answer with examples.

3.3 جَمْعُ تَكْسِيرٍ (The Broken Plurals)

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

Pens	أَقْلَامٌ	أَفْعَالٌ
Eyes	أَعْيُنٌ	أَفْعُلٌ
Men	رَجَالٌ	فِعَالٌ
Books	كُتُبٌ	فُعُلٌ
Houses	بُيُوتٌ	فُعُولٌ

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

Let us have more examples of this plural form.

3.1.1 Nominative المَرْفُوع

Plural		Singular
Stars	كَوَاكِبٌ	كَوْكَبٌ
Sciences	عُلُومٌ	عِلْمٌ
Skins	جُلُودٌ	جِلْدٌ
Professors	أَسَاتِذَةٌ	أُسْتَاذٌ
The students	الطُّلَابُ	الطَّالِبُ
The writers	الْكَتَّابُ	الْكَاتِبُ
The souls	النُّفُوسُ	النَّفْسُ
Flags	أَعْلَامٌ	عَلَمٌ
Loaves	أَرْغِفَةٌ	رَغِيفَةٌ
Occupations	أَعْمَالٌ	عَمَلٌ

The above examples are nominative case for broken plurals.

SELF ASSESSMENT EXERCISE 5

Define Arabic broken plurals. Mention five of its measures with examples.

3.3.2 Accusative الْمَنْصُوب

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

Men	رَجَالًا	رَجُلًا
-----	----------	---------

Rivers	بَحَارًا	بَحْرًا
Winds	رِيَّاحًا	رِيحًا
Mountains	جِبَالًا	جِبَلًا
Eyes	أَعْيُنًا	عَيْنًا
Hearts	قُلُوبًا	قَلْبًا
Swords	سُيُوفًا	سَيْفًا
Roads	طُرُقًا	طَرِيقًا
Cities	مَدَنًا	مَدِينَةً
House	بُيُوتًا	بَيْتًا

3.3.3 Genitive

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

	Broken Plural	Singular
Successors	خُلَفَاءُ	خَلِيفَةٌ
Poor men	فُقَرَاءُ	فَقِيرٌ
Friends	أَصْدِقَاءُ	صَدِيقٌ
Countries	بُلْدَانٌ	بِلَادٌ
Youths	شَبَابٌ	شَابٌ
Braves	شَجَاعٌ	شَجَاعٌ
Months	أَشْهُرٌ	شَهْرٌ
Commanders	أُمَرَاءُ	أَمِيرٌ
Schools	مَدَارِسُ	مَدْرَسَةٌ
Offices	مَكَاتِبُ	مَكْتَبٌ

SELF ASSESSMENT EXERCISE 6

‘The broken plurals follow the singular nouns in all cases’. Examine this statement.

4.0 CONCLUSION (الْإِسْتِنْتَاجُ)

The plurals in Arabic is called *al-Jam‘u* الْجَمْعُ . It points to people, things, animals or places that are more than two. The plurals in Arabic are classified into Sound Plurals and Broken Plurals. The sound plurals could also be either the sound masculine plural which takes waw and nun in the nominative cases or yau and nun in the accusative and genitive cases or the sound feminine plural which takes alif and open tau as suffixes; and dammah in the nominative case; and kasrah in the accusative and genitive cases. The plural forms of Arabic broken plurals follow the singular nouns in all cases.

5.0 SUMMARY (خُلَاصَة)

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

6.0 TUTOR-MARKED ASSIGNMENT

- 1) Identify the plurals among the following words and state the class of plurals they belong. حَدَائِقُ وَلَدٌ بُذْتُ عَمَالٌ مُكْرَمَاتٌ مَلَابِسُ قَلَمٌ
بَحَارٌ مَكَاتِبُ جَامِعَاتٌ
- 2) Explain the rules guiding the sound masculine and feminine plurals.
- 3) Write the broken plural forms of the following singular nouns and mention which case they belong to. وَلَدًا رَجُلُ الْجَبَلِ طَرِيقٌ شَهْرًا

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 4 PRONOUNS (الضَّمَائِرُ) (Ad-Ḍamā'ir)

CONTENTS

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

1.0 INTRODUCTION

You are welcome to this unit; you will be introduced to pronouns in Arabic language. These pronouns are of different kinds like any other nouns in the different languages. The mastery of your mother tongue pronouns will come to your aid in this unit. Relax and start reading the contents one after the other. You will also learn the usage of these pronouns in the Arabic language, how, when and why are they used. The personal, the demonstrative, the relative and the interrogative pronouns are your focus in this unit. Once again take it easy and let us advance.

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Personal Pronouns

When pronouns stand for persons, they are called personal pronouns. Personal pronouns in Arabic can be either in singular, dual or plural. When they are in second and third person singular and plural, personal pronouns in Arabic may also indicate gender. In other words, they may

indicate masculine or feminine. Persons are another feature of the personal pronoun. This is another grammatical category of pronouns. Here, let us imagine that you and another person or persons are involved in a discussion about another person or persons who may not necessarily be present. You are the 1st person when you talk; your listener or listeners, are the 2nd person and the one spoken about is 3rd person.

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

Singular Personal Pronouns

First Person	(Masculine & Feminine)	I	أَنَا
Second Person	(Masculine)	You	أَنْتَ
Second Person	(Feminine)	You	أَنْتِ
Third Person (Masculine)		He	هُوَ
Third Person (Feminine)		She	هِيَ

Dual Personal Pronouns

First person	(Masc & Fem)	we	نَحْنُ
Second person	(Masc & Fem)	you	أَنْتُمَا
Third person	(Masc & Fem)	they	هُمَا

Note- There is no difference of gender in dual personal pronouns

Plural Personal Pronouns

First person	(Masculine & Feminine)	we	نَحْنُ
Second person (Masculine)		you	أَنْتُمْ
Second person	(Feminine)	you	أَنْتُنَّ
Third person	(Masculine)	they	هُمْ
Third person	(feminine)	they	هُنَّ

The following are the personal pronouns in Arabic language in the accusative case. These personal pronouns are called contiguous pronouns, ضَمَائِرُ مُتَّصِلَةٌ

Singular

First person	(Masc & Fem)	my book	ي- كِتَابِي
Second person	(Masculine)	your book	كَ- كِتَابُكَ
Second person	(Fem)	your book	كِ- كِتَابُكِ
Third person	(Masculine)	his book	ه- كِتَابُهُ
Third person	(Fem)	her book	هَا- كِتَابُهَا

Dual

First person	(Masc & Fem)	our book	نَا- كِتَابُنَا
Second person	(Masc & Fem)	your book	كُمَا- كِتَابُكُمَا
Third person	(Masc & Fem)	their book	هُمَا- كِتَابُهُمَا

Plural

First person	(Masc & Fem)	our book	نَا- كِتَابُنَا
Second person	(Masc)	your book	كُم- كِتَابُكُم
Second person	(Fem)	your book	كُنَّ- كِتَابُكُنَّ
Third person	(Masc)	their book	هُمْ- كِتَابُهُمْ
Third person	(Fem)	their book	هُنَّ- كِتَابُهُنَّ

SELF ASSESSMENT EXERCISE 1

The personal pronouns are very important in our everytime expression. Discuss them in detail with illustrations.

3.2 Demonstrative Pronouns أَسْمَاءُ الْإِشَارَةِ

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

The Demonstrative Pronouns are:

This	(Masculine)	Singular	هَذَا
This	(Feminine)	Singular	هَذِهِ
These	(Masculine)	Dual	هَذَانِ
These	(Feminine)	Dual	هَتَانِ
These	(Masc & Fem)	Plural	هَؤُلَاءِ

Let us use them in complete sentences

This is a boy هَذَا وَلَدٌ

This is a girl هَذِهِ بِنْتُ

These are two boys هَذَانِ وَلَدَانِ

These are two girls هَتَانِ بِنْتَانِ

These are boys (more than two) هَؤُلَاءِ أَوْلَادٌ

These are girls (more than two) هَؤُلَاءِ بَنَاتٌ

That	(Masculine singular) ذَٰلِكَ
That	(Feminine Singular) تِلْكَ
Those	(dual& plur., masc & fem) أُولَٰئِكَ

See examples in sentences below

That book	ذَٰلِكَ الْكِتَابُ
That bag	تِلْكَ الْحَقِيْبَةُ
Those men	أُولَٰئِكَ الرِّجَالُ
Those girls	أُولَٰئِكَ الْبَنَاتُ

SELF ASSESSMENT EXERCISE 2

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

3.3 Interrogative Pronouns (*asmau al-istifhamiyat*) أَسْمَاءُ الْإِسْتِفْهَامِ

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

The most Common Interrogative Pronouns are:

Who?	مَنْ	?
What?	مَا	?
Where?	أَيْنَ	?
How?	كَيْفَ	?
When?	مَتَى	?
How many?	كَمْ	?
How much?	بِكَمْ	?
Which?	أَيُّ	?

See how we make use of these in a given sentence

Who came yesterday?	مَنْ جَاءَ أَمْسَ؟
What is this?	مَا هَذَا؟
Where are you going?	أَيْنَ تَذْهَبُ؟
How are you?	كَيْفَ حَالُكَ؟
When are you returning?	مَتَى تَرْجِعُ؟
How many books did you read?	كَمْ كِتَابًا قَرَأْتَ؟

How much is this pen? بِكَمْ هَذَا الْقَلَمُ؟
Which house? أَيُّ بَيْتٍ؟

SELF ASSESSMENT EXERCISE 3

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

3.4 Relative Pronouns أَسْمَاءُ الْمَوْصُولَةِ

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

The relative pronouns in Arabic are:

Which, that, who	(Masc. Sing)	الَّذِي
Which, that, who	(Fem)	الَّتِي

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

Which, that, who	(Masc. dual)	الَّذَانِ
Which, that, who	(Fem. dual)	الَّتَانِ
Which, that, who	(Masc. Plural)	الَّذِينَ
Which, that, who	(Fem. Plural)	الَّتَاتِي

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

The boy who went to the school الولدُ الَّذِي ذَهَبَ إِلَى الْمَدْرَسَةِ
The woman who returned from the market الْمَرْأَةُ الَّتِي رَجَعَتْ مِنَ السُّوقِ
The two books that I read. الْكِتَابَانِ الَّذَانِ قَرَأْتُ
The people who traveled to their home land النَّاسُ الَّذِينَ سَافَرُوا إِلَى بِلَادِهِمْ
The female teachers who arrived yesterday الْمُدَرِّسَاتُ الَّتَاتِي حَضَرْنَ.
أَمْسَ
The two girls whom I saw on the way. الْبَنَاتَانِ اللَّتَانِ رَأَيْتُهُمَا فِي الطَّرِيقِ.

SELF ASSESSMENT EXERCISE 4

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

4.0 CONCLUSION (الْإِسْنَتَاةُ)

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

5.0 SUMMARY (خُلَاصَة)

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

6.0 TUTOR-MARKED ASSIGNMENT

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

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 5 SUBJECT AND PREDICATE المُبْتَدَأُ وَالْخَبَرُ

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Subject and Predicate المُبْتَدَأُ وَالْخَبَرُ

Subject and predicate are nominative nouns. The subject (*al-mubtada*) begins a nominal sentence while the predicate (*al-khabar*) complete its full meaning. We want you to know that the subject (*al-mubtada*) is always definite noun while the predicate is (*al-khabar*) always indefinite. The examples below will assist you in comprehending the above explanations.

Knowledge is light
The male teacher is standing
The boy is present

الْعِلْمُ نُورٌ
الْمُعَلِّمُ قَائِمٌ
الْوَلَدُ حَاضِرٌ

The girl is small	الْبِنْتُ صَغِيرَةٌ
The house is spacious	الْبَيْتُ وَاسِعٌ
The man is tall	الرَّجُلُ طَوِيلٌ
The female teacher is sitting	المُعَلِّمَةُ جَالِسَةٌ
The woman is beautiful	الْمَرْأَةُ جَمِيلَةٌ
The blessing is a wish	الْبَرَكَةُ مَطْلُوبَةٌ
The female student is clever	الطَّالِبَةُ نَشِيطَةٌ

You will observe that the nouns that begin the sentences have definite articles that is what we called the subject *al-mubtada'* and the nouns that complete the sentences are indefinite articles. This is called (*al-khabar*). Also, you will notice that if the subject is masculine the predicate will also be masculine and vice-versa. You can also change the singular to dual or plural. Once you have done that, the subject and predicate will also be either dual or plural. Now let us change some of those examples above to dual and plural. You will notice that if subject changes, the predicate will also change.

The two boys are present	الْوَلَدَانِ حَاضِرَانِ
The two women are beautiful	الْمَرْأَتَانِ جَمِيلَتَانِ

These are dual examples. Now let us see the plural form

The men are tall	الرِّجَالُ طَوِيلُونَ
The female students are clever	الطَّالِبَاتُ نَشِيطَاتٌ

SELF ASSESSMENT EXERCISE 1

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

3.2 The Adjective (*aṣ-Ṣifah*) الصِّفَةُ

In Arabic, we say adjective and the qualified (*as-sifatu wa 'l-mawsuuf*). الصِّفَةُ وَالْمَوْصُوفُ. In the Arabic tongue, adjective may be used as a noun. Both noun and adjective share the same pattern of grammatical rules. They must agree in singular, dual or plural pattern; so also in the definite or indefinite, masculine or feminine patterns. Constant practice in reading and consultation of dictionary of Arabic will determine how much you can acquire as far as nouns and adjectives are concerned. Never mind, we will give you the guideline that if you see the adjective and the qualified, you will quickly recognize them.

As you are following me in this discussion, the knowledge of subjects and predicates will assist you a lot. Hope you have gone through and master the rules.

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

The small boy	الوَلَدُ الصَّغِير
The tall man	الرَّجُلُ الطَّوِيل
The beautiful woman	الْمَرْأَةُ الْجَمِيلَة
The small girl	الْبِنْتُ الصَّغِيرَة
The glorious Qur'an	الْقُرْآنُ الْكَرِيم
The short story	الْقِصَّةُ الْقَصِيرَة

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

We must point out that there is a difference between subject and predicate and adjective because the adjective follows the qualified in all while the predicate does not follow the subject in all. What do we mean by all is that if noun is singular form, an adjective will also be singular. Further, if it is either dual, plural, masculine, feminine, nominative, accusative, or genitive, it should be reiterated by way of emphasis that the adjective follows the noun in all. Let us take example one be one by using one example for masculine in all and feminine in all.

A small boy	(Nominative)	وَلَدٌ صَغِير
A small boy	(Accusative)	وَلَدًا صَغِيرًا
A small boy	(Genitive)	وَلَدٍ صَغِيرٍ
The small boy	(nom)	الوَلَدُ الصَّغِير (Masc.)
The small boy	(Acc.)	الوَلَدَ الصَّغِير (Masc.)
The small boy	(Gen.)	الوَلَدِ الصَّغِير (Masc.)
A small girl	(nom) (fem)	الْبِنْتُ الصَّغِيرَة
A small girl	(Acc.)	بِنْتًا صَغِيرَة (fem)
A small girl	(Gen.)	بِنْتٍ صَغِيرَة (fem)
The small girl	(nom)	الْبِنْتُ الصَّغِيرَة (fem)
The small girl	(Acc)	الْبِنْتَ الصَّغِيرَة (fem)
The small girl	(Gen)	الْبِنْتِ الصَّغِيرَة (fem)

You will notice that they follow each other in all ramifications. The same thing occurs in dual form. The only slight change is in plural where if noun is a sound plural the adjective can be either sound or

broken. At times noun can also be broken while adjective takes different form of plural. All is well, when noun is plural adjective is also plural.

Examples:

The small boys الأولادُ الصَّغِيرُونَ

The small girls البناتُ الصَّغِيرَاتُ

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

The Ignorant travelers. المُسَافِرُونَ الجَهَالُ

The rich Muslims. المُسْلِمُونَ الْأَغْنِيَاءُ

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

SELF ASSESSMENT EXERCISE 2

The adjective must agree with the noun it qualifies in all cases. Discuss this submission.

4.0 CONCLUSION (الاستنتاجُ)

In the Arabic language a sentence may consist of subject and predicate. The subject and predicate as a grammatical rule differ from each other in certain characteristics. While the subject is definite the predicate is indefinite. On the other hand, the two are nominative nouns.

Secondly, adjectives that qualify nouns share the same features such as numbers, gender, definiteness or indefiniteness. So also they must agree in the nominative, accusative and genitive cases.

Finally the difference between subjects and predicates and adjectives is that adjective follow the qualified in all, while the subject differs from predicate in the article. The only area where there is a slight change is in plural form where either of the two (noun and adjective) (subject and predicate) can take the sound plural while the other take the broken plural.

5.0 SUMMARY (خُلَاصَةٌ)

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

6.0 TUTOR-MARKED ASSIGNMENT

- 1) Explain fully what you know on the subject, the predicate and the adjective in the Arabic language.
- 2) Write ten sentences in Arabic subject and predicate five for the masculine gender and five others for the feminine.
- 3) Use these nouns and adjectives in all forms that you know.

المُعَلِّمُ الْمُجْتَهِدُ
المُسْلِمَةُ الْمُجْتَهِدَةُ

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London. Cambridge University Press.
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MODULE 2 THE VERBS

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

UNIT 1 IMPORTANCE OF VERB

CONTENTS

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- 2.0 Objectives
- 3.0 Main Content

3.1	Importance of Verb
3.2	Types of Verb
3.2.1	Trilateral
3.2.2	Quadrilateral
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading.

1.0 INTRODUCTION

Welcome to the first unit of module two. In this unit you will be introduced to the importance of verbs in Arabic language. Type of verbs such as Trilateral and quadrilateral verbs shall also be introduced to you. Come on board, let us move forward.

2.0 OBJECTIVES

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

- state the importance of verbs in Arabic language grammar.
- highlight the trilateral verbs in Arabic language grammar
- identify the quadrilateral verbs in Arabic grammar.

3.0 MAIN CONTENT

3.1 Importance of Verbs in Arabic Grammar

Verbs in Arabic language, just like in any other languages of the world, are a most important linguistic element. We want you to know that there is no other part of speech that could exist alone as a sentence and have meaning without a verb in it, where as sentence can be formed by a verb alone. If we say *إجلس* 'ijlis' 'sit', It is a complete sentence that could portray a full meaning that a sentence with a subject, verb and object could have. A verb could be defined as a grammatical word that states the action(s) performed or relationship that exists between a subject and an object of a given sentence. As the link and the presenter of the actions performed or the relationship that exist between the 'performer' and the 'action performed', the verb is then very important aspect of the grammatical parts of speech in Arabic language .

3.2 Types of Verbs

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

3.2.1 The Trilateral Verb

Generally, composition of Arabic verbs is three radicals which are the root letters. The reason why it is called trilateral verbs is that it consists of three radical letters. For example ‘*Kataba*’, كَتَبَ he wrote. The three radicals here are ك ت ب k, t, b. The measure of the trilateral verbs is *fa‘ala* فَعَلَ, *fa‘ila* فَعِلَ or *fa‘ula* فَعُلَ.

The first letter of trilateral verb is called *fāu al-fi li*, فَاءُ الْفِعْلِ the middle or second letter is known as *aynu al-fi‘il*, عَيْنُ الْفِعْلِ while the last letter is *Lam al-fi‘il* لَامُ الْفِعْلِ. These are explained in the following examples

فَعَلَ	كَتَبَ
فَعِلَ	سَمِعَ
فَعُلَ	قَرُبَ

The meaning of فعل فعل فعل is ‘to do’ because it is a doing word (action), كَتَبَ ‘*Kataba*’ means ‘to write’. سَمِعَ *sami‘a* means, to hear and قَرُبَ *qaruba* is to move near.

This table will illustrate our saying clearer

فَعُلَ Fa‘ula	فَعِلَ Fa‘ila	فَعَلَ Fa‘ala
To be honored كُرِّمَ	To play لَعِبَ	To write كَتَبَ
To be huge ضَخُمَ	To hear سَمِعَ	To help نَصَرَ
To be dignified شَرُفَ	To praise حَمِدَ	To sit جَلَسَ
To be difficult صَعِبَ	To rejoice فَرِحَ	To open فَتَحَ
To move near قَرُبَ	To feel thirsty عَطِشَ	To find وَجَدَ

There are some other verbs that consist of additional letters(s) with trilateral verbs. We do not regard them as quadrilateral. These shall

be taught in higher level. It should be noted that the above table is practically based on simple trilateral verbs.

SELF ASSESSMENT EXERCISE 1

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

3.2.2 Quadrilateral Verbs

The quadrilateral verb in Arabic language is those verbs that consist of four radical letters. For example بِسْمَلْ *'basmala'*. He began 'with the name of Allah'. The measure of quadrilateral verb in Arabic language is فَعْلَل *fa'lala*, to do, The examples of quadrilateral verbs are the following.

To roll دَحَرَجَ

To shake زَلَزَلَ

To laugh فَهَّقَهُ

To say the name of God بِسَمَلْ

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

SELF ASSESSMENT EXERCISE 2

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

4.0 CONCLUSION (الاستنتاج)

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

5.0 SUMMARY (خلاصة)

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

6.0 TUTOR-MARKED ASSIGNMENT

- 1) Explain the importance of verbs in Arabic language.
- 2) Write two trilateral verbs for each of its three patterns, that is, *fa‘ala*, فَعَّلَ *fa‘ila* فَعَّلَ and *fa‘ula* فَعَّلَ
- 3) Explain quadrilateral verbs with examples.

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 2 DIVISION OF VERBS

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- identify sound and weak verbs in spoken and written Arabic language
- explain transitive and intransitive verbs in Arabic grammar.

3.0 MAIN CONTENT

3.1 Division of Verbs

3.1.1 Sound Verb فَعْلٌ صَحِيحٌ

Sound verb is a verb whose three radical letters do not contain any of the weak letters. The weak letters are, (ا و ي) ألف, واو, and ياء. *alif, wawu and yau.*

Examples of sound verbs are كَتَبَ *kataba*, to write. قَرَأَ *qara'a*, to read. سَمِعَ *sami'a*, to hear. The above examples showed that none of the letters is weak letter. Sound verb is also divided into three main categories.

1) *Salim*, (free) سَالِمٌ This is a kind of verb that is pure of any weak letters and does not contain *hamzat* 'أ' or compound letters. Examples of *Sālim* are as follows:

To write	كَتَبَ
To sit	جَلَسَ
To go	ذَهَبَ
To help	فَتَحَ
To hear	سَمِعَ
To learn	عَلَّمَ

2) *Mahmūz* (Possessor of *hamzat*) مَهْمُوزٌ This is a sound verb that contains *hamzat* in one of its three radical letters. This kind of verb is very few in Arabic language. Examples of *Mahmuz* are these:

To take	أَخَذَ
To ask	سَأَلَ
To read	قَرَأَ

The *hamzat* could be at the begin like أَخَذَ or middle such as سَأَلَ and last letter like قَرَأَ

3) *Mudā'afu* – (Compound) مُضَاعَفٌ This is a kind of verb that the second and the third letters are the same but rather made as one letter. Examples are the following:

To run away	فَرَّ
To spread	مَدَّ
To do harm	ضَرَرَ
To be stingy	شَحَّ
To point	دَلَّ

SELF ASSESSMENT EXERCISE 1

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

3.1.2 Weak Verb فَعْلٌ مُعْتَلٌّ

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

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

To find	وَجَدَ
To stand	وَقَفَ
To inherit	وَرِثَ
To dry	يَبَسَ
To give charity	وَهَبَ

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

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

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

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

- 3) *an-Naaqış* النَّاقِص : *an-nāqış* is a verb whose last letter is a weak letter. Let us see the examples of this kind of verb:

To walk/move	سَعَى
To judge	قَضَى
To forbid	نَهَى
To throw	رَمَى
To become high	عَلَى

You will see that the last letter of the above examples is pronounced *alif* (ا) but written with *Yāu* (ي). Both *alif* and *yāu* are weak letters.

- 4) *al-laftīfu* اللَّفِيف : This is a kind of verb that possesses two weak letters in a particular verb. Those two letters may be separated or followed each other.

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

To safe	وَعَى
To be secured	وَقَى

- b) *al-lafīfu, al-Maqrūn* (The Joint *lafif*) : This is a verb whose two weak letters follow each other, e. g.

To iron/press (a cloth)	كَوَى
To fold	طَوَى

You will notice that in a separated *lafif* example. It is ق that separated و and ي. Then, if you look well at the joint *lafif*, you will see that the و and ي follow each other in كَوَى and طَوَى.

SELF ASSESSMENT EXERCISE 2

Explain Arabic language weak verbs and its various kinds. Give examples for what you say.

3.1.3 Transitive Verb *فِعْلٌ مُتَعَدِي*

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

To beat	ضَرَبَ
To help	نَصَرَ
To open	فَتَحَ
To praise	حَمَدَ

The above examples require an object in a given sentence.

3.1.4 Intransitive Verb *فِعْلٌ*

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

To come	جَاءَ
To go	ذَهَبَ
To rejoice	فَرَحَ
To sit	جَلَسَ
To go out	خَرَجَ

These are Arabic language verbs that need no object.

Let us see the example of both transitive and intransitive verb in two sentences.

Transitive Verb: قَتَلَ أَحْمَدُ الْكَلْبَ
(Ahmad killed the dog).

You see that Ahmad is subject, قَتَلَ is the verb and الْكَلْبُ is the object of the sentence.

Intransitive Verb: جاءَ آدَمُ (Adam came).
You see that the sentence does not require an object.

SELF ASSESSMENT EXERCISE 3

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

4.0 CONCLUSION (الاستنتاج)

Arabic language verbs are divided into sound and weak verbs. The sound verbs are those whose letters are completely sound, those that have hamzah as one of its trilaterals called *mahmūz* and those with doubled letter called muda 'aff.

The weak verbs are those that contain weak letter in one of its trilaterals. The grammatical terminology for verb whose *fāu 'l-fi 'l* is a weak letter is *mithāl*; the verb whose *'aynu 'l-fi 'l* is weak is called *ajwaf* while that whose *lāmu 'l-fi 'l* is weak is called *manqūṣu 'l-binā*. If a verb has more than one weak verb its terminology is *lafif* which could be mafuq if separated or maqrun if unseparated. Arabic verbs can also be transitive requiring an object or intransitive not requiring an object.

5.0 SUMMARY (خلاصة)

This unit introduces you to the divisions of verb in the Arabic language. It discusses the division of sound verbs into *Sālim* (free), *Mahmūz* (Possessor of *Hamzat*) and *muda'af* (compound); and the division of weak verbs into *mithāl*, *ajwaf*, *nāqis* and *lafif*. The transitive and intransitive verbs are also treated in the Unit. Copious examples in words and sentences are provided for illustration. The unit also contains tests meant for your self assessment.

6.0 TUTOR-MARKED ASSIGNMENT

- 1) Define Arabic language sound verbs and illustrate them with examples.
- (2) Give a list of Arabic weak verbs and their various divisions with illustrations.
- 3) Explain the transitive and intransitive verbs in Arabic language. Mention five verbs for each of them and use them in sentences.

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 3 The Past Tense /Perfect Verbs الأفعالُ الماضيّة

CONTENTS

- 12.0 Introduction
- 13.0 Objectives
- 14.0 Main content
 - 3.1 Conjugation of the Past Tense/Perfect Trilateral Sound Verbs
- 15.0 Conclusion
- 16.0 Summary
- 17.0 Tutor-Marked Assignment
- 18.0 References/Further Reading.

1.0 INTRODUCTION

In this unit, you will be learning the conjugation of verbs in Arabic language. The measure of the tense will cover first, second and third persons singular, dual, and plural.

You will be introduced to the easier techniques with which an Arabic grammar learner like you could apply in conjugating perfect Arabic verbs.

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Conjugation of the Past Tense/Perfect Trilateral Sound Verbs

The past tense/simple perfect trilateral sound verb is a verb used when we want to indicate activities or state in the past without indicating any

connection with the present. The simple perfect / past tense of triliteral sound verb is conjugated according to the following paradigm.

1 st person singular (Masculine & Feminine)	I did	فَعَلْتُ
2 nd person singular Masculine	You did	فَعَلْتَ
2 nd person singular feminine	You did	فَعَلْتِ
3 rd person singular masculine	He did	فَعَلَ
3 rd person singular feminine	She did	فَعَلَتْ
2 nd person dual (masculine & feminine)	You did	فَعَلْتُمَا
3 rd person dual masculine	They did	فَعَلَا
3 rd person dual feminine	They did	فَعَلْتَا
1 st person dual and plural (masc. & fem.)	We did	فَعَلْنَا
2 nd person plural masculine	You did	فَعَلْتُمْ
2 nd person plural feminine	You did	فَعَلْتُنَّ
3 rd person plural masculine	They did	فَعَلُوا
3 rd person plural feminine	They did	فَعَلْنَ

There is a change of vowel in the third letter of the radicals. i.e. 'ل', other letters do not change. For example *fa'ala* فَعَلَ, 'he did' changes to *fa'altu* فَعَلْتُ, 'I did'. There is no difference in conjugation whether a verb is *fa'ala* فَعَلَ or *fa'ila* فَعِلَ or *fa'ala* فَعَلَ. it is only lam 'ل' that will change during the conjugation. We will give you examples of various patterns.

Example (A)

To write كَتَبَ □ to do فَعَلَ

This is where the second letter is given *fat-hah* 'a'

1 st person singular (masc.and fem.)	I wrote	كَتَبْتُ
2 nd person singular masculine	You wrote	كَتَبْتَ
2 nd person singular feminine	You wrote	كَتَبْتِ
3 rd person singular masculine	He wrote	كَتَبَ
3 rd person singular feminine	She wrote	كَتَبَتْ
2 nd person dual (masc. and fem.)	You wrote	كَتَبْتُمَا
3 rd person dual masculine	They wrote	كَتَبَا
3 rd person dual feminine	They wrote	كَتَبْتَا
1 st person dual & plural (Masc. & fem.)	We wrote	كَتَبْنَا
2 nd person plural Masculine	You wrote	كَتَبْتُمْ
2 nd person plural feminine	You wrote	كَتَبْتُنَّ
3 rd person plural masculine	They wrote	كَتَبُوا
3 rd person plural feminine	They wrote	كَتَبْنَ

Example (B)

We now conjugate لعب which equates فعل pattern:

1 st person singular (masculine & feminine)	I played	لَعِبْتُ
2 nd person singular masculine	You played	لَعِبْتَ
2 nd person singular feminine	You played	لَعِبْتِ
3 rd person singular masculine	He played	لَعِبَ
3 rd person singular feminine	She played	لَعِبَتْ
2 nd person dual (masculine and feminine)	You played	لَعِبْتُمَا
3 rd person dual masculine	They played	لَعِبَا
3 rd person dual feminine	They played	لَعِبَتَا
1 st person dual and plural (masc. & fem.)	We played	لَعِبْنَا
2 nd person plural masculine	You played	لَعِبْتُمْ
2 nd person plural feminine	You played	لَعِبْتُنَّ
3 rd person plural masculine	They played	لَعِبُوا
3 rd person plural feminine	They played	لَعِبْنَ

Example (C) :

The third and last pattern is فَعُل such as شَرُفَ

1 st person singular (masc. & fem.)	I am dignified	شَرُفْتُ
2 nd person singular masculine	You are dignified	شَرُفْتَ
2 nd person singular feminine	You are dignified	شَرُفْتِ
3 rd person singular masculine	He is dignified	شَرُفَ
3 rd person singular feminine	She is dignified	شَرُفَتْ
2 nd person dual (masc. and fem.)	You are dignified	شَرُفْتُمَا
3 rd person dual masculine	They are dignified	شَرُفَا
3 rd person dual feminine	They are dignified	شَرُفَتَا
1 st person dual & plural (masc & fem.)	We are dignified	شَرُفْنَا
2 nd person plural masculine	You are dignified	شَرُفْتُمْ
2 nd person plural feminine	You are dignified	شَرُفْتُنَّ
3 rd person plural masculine	They are dignified	شَرُفُوا
3 rd person plural feminine	They are dignified	شَرُفْنَ

Dear students you will see that the third letter changes from vowel 'a' to sukun , or 'u' at other time there are morphemes at the suffix of the verb.

There is no distinction in conjugation whether the verb is fa'ala فَعَّل , fa'ila فَعَّل or fa'ula فَعَّل .

SELF ASSESSMENT EXERCISE

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

- رَغِبَ to desire
- ذَهَبَ to go
- صَعِبَ to be difficult.

4.0 CONCLUSION. (الاستنتاج)

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

There is a change of vowel in the third letter of the radicals. i.e. 'ج', other letters do not change.

There is no difference in conjugation whether a verb is *fa'ala* فَعَّلَ, *fa'ila* فَعَّلَ or *fa'ula* فَعَّلَ

5.0 SUMMARY (خلاصة)

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

6.0 TUTOR-MARKED ASSIGNMENT

Conjugate the following verbs in perfect form.

- | | |
|------------|----------------|
| a - دَرَسَ | to study |
| b - جَلَسَ | to sit |
| c - قَتَلَ | to kill |
| d - حَسِبَ | to think |
| e - حَسُنَ | to be good |
| f - كَرُمَ | to be honoured |
| g - قَرُبَ | to move near |
| h - فَرَحَ | to rejoice |
| i - سَلِمَ | to be free |
| j - فَتَحَ | to open |

7.0 REFERENCES/FURTHER READING

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UNIT 4 The Present Continuous Tense/Imperfect Verbs (الأفعال المضارعة)

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 The Imperfect Measure of Arabic Trilateral Sound Verbs

As in the English language, the imperfect verb in Arabic is any verb that indicates the occurrence or state of an action in the present. We need to

introduce you to six patterns which imperfect tense form can take before we go further. Like we have said earlier in the previous unit the perfect tense takes only three patterns which are **فَعَلَ**, **فَعَّلَ** and **فَعِّلَ**. Now let us see the patterns or forms of the imperfect verbs.

Imperfect			Perfect		
يَفْتَحُ	.e.g	يَفْعَلُ	فَتَحَ	.e.g	فَعَلَ
يَجْلِسُ	.e.g	يَفْعَلُ	جَلَسَ	.e.g	فَعَلَ
يَكْتُبُ	.e.g	يَفْعَلُ	كَتَبَ	.e.g	فَعَلَ
يَلْعَبُ	.e.g	يَفْعَلُ	لَعِبَ	.e.g	فَعَلَ
يَحْسِبُ	.e.g	يَفْعَلُ	حَسِبَ	.e.g	فَعَلَ
يَقْرُبُ	.e.g	يَفْعَلُ	قَرُبَ	.e.g	فَعَلَ

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

-	He opens / He is opening	يَفْتَحُ	to open	فَتَحَ
-	He sits / He is sitting	يَجْلِسُ	to sit	جَلَسَ
-	He writes / he is writing	يَكْتُبُ	to write	كَتَبَ
-	He plays / he is playing	يَلْعَبُ	to play	لَعِبَ
-	He thinks / he is thinking	يَحْسِبُ	to think	حَسِبَ
-	He moves near/ he is moving near	يَقْرُبُ	to move near	قَرُبَ

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

1 st person singular (masc. and fem.)	I do (<i>af</i> '(a) (i) (u) <i>lu</i>)	أَفْعَلُ
2 nd person singular masculine	You do (<i>taf</i> '(a) (i) (u) <i>lu</i>)	تَفْعَلُ
2 nd person singular feminine	You do (<i>taf</i> '(a) (i) (u) <i>līna</i>)	تَفْعَلِينَ
3 rd person singular masculine	He does (<i>yaf</i> '(a) (i) (u) <i>lu</i>)	يَفْعَلُ
3 rd person singular	She does (<i>taf</i> '(a) (i) (u) <i>lu</i>)	تَفْعَلُ
2 nd person dual (masculine and	You do (<i>taf</i> '(a) (i) (u)	تَفْعَلَا

feminine)	<i>lani</i>)	
3 rd person dual masculine	They do (<i>yaf</i> ‘(a) (i) (u) <i>lu</i>)	يَفْعَلَانِ
3 rd person dual feminine	They do (<i>taf</i> ‘(a) (i) (u) <i>lani</i>)	تَفْعَلَانِ
1 st person dual and plural (masc. & fem.)	We do (<i>naf</i> ‘(a) (i) (u) <i>lu</i>)	نَفْعَلُ
2 nd person plural masculine	You do (<i>taf</i> ‘(a) (i) (u) <i>luna</i>)	تَفْعَلُونَ
2 nd person plural feminine	You do (<i>taf</i> ‘(a) (i) (u) <i>lna</i>)	تَفْعَلْنَ
3 rd person plural masculine	They do (<i>yaf</i> ‘(a) (i) (u) <i>luna</i>)	يَفْعَلُونَ
3 rd person plural feminine	They do (<i>yaf</i> ‘(a) (i) (u) <i>lna</i>)	يَفْعَلْنَ

In the above paradigm, you will see that we have treated the three possible ways in which the second radical of perfect ‘ε’ can be either a, i or u (fathah, kasrah and dammah). Now let us use *Yaftau* “يَفْتَحُ” he opens/ is opening as example.

1 st person singular masc. & fem.	I open / am opening	أَفْتَحُ
2 nd person singular masculine	You open/ are opening	تَفْتَحُ
2 nd person singular feminine	You open/are opening	تَفْتَحِينَ
3 rd person singular masculine	He opens/is opening	يَفْتَحُ
3 rd person singular	She opens / is opening	تَفْتَحُ
2 nd person dual (masc. and fem.)	You (two) open are opening	تَفْتَحَانِ
3 rd person dual masculine	They (two) open/are opening	يَفْتَحَانِ
3 rd person dual feminine	They (two) are pening	تَفْتَحَانِ
1 st person dual & plural (masc.& fem.)	We open / are opening	نَفْتَحُ
2 nd person plural masculine	You open / are opening	تَفْتَحُونَ
2 nd person plural feminine	You open /are opening	تَفْتَحْنَ
3 rd person plural masculine	They open / are opening	يَفْتَحُونَ
3 rd person plural feminine	They open / are opening	يَفْتَحْنَ

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

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

1 st person singular (masc. and fem.)	I sit / am sitting	أَجْلِسُ
2 nd person singular masculine	You sit / are sitting	تَجْلِسُ
2 nd person singular feminine	You sit / are sitting	تَجْلِسِينَ
3 rd person singular masculine	He sits / is sitting	يَجْلِسُ
3 rd person singular	She sits / is sitting	تَجْلِسُ
2 nd person dual (masc. and fem.)	You sit / are sitting	تَجْلِسَانِ
3 rd person dual masculine	They (two) sit / are sitting	يَجْلِسَانِ
3 rd person dual feminine	They (two) sit / are sitting	تَجْلِسَانِ
1 st person dual & plural (masc. & fem.)	We sit / are sitting	نَجْلِسُ
2 nd person plural masculine	You sit / are sitting	تَجْلِسُونَ
2 nd person plural feminine	You sit / are sitting	تَجْلِسْنَ
3 rd person plural masculine	They sit / are sitting	يَجْلِسُونَ
3 rd person plural feminine	They sit / are sitting	يَجْلِسْنَ

The last pattern is *dammah* ‘u’ vowel as in يَدْرُسُ ‘he studies’.

1 st person singular (masc. & fem.)	I study / am studying	أَدْرُسُ
2 nd person singular masculine	You study / are studying	تَدْرُسُ
2 nd person singular feminine	You study / are studying	تَدْرُسِينَ
3 rd person singular masculine	He studies / is studying	يَدْرُسُ
3 rd person singular	She studies/is studying	تَدْرُسُ
2 nd person dual (masc. & fem.)	You (two) study / are studying	تَدْرُسَانِ
3 rd person dual masculine	They (two) are studying	يَدْرُسَانِ
3 rd person dual feminine	They (two) study / are studying	تَدْرُسَانِ
1 st person dual & plural (masc. & fem.)	We study / are studying	نَدْرُسُ
2 nd person plural masculine	You study / are studying	تَدْرُسُونَ
2 nd person plural feminine	You study / are studying	تَدْرُسْنَ
3 rd person plural masculine	They study / are studying	يَدْرُسُونَ
3 rd person plural feminine	They study / are studying	يَدْرُسْنَ

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

3.2 Future Tense

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

The conjugation of future tense is as follows:

1 st person singular (masc. & fem.)	I will/shall write	سَأَكْتُبُ سَوْفَ أَكْتُبُ
2 nd person singular masculine	You will/shall write	سَتَكْتُبُ سَوْفَ تَكْتُبُ
2 nd person singular feminine	You will/shall write	سَتَكْتُبِينَ سَوْفَ تَكْتُبِينَ
3 rd person singular masculine	(masculine) he will / shall write	سَيَكْتُبُ سَوْفَ يَكْتُبُ
3 rd person singular	She will/shall write	سَتَكْتُبُ سَوْفَ تَكْتُبُ
2 nd person dual (masc. and fem.)	You will/shall write	سَتَكْتُبَانِ سَوْفَ تَكْتُبَانِ
3 rd person dual masculine	They will/shall write	سَيَكْتُبَانِ سَوْفَ يَكْتُبَانِ
3 rd person dual feminine	They will/ shall write	سَتَكْتُبَانِ سَوْفَ تَكْتُبَانِ
1 st person dual and plural (masculine and feminine)	We will/shall write	سَنَكْتُبُ سَوْفَ نَكْتُبُ
2 nd person plural masculine	You will/shall write	سَتَكْتُبُونَ سَوْفَ تَكْتُبُونَ
2 nd person plural feminine	You will/shall write	سَتَكْتُبِينَ سَوْفَ تَكْتُبِينَ
3 rd person plural masculine	They will/shall write	سَيَكْتُبُونَ سَوْفَ يَكْتُبُونَ
3 rd person plural feminine	They will/shall write	سَيَكْتُبْنَ سَوْفَ يَكْتُبْنَ

SELF ASSESSMENT EXERCISE

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

4.0 CONCLUSION

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

The imperfect/present Continuous verb in Arabic is any verb that indicates the occurrence or state of an action in the present.

The imperfect/ present continuous tense form can take six patterns:

‘فَعْلٌ’ consists of three different patterns whereby the second letter could be vowel ‘a’ , ‘i’ or ‘u’, *fat-hah*, *kasrah* or *dammah*.

Also ‘فَعْلٌ’ has two imperfect forms that is, the second letter could be either ‘a’ or ‘i’ (*fat-hah* or *kasrah*) form.

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

All the verbs in this category are sounds, trilateral and indicative imperfect.

The imperfect indicative in Arabic language is also used to express future action generally strengthened by prefixing the future particle *sa...* سَوْفَ or *saofa...* (will or shall).

5.0 SUMMARY

This unit treats some basic techniques of conjugation of imperfect verbs. Specifically, it analyzes the six features that affects the vowels of the penultimate letter of the perfect tense which is the middle letter and could be vowel a, i, or u. (*fat-hah*, *kasrah* or *dammah*). It shows that these vowels do not change the paradigm. The examples also include the four letters ن, ي, ا, and ت that are prefixed with the imperfect tense. Examples also include the technique of conjugating the singular, dual and plural forms of the imperfect tense.

6.0 TUTOR-MARKED ASSIGNMENT

Conjugate these verbs in imperfect forms

- | | | |
|----|----------|-------------|
| 1. | يَقْتُلُ | he kills |
| 2. | يَلْعَبُ | he plays |
| 3. | يَفْرَحُ | he rejoices |
| 4. | يَسْلِمُ | he is free |
| 5. | يَحْسُنُ | he is good |
| 6. | يَضْرِبُ | he beats |
| 7. | يَنْظُرُ | he looks |
| 8. | يَسْمَعُ | he hears |
| 9. | يَحْسِبُ | he thinks |

10. يَعْلَمُ he knows

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 5 The Imperative فَعْلُ الْأَمْرِ

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

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

3.0 MAIN CONTENT

3.1 The Imperative and How to Formulate It

The Arabic imperative proper is any verb that is used to make a request or demand an action. The action may be immediate or later. The imperative is derived from the second persons irrespective of the number (singular, dual and plural). So far these are the persons to be commanded or from whom actions are demanded. The prefixed *tau* 'ت' and its vowel *fat-hah*, 'a' are cut off, this 'ta' 'ت' and the vowel will be

replaced by *hamzat al-waṣl* ‘أ’. There will be a change at the vowel of the last letter of the verbs. It is only in the second person plural feminine that the vowel of the last letter will not change. Thus, it will remain as it is. Remember that, we have said this tense is derived from second persons of imperfect verbs. e.g. *taktubu*, ‘you write’ تَكْتُبُ. The imperative tense will be ‘*uktub*’ ‘write’ اُكْتُبْ. From the above example you will see that the prefixed *tau* and vowel ‘a’ have been cut off, while they are replaced by *hamzatu al-waṣl* and vowel ‘u’. There is a change of vowel at the last letter’s vowel from ‘u’ to ‘*sukun*’.

Now let us see the operation of these following verbs.

Second person singular masculine	Write	اُكْتُبْ
Second person singular feminine	Write	اُكْتُبِي
Second person dual masculine & feminine	Write	اُكْتُبَا
Second person plural masculine	Write	اُكْتُبُوا
Second person plural feminine	Write	اُكْتُبْنَ

You will observe that, it is only second person singular that the vowel changes from ‘u’ to ‘*sukun*’. Others are omission of letters. Now see the imperatives as they are derived from imperfects.

اُكْتُبْ	←	تَكْتُبُ
اُكْتُبِي	←	تَكْتُبِينَ
اُكْتُبَا	←	تَكْتُبَانِ
اُكْتُبُوا	←	تَكْتُبُونَ
اُكْتُبْنَ	←	تَكْتُبْنَ

3.2 Rules Guiding *Hamzat al-waṣl*

The vowel on *hamzat al-waṣl* will follow the penultimate letter of imperfect form to indicate which of the vowels ‘u’ or ‘i’ (*dammah* or *kasrah*) is going to be used. If the imperative is vowel ‘a’ or ‘i’ the *hamzat al-waṣl* will be given vowel ‘i’ but if vowel ‘u’ (*dammah*) is on the penultimate letter, then *hamzatu al-waṣl* will also possess ‘u’.

Like the example above you will see that ‘*tau*’ is the penultimate letter of the verb ‘*taktubu*’ ‘تَكْتُبُ’, you write. The ‘*tau*’ is given *dammah* ‘u’; this results in giving *hamzatu al-waṣl* of ‘*uktub*’ ‘write’ اُكْتُبْ, *dammah*.

Let us illustrate the above explanations with the following examples.

Example One

(*tadrusu*, ‘you write’ تَدْرُسُ with penultimate letter given *dammah* ‘u’)

2 nd person singular masculine	Learn	أَدْرُسْ
2 nd person singular feminine	Learn	أَدْرُسِي
2 nd person dual (masculine and feminine)	Learn	أَدْرُسَا
2 nd person plural masculine	Learn	أَدْرُسُوا
2 nd person plural feminine	Learn	أَدْرُسْنَ

Example Two

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

2 nd person singular masculine	Sit down	إِجْلِسْ
2 nd person singular feminine	Sit down	إِجْلِسِي
2 nd person dual (masc. and fem.)	Sit down	إِجْلِسَا
2 nd person plural masculine	Sit down	إِجْلِسُوا
2 nd person plural feminine	Sit down	إِجْلِسْنَ

Example Three

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

2 nd person singular masculine	Open	إِفْتَحْ
2 nd person singular feminine	Open	إِفْتَحِي
2 nd person dual (masc. and fem.)	Open	إِفْتَحَا
2 nd person plural masculine	Open	إِفْتَحُوا
2 nd person plural feminine	Open	إِفْتَحْنَ

SELF ASSESSMENT EXERCISE

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

4.0 CONCLUSION (الاستنتاج)

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

5.0 SUMMARY (خلاصة)

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

6.0 TUTOR-MARKED ASSIGNMENT

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

- (i) نَذْهَبُ (ii) تَقْتُلُنَ (iii) تَخْرُجَانِ (iv) تَلْعَبُونَ (v) تَفْرَحْنَ

7.0 REFERENCES/FURTHER READING

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MODULE 3 PARTICLES الحُرُوف

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

UNIT 1 THE PREPOSITIONS AND CONJUNCTIONS

CONTENTS

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- list all the Arabic Prepositions and their meaning
- identify Conjunction words in the Arabic language and give their meaning

3.0 MAIN CONTENT

3.1 Notes on the Prepositions

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

- The basic meaning of the preposition as indicated in the Arabic usage.
- The case construction with which preposition is used, and
- The use as indicated by the content of the passage. i.e. the context

3.2 ARABIC PREPOSITIONS

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

From	مِنْ
On	عَلَى
To	إِلَى
Out of, Away from	عَنْ
In	فِي
With, in	بِ
With	مَعَ
Like	كَ
For, to	لِ
Since	مُنْذُ
Since	مُذْ
Except	خِلَا
Except	عَدَا
Until	حَتَّى
Except	حَاشَا
	تَ
	وَ
	بِ

The last three 'ت' 'و' 'ب' (ta, wa, bi) are used for oath.

e.g. By Allah <i>Wallahi</i>	وَاللّٰهِ
By Allah <i>Tallahi</i>	تَاللّٰهِ
By Allah <i>Billahi</i>	بِاللّٰهِ

A noun must be in genitive case (*majrūr*), if it is preceded by any of the above particles. An illustration is given below.

From a school,	مِنْ مَدْرَسَةٍ
Away from the place	عَنِ الْمَنْزِلِ
With the knowledge	بِالْعِلْمِ
On the table	عَلَى الْمَكْتَبِ
To mosques	إِلَى الْمَسْجِدِ
Like the light	كَالنُّورِ
For benefit	لِخَيْرٍ

There are other types of preposition such as

With	عِنْدَ
Under	تَحْتَ
Above	فَوْقَ
After	بَعْدَ
Before	قَبْلَ

With the king,	عِنْدَ الْمَلِكِ
Under the chair	تَحْتَ الْكُرْسِيِّ
Above the tree.	فَوْقَ الشَّجَرَةِ
After the party,	بَعْدَ الْحَفْلَةِ
Before the noon,	قَبْلَ الظُّهْرِ

SELF ASSESSMENT EXERCISE 1

Put the following **Nominative** nouns in the genitive cases

مَدْرَسَةٌ	A school
مَنْزِلٌ	,The place
الْعِلْمُ	The knowledge
الْمَكْتَبُ	The table
مَسْجِدٌ	,A mosque
النُّورُ	The light
خَيْرٌ	Benefit

3.3 Conjunction

العطف

Arabic conjunction is a word whose only function is to link words, phrases, sentences etc etc. The link can be done with the assistance of *hurūf al-‘atf* “the conjunctions”. These are *al-wāwu* (و) and *al-fāu* (ف). The rule of the conjunction is that the two nouns concerned follow each other in all cases. (nominative, accusative and genitive).

The examples below will shed more lights on this explanation – the

Nominative

The teacher & the students	المُعَلِّمُ وَالطَّالِبُ
The girl & the mother	الْبِنْتُ وَالْأُمُّ
The pen & the book	الْقَلَمُ وَالْكِتَابُ
The motor then bicycle	السَّيَّارَةُ فَالدَّرَاجَةُ
The knowledge then Ignorance	الْعِلْمُ ثُمَّ الْجَهْلُ

Accusative

The teacher & the students	المُعَلِّمَ وَالطَّالِبَ
The girl & the mother	الْبِنْتَ وَالْأُمَّ
The pen & the book	الْقَلَمَ وَالْكِتَابَ
The motor then bicycle	السَّيَّارَةَ فَالدَّرَاجَةَ
The knowledge then Ignorance	الْعِلْمَ ثُمَّ الْجَهْلَ

Genitive

The teacher & the students	المُعَلِّمِ وَالطَّالِبِ
The girl & the mother	الْبِنْتِ وَالْأُمِّ
The pen & the book	الْقَلَمِ وَالْكِتَابِ
The motor then bicycle	السَّيَّارَةِ فَالدَّرَاجَةِ
The knowledge then Ignorance	الْعِلْمِ ثُمَّ الْجَهْلِ

SELF ASSESSMENT EXERCISE 2

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

4.0 CONCLUSION (الاستنتاج)

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

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

5.0 SUMMARY (خُلَاصَة)

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

6.0 TUTOR-MARKED ASSIGNMENTS وَاجِبَات

- 1) Explain the rule that guides the conjunction in Arabic grammar
- 2) List Ten Prepositions in Arabic and make use of the, in a simple sentences
- 3) Give two example of conjunction in a two different sentences

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London. Cambridge University Press.
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UNIT 2 SUBJUNCTIVE PARTICLES (*Hurūf an-naṣb*) حُرُوفُ النَّصْبِ

CONTENTS

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

1.0 INTRODUCTION

In this unit, you will be taught grammatical rules governing verbs in the imperfect tenses in the subjunctive cases. This will involve your recollection of some verb patterns and structures you have learnt earlier in some of the previous Units, e. g. sound verbs, the triliteral etc etc. Subjecting imperfect verbs to the subjunctive moods is another important Arabic grammatical phenomenon. The rules must be observed for the expressions to be adjudged grammatically perfect. For this reason, this lesson is important - you will agree with me. You are therefore welcomed to the study of imperfect verbs in the subjunctive mood and the rules underlying its application.

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 The Subjunctive Particles

The following are the subjunctive particles in Arabic

To	أَنْ
Will never	لَنْ
For instance, so that, in order	كَيْ
Then	إِذَنْ
Until	حَتَّى
So that not,	كَيْلَا، لَيْلَا، لَأَنْ
So that,	لِئَلَّا، لِكَيْ، لِكَيْ

3.2 Impact of Subjunctive Particles on Imperfect Verbs

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

'lan' لَنْ is a particle of negation. It negates the future of imperfect e.g.

لَنْ أَكْتُبَ (*lan aktuba*) I will never write.

3.3 Application of Rule of Subjunctive Particles on Imperfect Verb

This is the pattern to be followed in applying the rule of impact of Arabic subjunctive particles on imperfect verb forms. Let us see how *lan* 'لَنْ' with the verb *yaktubu* يَكْتُبُ 'he writes' as in the indicative will change in meaning and form in the subjunctive

I will/shall never write	لَنْ أَكْتُبَ
You will never write (masc.) sing.	لَنْ تَكْتُبَ
You will never write (fem) (sing.)	لَنْ تَكْتُبِي
He will never write	لَنْ يَكْتُبَ
She will never write	لَنْ تَكْتُبَ

You will never write (masc. fem) dual	لَنْ تَكْتُبَا
We will/shall never write	لَنْ نَكْتُبَ
You will never write (masc.) plural	لَنْ تَكْتُبُوا
You will never write (fem.) plural	لَنْ تَكْتُبْنَ
They will never write (masc) plural	لَنْ يَكْتُبُوا
They will never write (fem.) plural	لَنْ يَكْتُبْنَ

Let us take the subjunctive particle *kay* كَي meaning 'so that' as another example and see how the rule is applied on another imperfect indicative to give us subjunctive mood. The impact of this subjunctive particle on the imperfect indicative يُدْرُسُ (*yadrusu*) he studies, will be as follows.

So that I study	كَيْ أُدْرُسَ
So that you study (Masc) (Sing)	كَيْ تَدْرُسَ
So that you study (fem.) (sing)	كَيْ تَدْرُسِي
So that he studies (Masc)	كَيْ يَدْرُسَ
So that she studies (fem.)	كَيْ تَدْرُسِي
So that you study (masc. and fem.)	كَيْ تَدْرُسَا
So that they study (masc.) dual	كَيْ يَدْرُسَا
So that they study (fem.) dual	كَيْ تَدْرُسَا
So that we study	كَيْ نَدْرُسَ
So that you study (masc.) plural	كَيْ تَدْرُسُوا
So that you study (fem.)	كَيْ تَدْرُسْنَ
So that they study (masc.) plural	كَيْ يَدْرُسُوا
So that they study (fem.) plural	كَيْ يَدْرُسْنَ

We give another example of impact of subjunctive particle on imperfect indicative verb as follows by using *hatta*, until حَتَّى with the indicative verb *yadh-habu* he goes يَذْهَبُ

Until I go	حَتَّى أَذْهَبَ
Until you go (masc.) (sing)	حَتَّى تَذْهَبَ
Until you go (fem) (sing)	حَتَّى تَذْهَبِي
Until he goes (masc.) sing	حَتَّى يَذْهَبَ
Until she goes (fem.) (sing)	حَتَّى تَذْهَبِي
Until you go (masc. and fem.) dual	حَتَّى تَذْهَبَا
Until they go (masc.) dual	حَتَّى يَذْهَبَا
Until they go (fem.) dual	حَتَّى تَذْهَبَا
Until we go	حَتَّى نَذْهَبَ
Until you go masc. plural	حَتَّى تَذْهَبُوا
Until you go fem. plural	حَتَّى تَذْهَبْنَ
Until they go masc.	حَتَّى يَذْهَبُوا

Until they go fem. plural

حَتَّى يَذْهَبْنَ

From the above examples, you will see that those with radical endings change with vowels, that is, from 'u' to 'a'; and those which end with 'ن' lose their 'ن' whenever any of the particles precedes the imperfect verbs. The only verb that retains the same form is second person plural feminine and the third person plural feminine.

SELF ASSESSMENT EXERCISE

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

4.0 CONCLUSION (الاستنتاج)

The subjunctive particles in Arabic language impacts the imperfect verbs. الأفعال المضارعة (*al-'af'alu, al-mudara'at*) by turning them into subjunctive mood.

The perfect indicative singular will change in the last letter's vowel except the second person singular feminine that will change by omission of the letter. Others which end with the preceded 'ن' by a long vowel after the last radical lose their ن and if the preceding long vowel is *dammah* 'u' an extra *alif* is added. e.g. *lan yaktubu* (they will never write), لَنْ يَكْتُبُوا. The second person and the third person feminine plural will not change in their forms. They remain as they are in indicative form.

5.0 SUMMARY (خلاصة)

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

6.0 TUTOR-MARKED ASSIGNMENT

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

- | | | |
|---|----------------|----------|
| a | he rejoices | يَفْرَحُ |
| b | he understands | يَفْهَمُ |
| c | he kills | يَقْتُلُ |
| d | he decides | يَزْعَمُ |

e	he sits	يَجْلِسُ
f	he cuts	يَقْطَعُ
g	he judges	يَحْكُمُ
h	he reads	يَقْرَأُ
I	he denies	يَمْنَعُ
J	he dances	يَرْقُصُ

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 3 Jussive and Interrogative Particles (حُرُوفُ الْجَزْمِ وَالْإِسْتِفْهَامِ)

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

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Jussive Particles (حُرُوفُ الْجَزْمِ)

The jussive particles in Arabic grammar - like the subjunctive which you studied in the last Unit - precedes and impacts the last letter of the Arabic imperfect verbs. i.e. **المُضَارَعَةُ الْأَفْعَالُ** by making it to take the

sukūn vowel. and sometimes change its meaning to the past. The following are the jussive particles in Arabic

- (i) لم Did not (ii) لا do not (iii) إن if
(iv) لمَّا not yet (v) ل Let or make sure

3.2 The Impact of the Jussive particles on Imperfect Verbs

The jussive particles enumerated above share some features with the subjunctive particles. They both cause changes in the imperfect indicative verbs which have no adjunct letters following their radical letters. While the subjunctive particle makes the last radical loose its original vowel and take *fat-hah*, the Jussive particle makes it lose its final vowel 'u' altogether and take *Sukūn* 'o'. The others which has 'ن' ending will loose the 'ن' while the second and third person plural feminine remain unchanged. The only difference between subjunctive and jussive is that the last radicals at subjunctive take 'a' while that of the jussive is given *Sukun* 'o'. The others remain the same. For example

I did not write (*lam aktub*) لم أكتب

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

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

I did not sit	لم أجلس
You did not sit (masc) (sing)	لم تجلس
You did not sit (fem.) (sing)	لم تجلسي
He did not sit (masc.) (sing)	لم يجلس
She did not sit (fem.) (sing)	لم تجلس
You did not sit (masc. and fem.) (dual)	لم تجلسا
They did not sit (masc.) (dual)	لم يجلسا
They did not sit (fem.) dual	لم تجلسا
We did not sit	لم يجلس
You did not sit (masc.) plural	لم تجلسوا
You did not sit (fem.) plural	لم تجلسن
They did not sit (masc.) plural	لم يجلسوا
They did not sit (fem.) plural	لم يجلسن

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

I do not know yet لمَّا أعلم

You do not know yet (masc.) (sing)	لَمَّا تَعْلَمْ
You did not know yet (fem.) (sing)	لَمَّا تَعْلَمِ
He does not know yet	لَمَّا يَعْلَمْ
She does not know yet	لَمَّا تَعْلَمِ
You do not know yet (masc. and fem.) dual	لَمَّا تَعْلَمَا
They do not know yet (masc.) dual	لَمَّا يَعْلَمَا
They do not know yet (fem.) dual	لَمَّا تَعْلَمَا
We do not know yet	لَمَّا نَعْلَمْ
You do not know yet (masc.) plural	لَمَّا تَعْلَمُوا
You do not know yet (fem.) plural	لَمَّا تَعْلَمْنَ
They do not know it (masc.) plural	لَمَّا يَعْلَمُوا
They do not know it (fem.) plural	لَمَّا يَعْلَمْنَ

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

SELF ASSESSMENT EXERCISE 1

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

5.4 Interrogative Particles

In Arabic language, the interrogative of simple sentences is made by prefixing the two particles 'hal' هَلْ or 'a' أْ

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

Is he rich?	هَلْ هُوَ غَنِيٌّ؟ أَهُوَ غَنِيٌّ؟
Does Muhammad stand?	هَلْ مُحَمَّدٌ قَائِمٌ؟ أَمْ مُحَمَّدٌ قَائِمٌ؟
Is Zaydu a student?	هَلْ زَيْدٌ طَالِبٌ؟ أَزَيْدٌ طَالِبٌ؟
Are they Nigerians?	هَلْ هُمْ نِيجِيرِيُّونَ؟ أَهُمْ نِيجِيرِيُّونَ؟
Is she a nurse?	هَلْ هِيَ مُمَرِّضَةٌ؟ أَهِيَ مُمَرِّضَةٌ؟
Is she a traveler?	هَلْ هِيَ مُسَافِرَةٌ؟ أَهِيَ مُسَافِرَةٌ؟

hal will become *hali* before *hamzatu al-waṣl*, for example:

Is the teacher present? هَلْ الْمُعَلِّمُ حَاضِرٌ؟

'*hal*' هَلْ is more often used than 'a' أْ

SELF ASSESSMENT EXERCISE 2

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

4.0 CONCLUSION (الاستنتاج)

The jussive particles are five. They precede the Arabic imperfect verbs. i.e. *المضارع الأفعال* and impact their last letter by making them take *sukūn* vowel and by affecting their meaning too. Imperfect Verbs which have 'ن' ending will lose the 'ن' while the second and third person plural feminine remain unchanged.

'Hal' هل or 'a' 'أ' are two particles used for interrogation in Arabic language. They do not impact the word they precede in any way.

5.0 SUMMARY (خلاصة)

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

6.0 TUTOR-MARKED ASSIGNMENT (واجبات)

1. Explain the rule of imperfect verb(s) that preceded by jussive particle(s).
2. Conjugate the following verbs in jussive imperfect.

He goes	يَذْهَبُ
He kills	يَقْتُلُ
He hears	يَسْمَعُ
He is ill	يَمْرَضُ
He plays	يَلْعَبُ
3. Use the two interrogative particles in two sentences

7.0 REFERENCES/FURTHER READING

- Cowan, D. (1958). *An Introduction in Modern Literary Arabic*. London: Cambridge University Press.
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UNIT 4 THE VOCATIVE, GERUND AND A COMPLETE SENTENCE

النِّدَاءُ ، المَصْدَرُ ، وَالْجُمْلَةُ الْكَامِلَةُ

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- 3.0 Main Content
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 - 3.2 Gerund
 - 3.3 A complete sentence
 - 3.3.1 Nominal sentence
 - 3.3.2 Verbal sentence
 - 3.3.3 Interrogative sentence
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading.

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 The Vocative (المنادى)

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

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

Oh man	يَا رَجُلُ
Oh student	يَا طَالِبُ
Oh girl	يَا بِنْتُ
Oh Adam	يَا آدَمُ
Oh Ahmad	يَا أَحْمَدُ

This is how vocative goes about in Arabic. Mind you, if the name you are putting in the vocative case or calling, in other words, is governed by a genitive rule or is in the possessive mood, it will be put in the accusative; this means that the word *rabun*, *nās* lord of people رَبُّ النَّاسِ for instance will become *yah rabbān –nas*. 'Oh Lord of people. يَا رَبِّ النَّاسِ. See more examples of this.

Oh the servant of Allah, يَا عَبْدَ اللَّهِ
Oh the command of the faithful, يَا أَمِيرَ الْمُؤْمِنِينَ

The vocative interjection can also be *ayuhā*, 'أَيُّهَا' 'oh'. it is the same meaning with *yah* but rather it is a rhetorical and pompous way of introducing the vocative. If it is a female we use 'أَيْتُهَا'. For example:

Oh man: أَيُّهَا الرَّجُلُ
Oh lady: أَيُّهَا الْمَرْأَةُ

SELF ASSESSMENT EXERCISE 1

Discuss the vocative in Arabic language. Give its various tools and examples.

3.2 The Gerund or Verbal Noun (المَصْدَرُ)

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

The table below shows the gerund of some verbs and their pattern.

Doing	فَعَلٌ
Opening	فَتَحَ
Hearing	سَمِعَ
Praising	حَمَدَ
Breaking	كَسَرَ
Beating	ضَرَبَ
Assistance	نَصَرَ
Understanding	فَهِمَ
Doing	فُعُولٌ
Falling	سُكُوتٌ
Sitting	جُلُوسٌ
Exist	خُرُوجٌ
Entrance	دُخُولٌ
Returning	رُجُوعٌ
Standing	وُقُوفٌ
Doing	فَعْلٌ
Gladness	فَرَحٌ
Delight	طَرَبٌ
Arrogance	بَطَرٌ
Traveling	سَفَرٌ

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

SELF ASSESSMENT EXERCISE 2

What is the English equivalent of the word Gerund in Arabic? Which one is the source between gerund and verb? How many patterns has gerund? Mention ten gerunds with examples.

3.3 A Complete Sentence **الْجُمْلَةُ الْمُفِيدَةُ**

A complete sentence in Arabic grammar is a word or group of words which express a complete idea as in English with which you are assumed to be familiar or any other language for that matter. There are different types of complete sentences. We shall introduce the nominal and verbal sentences to you here.

3.3.1 Nominal Sentence **الْجُمْلَةُ الْإِسْمِيَّةُ**

Nominal sentence in Arabic language is a sentence that begins with a noun. e.g. *al-waladu qāimun*, the boy is standing الولد قائم . You should remember this easily as we have been taught the subject and predicate in Module One. If you revise unit five of module one very well, that means that you have gotten the concept of nominal sentences in Arabic. That not withstanding the examples below can still flourish and refresh your knowledge.

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

المُعَلِّمُ جَالِسٌ فِي الْفَصْلِ
الْمَرْأَةُ ذَهَبَتْ إِلَى السُّوقِ
الْمُسْلِمَانِ ذَاهِبَانِ
نَاجِحُونَ الْمُجْتَهِدُونَ
الدَّرْسُ وَاضِحٌ
آدَمُ حَاضِرٌ

3.3.2 Verbal Sentence (*al-jumlatu al-fi'liyat*) **الْجُمْلَةُ الْفِعْلِيَّةُ**

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

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

أَذْهَبْتُ إِلَى الْمَدْرَسَةِ
قَامَ زَيْدٌ
ذَهَبَتِ الْمُدْرَسَةُ إِلَى
الْفَصْلِ
فَهِمَتِ فَاطِمَةُ الدَّرْسَ
يَكْتُبُ الْمُعَلِّمُ عَلَى السَّبُّورَةِ

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

SELF ASSESSMENT EXERCISE 3

Define **الْجُمْلَةُ الْإِسْمِيَّةُ**. Give five examples to illustrate what you say.

Define **الْجُمْلَةُ الْفِعْلِيَّةُ**. Give five examples to illustrate what you say.

3.3.3 Changing Nominal and Verbal Sentences to Interrogative Sentences

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

The masculine gender:

(Nominal Sentences)	مُحَمَّدٌ حَاضِرٌ	Muhammad is present
(Interrogative)	هَلْ مُحَمَّدٌ حَاضِرٌ؟	Is Muhammad present?
(Verbal Statement)	قَامَ زَيْدٌ	Zayd stood up
(Interrogative)	هَلْ قَامَ زَيْدٌ؟	Did Zayd stand up?

The feminine gender:

(Nominal Sentence)	فَاطِمَةُ حَاضِرَةٌ	Fatimah is present
(Interrogative)	هَلْ فَاطِمَةُ حَاضِرَةٌ؟	Is Fatimah present?
(Verbal Statement)	قَامَتْ زَيْنَبٌ	Zaynab stood up
(Interrogative)	هَلْ قَامَتْ زَيْنَبٌ؟	Did Zaynab stand up?

SELF ASSESSMENT EXERCISE 4

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

4.0 CONCLUSION (الْإِسْنَتَاَجُ)

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

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

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

5.0 SUMMARY (خُلَاصَة)

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

6.0 TUTOR-MARKED ASSIGNMENT

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

7.0 REFERENCES/FURTHER READING

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