



# MAURITANIAN ARABIC

## Communication and Culture Handbook



PEACE CORPS  
LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Gilbertese, Mauritanian Arabic, Setswana, Solomon Islands Pijin, and Tanzanian Swahili

These Mauritanian Arabic materials were developed under the auspices of the Foreign Language Office of The Experiment in International Living's School for International Training.

Project director and editor	Raymond C. Clark
Assistant director and editorial assistant	Arthur A. Burrows
Administrative assistant	Susan McBean

For further information, contact The Experiment Press, Brattleboro, Vermont 05301.

Much of the classic calligraphy used to decorate this book was taken from The Muslim Mind by Chris Waddy.

The Experiment in International Living, Inc., prepared this handbook for the U.S. Government under ACTION Contract number 78-043-1037. The reproduction of any part of this handbook other than for such purposes as criticism, comment, news reporting, teaching, scholarship, research, or other "fair use" is subject to the prior written permission of ACTION.

1979

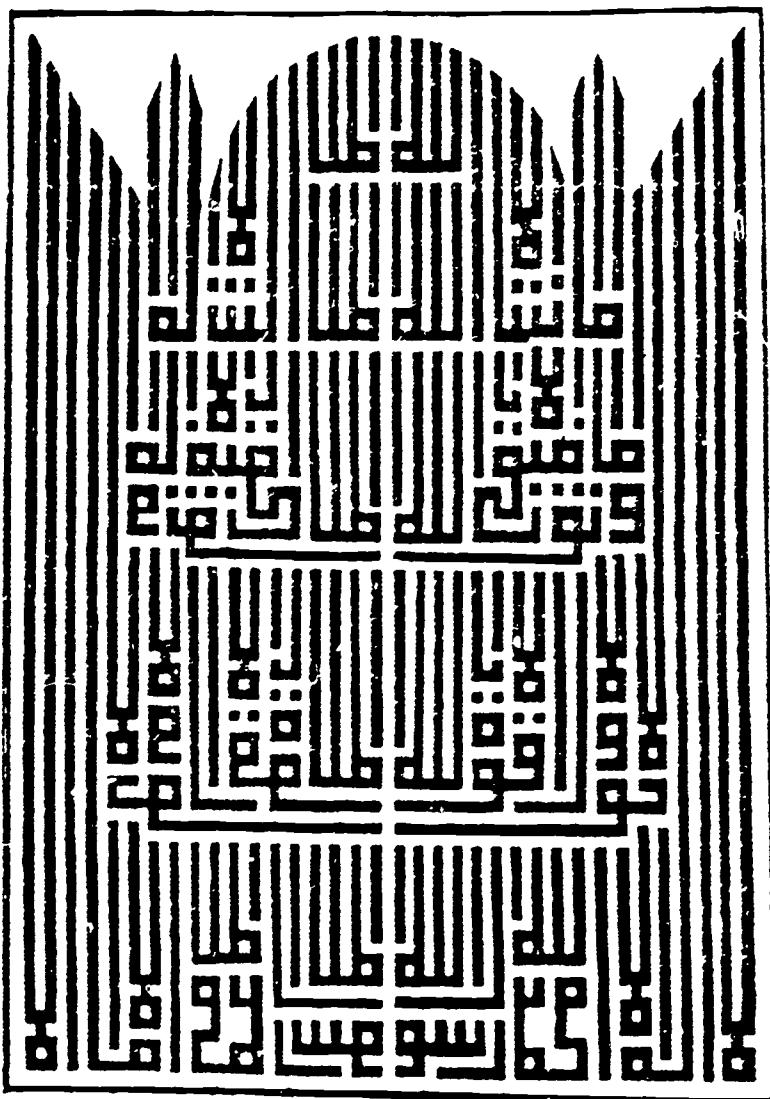
**MAURITANIAN ARABIC**  
**COMMUNICATION AND CULTURE HANDBOOK**

Writers	Stephen Hanchey Timothy P. Francis
Artists	George Vasilatos, Pat Moran
Typists	George Vasilatos, Lisa Forrett
Field Tester and Assistant Writer	Peg Clement
Consultants	Lance Lindabury Mouldi Hadji

**Acknowledgements**

The writers would like to extend their grateful appreciation to the dedicated volunteers and staff of Peace Corps Mauritania for their support and encouragement during the preparation of these materials. We would like to mention in particular Gerry Sternin and Carol Olsen of PC Mauritania, as well as Lee Jennings and Tanya George of PC/ Washington, whose experience and help have again proved invaluable. The staff of the Regional Training Resource Center in Dakar including Lillian Baer, Gary Englebert and Boubacar Dialou helped facilitate our work.

Finally our warmest appreciation to Youssouf ould Abdel Jelil, Abdellahi ould Mohammed Lehlib, Abdellahi Kerim and other Mauritanian friends and colleagues in Nouakchott, Dakar, Rabat, and London who made their time available as hosts, translators, and consultants. Without their generosity and kindness, this work would have been impossible.



•IV•

## TABLE OF CONTENTS

Preface To The Learner: Introduction to Language Learning	vii
Introduction to the Languages of Mauritania	xiii
The Pronunciation of the Hassaniya Dialect	xiv
The Communication & Culture Handbook: Parts of a Typical Lesson	xvii
Lesson 1: Greetings	2
Standard Arabic Greetings & Responses	10
Lesson 2: Continuing a Conversation	12
Numbers 1-10	18
Lesson 3: Basic Personal Information	20
Map of Mauritania	24
Numbers 11-20	26
Lesson 4: Age, Marital Status & Family Information	28
Days of the Week	32
Numbers 20-100	33
Lesson 5: Shopping: Inquiring About Availability	36
Numbers 100-1,000	40
Lesson 6: Shopping: Making a Request	44
Fruits and Vegetables	49
Lesson 7: Jobs and Occupations	52
Names of Occupations	56
Numbers 1,000-1,000,000	58
Lesson 8: Talking About Duration & Learning Arabic Language Learning Vocabulary	60
	65
Lesson 9: Talking About & Learning Arabic Idioms and Useful Expressions	68
	72
Lesson 10: Making Tea	74
Verbs of Process and Function	79
Lesson 11: Talking About Where You Live	80
Names of Places & Landmarks	84
Map of Nouakchott	86
Lesson 12: Taking a Taxi	88
Prepositions for Locating	92
Lesson 13: The Volunteer Role in Development	94
Names & Terms in Development	98

Lesson 14:	Telling Time Hours of The Clock Understanding Time in the Arab World	102 106 110
Lesson 15:	Future Appointments	112
Lesson 16:	Daily Activities	116
Lesson 17:	Describing Observations Colors	122 129
Lesson 18:	Hospitality and Courtesy	132
Lesson 19:	Learning About Islam Religious Vocabulary	137 140
Lesson 20:	Talking About Religion in the U.S.	142
Lesson 21:	Describing Past Events and Activities Grammar Note - The Past Tense	148 152
Lesson 22:	Describing Your Past School Subjects	154 159
Lesson 23:	Weather, Climate and Seasons	160
Lesson 24:	Trip to Boutilimit Life in the Desert-Vocabulary	166 170
Lesson 25:	Parts of the Body Health & Symptoms of Illness	172 176
Lesson 26:	At the Tailor's	178
Lesson 27:	House & Basic Furnishings	184
Lesson 28:	Health Interview Health Glossary	190 194
Lesson 29:	Agricultural Talk Agricultural Glossary Name of Months	198 202 206
Lesson 30:	In the Field	208
Appendix A:	Hassaniya Proverbs	213
Appendix B:	Language Behavioral Objectives	215
	English-Hassaniya Glossary	217

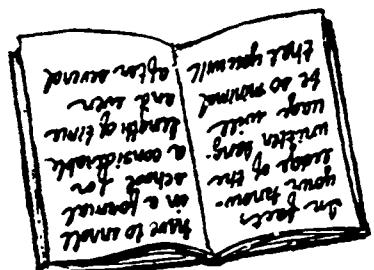
## Preface To The Learner

### An Introduction to Language Learning

Congratulations to all of you who read this. First, congratulations for your acceptance into Peace Corps and second, congratulations for just performing a very complex act -- reading a language. Of course, the language is English and that hardly seems like such a major accomplishment; after all, practically everybody you know can do it. For most of us, using English is like breathing, an involuntary activity, or if we consider it a skill, a skill that has become so natural to us that we have taken for granted the fact that it represents the major intellectual achievement of our lifetimes.

The point, of course, is not that the learning of English is in itself an especially significant accomplishment, but that the learning of a language in either or both its spoken and written forms is the great accomplishment. By being born as human beings we may be programmed to learn language just as we are programmed to walk on only two legs but despite our human inheritance, learning a language still requires time and energy. We don't just happen to learn a language; we do have to work at it, and other people -- chiefly our parents, siblings and playmates -- have to be willing to help.

Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for the next 3 to 5 years, without a break. At the end of your training program you will still not be able to understand radio programs or easily follow a conversation between two adults and practically all books will still seem to be filled with undecipherable squiggles. In fact, your knowledge of the written language will be so minimal that you will now have to enroll in a formal school for a considerable length of time and even after several years of formal schooling you will still be developing your language skills by learning new words, polishing your writing style and trying to read better. That is the sort of language program you enrolled in when you began to learn your native language, English.

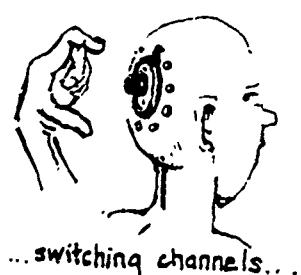


...undecipherable squiggles...

All this is not intended to frighten you about the language learning task that lies ahead because learning a second language is going to be easier. Most of you have already encountered a second language and unless that encounter came early in your life while you were still very actively learning your first language, the second encounter was an encounter of a different kind. Some of you may have learned French or Spanish and learned it reasonably well in high school, while others have not had very successful experiences the second time around. Now, as an adult you are being asked to learn a new, second language. Learning a second language is no small task, but neither is it a matter of starting from scratch, as you did when you learned English. So before you take your first steps in your new language, we ask you to take the time to do two things: try to understand the nature of the task ahead of you and try to assess the personal strengths and weaknesses that you bring with you as you start your assignment.

What do you have to do to learn a new language? As you might expect, the answers to this question are as numerous and varied as people are and no two learners' strategies will be exactly the same. This is so important to remember, let's say it again in a different way: we can make many generalizations about the way people learn language, but you are unique and you can only learn in the way that suits you best, not in the way an idealized, generalized member of your species learns.

We have already said that learning a second language is going to be easier. It is going to be faster, too, because you already know a language and you will not have to re-invent one. To be sure, the language you are going to learn is very different from English and you may wonder just how much help your English is going to be. It would be easier, for example, if there were more cognates such as between English and the Germanic or Romance languages, but you already know a lot about languages and English in particular, and you can use that knowledge. You already know, for example, that languages have a two-part structure (subject and predicate) and you already know a great deal about what you can and cannot communicate with languages. You know how to do things such as re-phrase a statement for a young child, use a new word in a sentence, ask for meanings, use gestures to re-inforce language, and employ circumlocutions. In short, you have been involved in communication all your life and you are not changing to a new medium, you are just switching channels.



You still may not be convinced that learning a new language is easy; obviously it does require an effort and no one needs to tell you that some people have to make more of an effort than others. We have tried to encourage you to realize that your learning style will not be the same as your fellow

students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at learning languages -- but rather that you should examine your own profile, find out where you are strong and weak and use that information to capitalize on your strengths and try to accept and even improve on your weaknesses. To help you begin your self-assessment as a language learner, we suggest you give some thought to the following aspects of language learning.

Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily to mind when you need them. When you store something in your mind for later use, put a "tag" on it; relate it to something that is already stored and accessible. When you first encounter a new word, explore it: hear it, say it, see it, feel it. Re-cycle your collection. In language learning, using a new expression once is usually not enough. And don't be discouraged if you forget things. Your mind can only handle so much at once and sometimes unused stuff gets thrown out to make room for new things, but even the forgotten words have probably left a trace so that the second time you learn them they may stay longer.

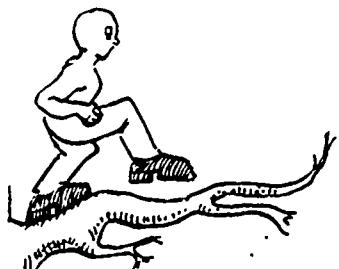
Being receptive. The new language may have some "funny" sounds. Its grammar may be organized differently from English. It may have words that do not translate easily into English and some English words and concepts may not have direct equivalents with the new language. Try to remember that English is only a language and your new language is a language in its own right.

Taking risks. Inevitably, you will make plenty of mistakes, and adults do not like to make mistakes, especially in front of other adults. But learning a new language is as much a process of learning what not to say as it is learning what to say. You will have to develop some willingness to go out on a limb and try things and not be upset if the limb breaks.

Being relaxed. Trying too hard, and wanting too much to succeed -- "pressing," as athletes say -- can be a serious problem for a language learner. Sometimes the antidote is a good stiff drink, but there are others. What's yours?



...taste it if you can...



...go cut on a limb...

Using the language. Another way of saying this is: practice makes perfect. The more you do something the better you get at it and this is especially true of learning a new skill such as a language. Obviously, one way in which you can get a lot of practice is by taking a full and active part in the classroom. But there are other people in the classroom too, and everybody can't speak at once. However, you can talk to yourself, both in the classroom and out. Subvocalization can be a very useful learning technique.

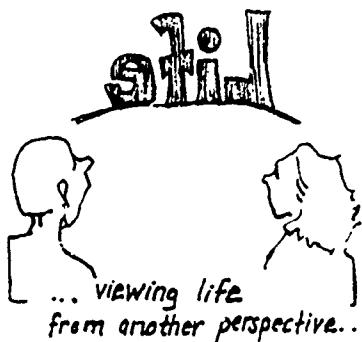
Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.



*...can you become a parrot?*

Analyzing the new language. Being open and receptive to the new language will get you to first base, but you'll stand a better chance of getting to second (and eventually scoring) if you understand the rules of the game. Linguists make their money by analyzing chunks of language to discover the rules. You don't have to become a professional linguist to learn a language, but it's not a bad idea to become at least an amateur.

Mimicking. Parrots don't really speak languages, but since they don't have any preconceptions of how a language should sound, they do a reasonably good job of producing human sounds with limited equipment. You can already produce some human sounds but your repertoire is limited to the sounds that exist in English. Can you forget your English and become a parrot?



*...viewing life from another perspective..*

Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. A new language brings with it a culture with its different life-styles and social roles. You may not like all that you find in the new culture, but that is all right. Probably some of the speakers of your new language don't like everything about their own culture, just as you probably don't admire every single aspect of American culture. Part of the thrill of learning a new language is experiencing life from a different perspective. You don't have to sell your soul to the new culture, but a willingness to become bilingual will speed up your efforts to become bilingual.

Being methodical (or developing a method to your madness.) Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules, come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work

\*x\*



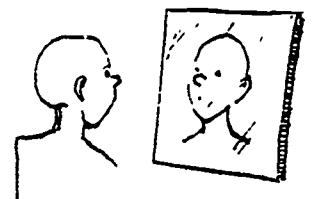
[Hosted for free on livelingua.com](http://livelinguia.com)

books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, and although this language course attempts to present the language in an orderly fashion and although part of your teacher's job is to minimize the confusion, you have to get yourself together too. Although much of your in-class time will be organized by the teacher and the material, you are the person who has the responsibility for organizing your out-of-class time.

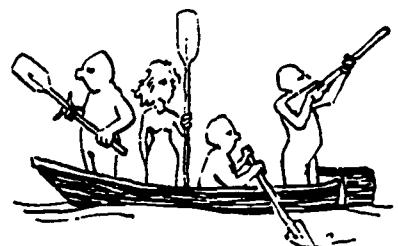
Understanding and accepting your limitations. So far we have pointed out several things to consider as you and your new language confront each other. Learning a new language also involves a certain amount of self-confrontation. You are going to experience successes and failures, excitement and fatigue and countless other emotions. You may have to question your self-image as you compare your progress with your peers and you may seem to come off unfavorably so let us say again that you can only capitalize on your strengths, understand and try to improve your weaknesses and be willing to accept results that may not measure up to your aspirations.

Cooperating and supporting. Much of your schooling up to this point may have been in an atmosphere that was competitive. But in your struggle to learn a new language along with your peers, all those learning skills that helped you pass exams or write acceptable term papers won't be especially helpful in your new learning situation. You are all in the same boat together, and although some people may row faster or harder than you can, you'll go farther and longer as a team. Learning to help and be helped will create an atmosphere in the classroom that will make learning an enjoyable and unforgettable communal experience. And remember too that using a language is a social activity. It takes one to speak and another to listen, whether you're learning the language or using it in fluent conversation.

Now that we have asked you to think about language learning and yourself as a language learner, here's another suggestion that will be well worth the time you put into it. Periodically, issue yourself a "report card" using the topics we have discussed (we have provided a form on the next page). Beside each topic write a few remarks about how you think you're doing. Do reports at least at the end of the first, third and fifth week of training. We also recommend that you look over the communication objectives in Appendix B to get some idea of what you should be able to do in order to become a functional speaker of Hassaniya.



...self-confrontation...



...all in the same boat...

## Language Learning Self-Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_ Week# \_\_\_\_\_

Memorizing:

Being receptive:

Taking risks:

Being relaxed:

Using the language:

Being a good listener:

Analyzing the language:

Mimicking:

Empathizing:

Being methodical:

Understanding and accepting limitations:

Cooperating and supporting:

## INTRODUCTION TO THE LANGUAGES OF MAURITANIA

The national language of Mauritania is Arabic. The Arabic used in written materials - newspapers, magazines, books etc, is Classical Arabic (often called Modern Literary Arabic or Modern Standard Arabic), which is the official language all over the Arab world. Classical Arabic is also used in formal spoken contexts, for example in radio and T.V. broadcasts, political speeches and religious functions. However in informal everyday spoken communication the national dialect called Hassaniya is used. This is primarily a spoken, unwritten form of Arabic derived from the Classical language, displaying pronunciation, lexical and structural differences which distinguish it not only from Classical Arabic, but also from the other spoken dialects of Arabic found in other parts of the Arabic-speaking world. It is very important in the early stages of learning Arabic to be aware of the existence, side by side, of what in effect can be regarded as two languages: one "classical", literary, long-established written language used as the medium of secular and religious literature which is rarely spoken; the other a spoken language used for everyday verbal communication which is not written.

The name Hassaniya comes from the name of the Yemeni bedouin tribes called Beni Hassan who invaded North Africa and settled in what today is called Mauritania in the fifteenth to seventeenth centuries. Hassaniya does not appear to be closely related to the dialects of North Africa, probably because the Yemeni invaders of the south-western Sahara remained relatively isolated from the people of the northern Sahara.

Hassaniya is spoken by the majority of the population of Mauritania. Some Berber dialects exist in the northern parts of the country, while in the south and south-west several African languages, notably Toucouleur, Soninke, Wolof and Bambara are spoken.

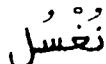
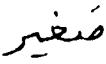
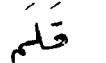
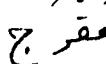
There is considerable linguistic diversity in Hassaniya. There are four main sub-dialects, Northern, Southern, Western and Eastern Hassaniya, and also slight variations between urban, rural and nomadic peoples. However these local variations within Hassaniya are mainly limited to vocabulary and pronunciation variants rather than any significant structural differences.

Education and foreign contacts (notably the French colonial influence) have further increased the linguistic diversity within Hassaniya. Many educated speakers of Hassaniya supplement their spoken dialect with words and expressions borrowed from French and Classical Arabic. This tendency is more marked in Nouakchott, the larger towns and urban areas than in rural areas. Further loan words have been borrowed from Berber and the various African languages found in the southern areas of the country. While learning Hassaniya you must always bear these geographical variations in mind, as well as the influences from the languages which were current in the area before the arrival of the Arabs and Islam.

Variant pronunciations of some of the letters of the Arabic alphabet in Hassaniya.

The pronunciation outlined in this Literacy Handbook is based on Classical Arabic, and would be understood not only in Mauritania, but all over the Arabic speaking world. However, Hassaniya, like other national Arabic dialects has its local peculiarities in pronunciation when compared with the Classical Arabic pronunciation. These variations are pointed out for your recognition, but not necessarily for reproduction. There is a prevalent attitude among the intellectual "elite" that these variations are in some way "inferior."

The main features of Hassaniya are:

1.  /ghayn/ becomes  /qa:f/. Thus a Hassaniya speaker would pronounce the word  as /luqa/, or the word  as /nuqsul/, or  as /sqir/. It must be stressed that this is only a pronunciation variation; in writing the  /ghayn/ will always appear written as a  /ghayn/ by educated people.
2.  /qa:f/ is often pronounced as a  /ghayn/. Thus, a Hassaniya speaker would pronounce the word  as /ghalam/, or  as /maghra:j/. It must be stressed that this is only a pronunciation variation; in writing the  /qa:f/ will always appear written as a  /qa:f/.

3. In most dialects of Hassaniya ق /qa:f/ is pronounced as /g/, as in "good." Thus, you may hear the word قلب pronounced as /galb/, or قولي as /gu:li/ or نقد as /ngid/. This is only a pronunciation variation, and in writing, the /qa:f/ will usually appear written as a ك /qa:f/. You may see the /qa:f/ written this way, however: ك It is important to note that the two shifts غ /ghayn/ to ق /qa:f/ and ق /qa:f/ to غ /ghayn/ never combine to produce the double transition of غ /ghayn/ to /qa:f/ to /g/.
4. Generally, ف /fa:'/ is pronounced as /v/. Thus a Hassaniya speaker would pronounce the word فرانسا as /varansa/. Again, it must be stressed that this is only a pronunciation variation; in writing the ف /fa:/ will appear written as a /fa:/, or sometimes with the dot below: ف This variation is a unique feature of Hassaniya; the sound /v/ does not occur in the Arabic alphabet.
5. Generally, Hassaniya speakers distinguish between ط /dha:/ and ض /da:d/; however, there are rare occasions when you will hear ط /dha:/ used in the place of ض /da:d/, for example, الضالين /id-da:li:n/ will be pronounced as /idh-dha:li:n/. This is only a pronunciation variation, and in written Arabic a ط /dha:/ will always appear as a ط /dha:/ and the ض /da:d/ will always appear written as a ض /da:d/.

This is a feature you must listen out for; the cardinal rule is always to pronounce words as you hear them pronounced by Mauritians, taking their pronunciation as correct in the context of their own dialect.

6. Sometimes, ث /tha:/ becomes ذ /dha:/. Thus, a native speaker of Hassaniya would pronounce the word حَمَانِيَةٌ as /dhama:niya/, or تَانِي as /dha:ni/. Remember, this is a feature of the spoken language, and in written Arabic, the /tha:/ is always written as ث /tha:/.
7. Generally, the ج /ji:m/ becomes /j/ in Hassaniya, similar to the French pronunciation of 'j' as in "je".

You may well hear all or only some of these shifts and variations depending on where you are living in the country. In Nouakchott and the larger towns you may hear all of them since the cities are the meeting places, and people using different local dialects live side by side. To most Mauritians these shifts are mutually intelligible, but for a first time learner of Hassaniya they may appear a little daunting at first. However, keep your ears open and imitate what you hear used around you by native speakers and gradually these variations will fit into place. The important thing to always bear in mind is that they are all pronunciation variations: written Arabic will always follow the spelling of the word in Classical Arabic.



INTRODUCTION TO  
THE COMMUNICATION AND CULTURE HANDBOOK:  
Parts of a Typical Lesson

The Communication and Culture Handbook is a set of lessons that concentrates on what to say and do in a variety of situations. These situations are arranged in a sequence of 25 situations. Although it is best to study them one after the other, it is possible to skip a lesson or jump around in the book. It would be a good idea to cover all the situations during the training program. The material has been designed so that every student will have an opportunity to learn to say and do something in every situation.

You will notice that some of the lessons are divided into Basic Material and Additional Material. Some students will learn faster than others, and so they will be able to do additional work by learning the Additional Material as well. The important thing to remember is that the Basic Material is required and the Additional or Supplementary Material is advised.

Although each lesson is a little different from all the others, there are usually six parts to each lesson. They are:

1. Objective
2. Basic Material
3. Notes on basic material
4. Activities
5. Suggestions for Use
6. Additional Material

Teacher and students should be aware that not all the material has been translated into Arabic. The second and third pages of most lessons contain the Arabic material as well as pertinent notes and suggestions. Since the students have activities and suggestions written in their lessons, have the students suggest ways a lesson can be taught or "role-played".

\*xvii\*

### Parts of a lesson:

1. Objective. This is a statement of what you the learner is expected to learn. It should answer the question "What new thing can I do as a result of learning this lesson?" Sometimes the title of the lessons will clearly indicate what the objective is, but sometimes the title is inadequate, and reading the objective will be helpful. One thing that you should always ask yourself is "When this lesson is done, can I actually do what the objective says I can do." For a list of over-all objectives, see Appendix B.

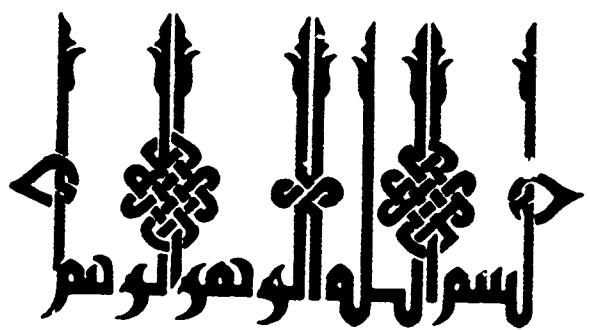
2. Basic Material and Translation. You will notice that the basic material is presented in English translation on the first, or left-hand page. The Arabic script version of the Basic Material (plus appropriate notes to the teacher) is available on the facing right-hand, or second page. The same material is available in Arabic script on the third page as well, opposite the transliterated version (with appropriate notes to the student) on the fourth page. Take the time now to thumb through a sample lesson of The Communication and Culture Handbook to observe this lay-out.

The Basic Material is the heart of the lesson. It may be presented in several ways. Sometimes it may be a dialogue; sometimes it may be a paragraph; sometimes it may be only key words and phrases. The Teacher's Handbook describes various techniques that you can use for teaching dialogues and other ways in which the Basic Material has been presented.

For many of the lessons your job will be to memorize the words, phrases and sentences of the Basic Material. Memorization will require a certain amount of repetition -- saying things over and over. This is not always very fun or interesting, but it is important, although there can be too much repetition too. Some of the material will require you to "play" with the language. Try to create new sentences based on words and sentence patterns you already know. Try to vary the phrases you have memorized, although many times you will make wrong guesses. You should not be discouraged from attempts to be creative with the language. Making mistakes is a very important part of language learning.

3. Notes on Basic Material. The purpose of these notes in the students' handbook is to explain given vocabulary items or new words which are contained in the dialogue or narrative material. Sometimes synonyms of the word are given. Read both the English translation on the first page of the lesson and the English Notes below the transliteration in order to understand what you are being asked to repeat and memorize.

4. Activities. The activities related to the techniques in Part II of The Teacher's Handbook. They suggest ways in which to teach or learn the Basic Material, such as "acting out" or "role playing" a dialogue. Sometimes, the activities suggest ways to enrich the lesson with an excursion or a class-organized meal, for example. Try to suggest your own activities.
5. Suggestions for Use. These suggestions are to help the students realize that competency at memorization in the classroom is no substitute for actual communication with speakers of Arabic. Sometimes the suggestions can be considered as homework assignments to be reported on the next day. Sometimes they will require class time for you to organize the assignment. Get your teacher to help you make out shopping lists, or conduct interviews where necessary.
6. Additional Material. As we have said, the Additional Material is not required, though many students will want to learn all of it. You should go over the new words and phrases in class, to learn the correct pronunciation. Use the Additional Material for dictations or for writing practice where appropriate. Do not require that your students memorize the lists which appear in some of the Additional Material, but make sure that you hear the correct pronunciation and have a chance to practice saying it.



"In the Name of God, Most Gracious, Most Merciful"



MEDITATION AFABIK  
CULTURE & LANGUAGE HANDBOOK

## GREETINGS

### Lesson One

---

---

- Objectives. 1. At the end of this lesson, you should be able to greet men and women using the appropriate forms, and you should be able to respond to several common greetings yourself.

Translation of Dialogue:

Ahmed: Hello!  
John: Hello!  
Ahmed: How are you?  
John: Fine, thanks

- Activities:
1. Memorize the dialogue.
  2. Practice the dialogue with your teacher or with another student, taking turns with the two roles.
  3. Pay attention to your teacher's pronunciation of the dialogue. Try to imitate the correct pronunciation as best you can.

- Suggestions for Use:
1. Use this greeting with people in shops that you enter, offices you have business in, and whenever you see someone for the first time in the day.
  2. If you get a response different from the ones you have learned, make a note of it and learn what it means. Remember that in basic greeting situations, speakers of Arabic often use several different ways of asking the same question -- "How are you?", and many ways of saying "well" or "fine".
  3. Copy the Arabic dialogue in a notebook and have your teacher look it over.

\*2\*

LESSON ONE

الدرس الأول

احمد التسلیم علیکم

جون علیکم السلام

احمد یاک لا باس ؟

جون لا باس الحمد لله

# الدّرّس الْأَوّل

LESSON ONE

الستّارمُ علیکم

ا محمد

و علیکم الستّارم

جرون

يَاكَ لَا بَاسْ؟

ا محمد

لَا بَاسْ الحَمْدُ لِلّهِ

جرون

25

\*4\*

BASIC MATERIAL: Dialogue for Memorization.

/ah<sub>m</sub>ad/ - /is-sala:mu <sup>c</sup>alay-kum/  
/ju:n/ - /u<sup>c</sup>alay-kum is-sala:m/  
/ah<sub>m</sub>ad/ - /ya:k la ba:s?/  
/ju:n/ - /la ba:s il-hamdu li-lla:h/

Notes on the Dialogue:

1. Greetings in the Arab world tend to be lengthier than in the West. Be prepared to shake hands frequently--even with every person in a room or office. Hands are shaken for longer, and often are held for a few moments while talking. Failure to greet people properly (i.e. the American tendency to want to get "right down to business") may be considered rather abrupt. (See note on women shaking hands in this lesson.)
2. /is-sala:mu <sup>c</sup>alay-kum/ literally means "the peace upon you", and is said by the person arriving or entering.
3. /ya:k la ba:s/ is a question which literally means "is there no harm?"
4. The response /la ba:s/ means "no harm".
5. /il-hamdu li-lla:h/ literally means "the praise to God", and is frequently used where we would say "thank goodness".

Objective: After learning this dialogue, you should be able to use alternative greetings.

Translation of Dialogue: Fatima: Hello!

Jane: Hello.

Fatima: How are you?

Jane: Fine, thanks.

Fatima: (Fine), thanks.

Activities: 1. Memorize the dialogue and use it in practice with members of your class.

Suggestions for Use: 1. Copy the Arabic dialogue in a notebook and have your teacher look it over.

Cultural Note:

Women may find a slightly different form of greetings etiquette than men. Older men, for example, may not readily shake hands with women, and women are advised not to force the situation. Observe the exchange of greetings between women when you have the opportunity.

## الدرس الأول

خاطئةٌ  
السلامُ عليكم

حين  
وَ عَلَيْكُمُ السَّلَامُ

خاطئةٌ  
يا كَانْتُ أَخْبَرْتَنِي؟

حين  
أَلَا خَيْرٌ الْحَمْدُ لِلَّهِ

خاطئةٌ  
الْحَمْدُ لِلَّهِ

فاطمة<sup>ة</sup> السلام عليكم

جين خاطمة<sup>ة</sup> و عليكم السلام

ياك الغير؟

جين خاطمة<sup>ة</sup> الا انغير الحمد لله

فاطمة<sup>ة</sup> الحمد لله

\*8\*

BASIC MATERIAL: Dialogue for Memorization.

/fa: <u>t</u> imatu/	-	/is-sala:mu <sup>c</sup> alay-kum/
/jayn/	-	/u <sup>c</sup> alay-kum is-sala:m/
/fa: <u>t</u> imatu/	-	/ya:k il-khayr?/
/jayn/	-	/illa-l-khayr il- <u>hamdu</u> li-lla:h/
/fa: <u>t</u> imatu/	-	/il- <u>hamdu</u> li-lla:h/

Notes on the Dialogue:

1. /y:ak il-khayr/ means "is there good?"
2. The response /illa-l-khayr/ means "nothing but the good".
3. Note the use of /il-hamdu li-lla:h/ alone as a reinforcement of the praise to God.

\*9\*

### Cultural Note:

You will hear a wide range of alternatives for greetings, courtesy phrases and other everyday vocabulary. These tend to vary from area to area within the country and according to the educational level of speakers. It can be very frustrating when learning a new language to hear several versions of something you have just learned, but Arabic, like English, is an extremely rich and varied language, and as a first-time learner you must make the effort to memorize several words and phrases with approximately the same meaning which can be used interchangeably. Keep your ears open and whenever you hear a new word or phrase, try to write it down and ask your teacher or a Mauritanian friend what it means.

SUPPLEMENTARY MATERIAL: Standard Arabic greetings. (useful for dealing with expatriate Arabs).

Good morning! /saba:h il-khayr/  
(greeting)

صباح الخير

Good morning. /saba:h in-nu:r/  
(response)

صباح النور

(Sometimes you will hear the following alternative response to the above greeting.)

Good morning. /<sup>c</sup>alay-na wa <sup>c</sup>alay-kum/  
(response)

عَلَيْكَ وَ عَلَيْنَا

Good evening! /masa: il-khayr/  
(greeting)

فتاء الحر

Good evening. /masa: il-khayr/  
(response)

## مساء الخير

(Sometimes you will hear the same alternative response to the above greeting.)

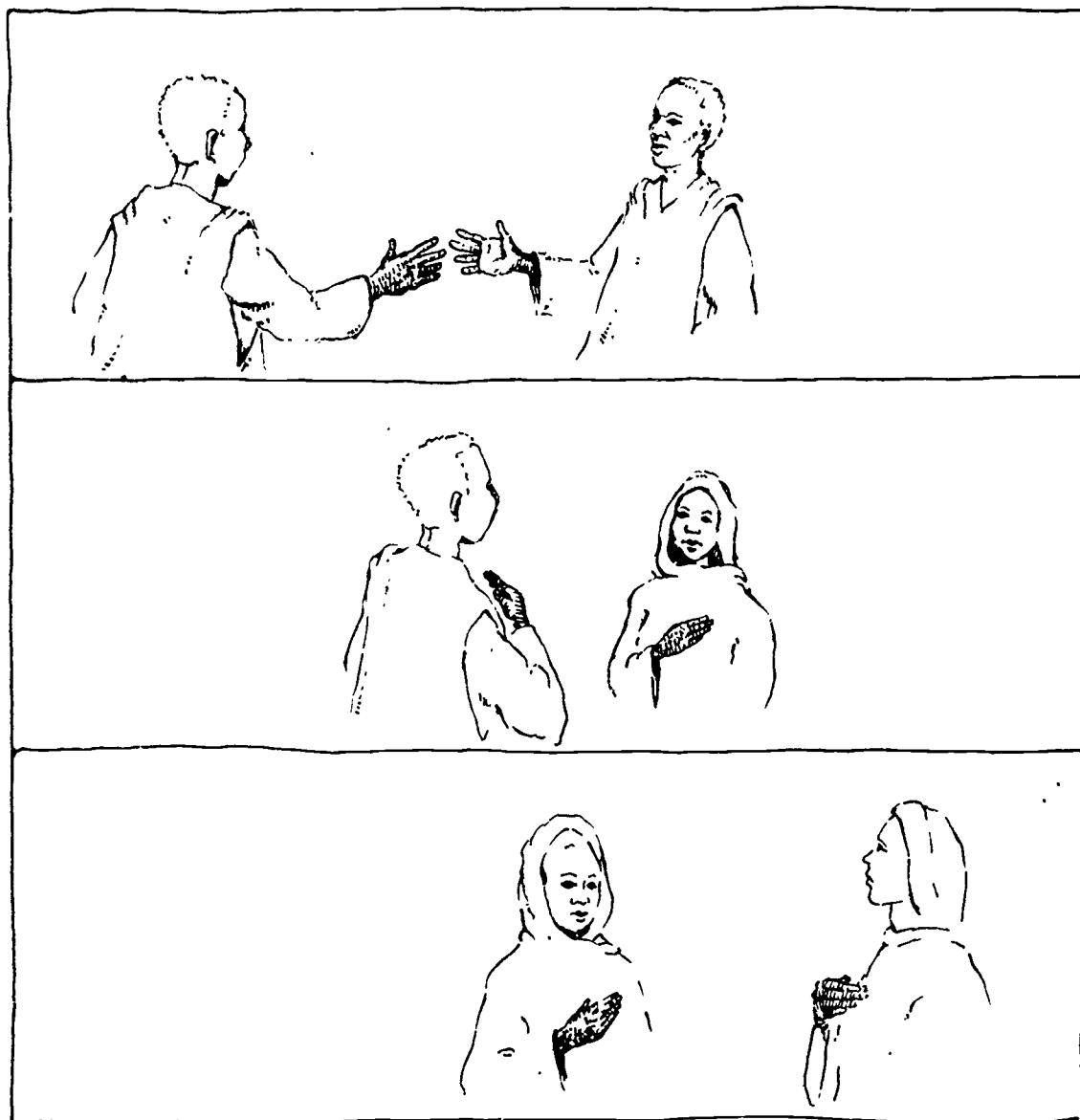
Good evening. /<sup>c</sup>alay-na wa <sup>c</sup>alay-kum/  
(response)

عليك و علیها

\*10\*

Suggestions  
for Use:

1. Practice the alternative greetings for "Good morning" and "good evening". Listen for these phrases in Arabic conversations you will hear around you in taxis, markets, offices, etc. Try to vary your own greetings and responses and to use the appropriate forms for different times of the day.
2. Use these examples for writing practice. Get your teacher to look over your efforts.



\*11\*

**CONTINUING A CONVERSATION:**  
**Personal Information**  
**Lesson Two**

---

---

- Objectives:** 1. At the end of this lesson, you should be able to ask how someone is using several common forms. You should also be able to ask what someone's name is and respond to similar personal information questions about yourself.

<b><u>Translation of Dialogue:</u></b>	Fatimatu: What's new?
	Jane: Nothing but good (news).
	Fatimatu: What's your name?
	Jane: My name's Jane. And what's your name?
	Fatimatu: My name's Fatimatu.

- Activities:**
1. Memorize the dialogue.
  2. Practice the dialogue with a classmate or your teacher.
  3. Copy the Arabic dialogue in a notebook and have your teacher look it over.

- Suggestions  
for Use:**
1. Try to learn the names of people you come into daily contact with. Make a list of the names you learn and bring them to class and compare notes with your classmates. Try to learn the correct pronunciations.

\*12\*

الدرس الثاني

LESSON TWO

فاطمة اش طاری ؟

جین ما طاری سبی

فاطمة شنھو اسمیک

جین اسمی جین . و شنھو اسمیک انت ؟

فاطمة اسمی فاطمة

# الدرس الثاني

## LESSON TWO

فاطمة

أنت طاربي؟

جين

ما طاربي مسمى

فاطمة

شنور اسميك؟

جين

اسمي جين . وشنور اسميك انتِ؟

فاطمة

اسمي فاطمة

\*14\*

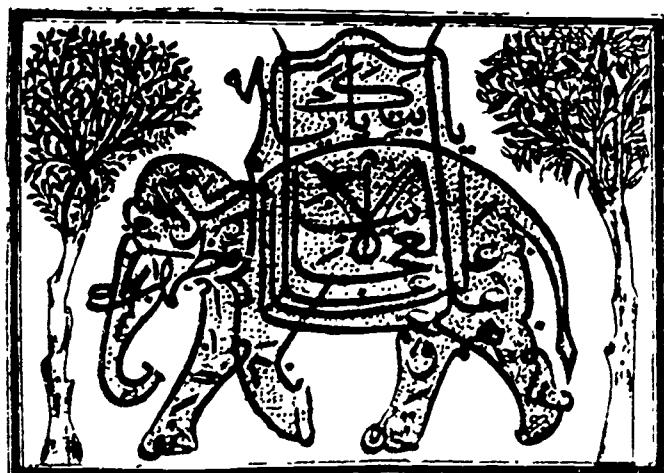
35

BASIC MATERIAL: Dialogue for Memorization.

/fa: <u>t</u> imatu/	- /ash <u>t</u> a:ri?/
/jayn/	- /ma <u>t</u> a:ri shay/
/fa: <u>t</u> imatu/	- /shinhu ism-ik?/
/jayn/	- /ism-i jayn. wa shinhu ism-ik inti?/
/fa: <u>t</u> imatu/	- /ism-i fa: <u>t</u> imatu/

Notes on the Dialogue:

1. /ash ta:ri?/ means "what new?" Note the absence of the verb "is" where it would be used in English.
2. /shinhu ism-ik?/ literally means "what name your?" There is no verb "to be" in Arabic. The suffix /ik/ is a possessive pronoun. For further explanation see "Possessive Pronouns" in the Grammar Handbook.
3. /inti/ is the feminine pronoun "you" (singular). /inta/ is the masculine pronoun "you" (sing.) See Grammar Handbook lesson on personal pronouns for further reference.



\*15\*

ADDITIONAL MATERIAL Words and phrases.

<u>English</u>	<u>Transliteration</u>	<u>Hassaniya</u>
Yes	ah! h	اعيه
No:	abda	ابدا
Goodbye :	waddi'na-k i-mula na	وردينا املانا
	mif'a s-sala ma	مع الاستلامه
Good	sayn	زبن
Very good all right	sayn qattha	زبره هته
Sorry	ma hu sayn	ما عور زبن
Please : n	min fadli-k	من فضلك
: :	min fadli-k	من فضلك
Thank you	shukran	شكراً
You're welcome for a service rendered	la shukr fala wa jib	لا شكر على رايب
Is that true? Really?	haqq illah	حق الله
I don't understand : n	ma ni fa him	مامي ف حم
I don't understand : f	ma ni fa huma	مامي و حمه
What's this that?	sa'mhu ha ha	شنهو عدا
Pardon! Excuse me!	yid'ish għid	يا ايش قلت
	għidha	بع

Notes on the Additional Material.

Among the useful words and phrases in the list you will find both Hassaniya expressions (those which are specific to Mauritanian speakers) and Standard equivalents (those which are understood over a wide area in the Arabic-speaking world.) Both expressions are readily understood by Mauritians.

Suggestions  
for Use

1. Practice saying these expressions and learn as many of them as you can. It can be helpful to make index cards for each new word or expression. Write the English meaning and the transliteration on one side, and write the Arabic on the other. Learn them well enough to erase the transliteration, and rely only on the Arabic.

Cultural Note Names in Mauritania

In traditional Arab societies, the family name (the "last name") is transmitted by the father, just as it is in the West, but the "last name" in this case is the given of the father, so that it changes from generation to generation. For example, Brahim has two children, Mohammed and Khadijatu. They are called Mohammed wul Brahim ("mohammed the son of Brahim") and Khadijatu mint Brahim ("Khadijatu the daughter of Brahim"). If Brahim's father was called Bashir, Mohammed's geneology could be traced through his name: Mohammed wul Brahim wul Bashir ... etc. If Brahim had made the pilgrimage to Mecca, he would be given the name "Hajj" (pilgrim): El Hajj Brahim wul Bashir.

BASIC MATERIAL: Cardinal numbers 1-10.

	transliteration	Arabic	Arabic Numeral
0	/sifr/, /saro/	صفر سرو	.
1	/wa:hid/	واحد	١
2	/ithnayn/	اثنين	٢
3	/thala:tha/	ثلاثة	٣
4	/arba:a/	أربعة	٤
5	/khamsa/	خمسة	٥
6	'sitta/	ستة	٦
7	saba:a/	سبعة	٧
8	/thama:niya/	ثمانية	٨
9	/tisa:a/	تسعة	٩
10	/ashra/	عشرة	١٠

\*18\*

- Activity:
1. Read the sign identifying the business establishment which you see below. Observe the use of both Western & Arabic numerals.
  2. Write out the name of the establishment and other information in Arabic.

### مِنَاتُ السَّلَامِ الْوَالِيَّاتِ الْمُتَّحِدَةِ الْأَمْرِيَكِيَّةِ

B P	222	٢٢٢	ص. ب.
Tél	20-60	٢٠ - ٦٠	هاتف :
Nouakchott		نوакشوط	

Cultural Note on numbers: "Arabic Numerals"

The cipher, the so-called Arabic numerals, and the decimal system of notation were all invented by the Indians, but it was the Arabs who handed them on to Europe, thus making possible not only everyday arithmetic as we know it, but also far-reaching mathematical developments which the Greeks, for all their original genius and intellectual power, had not been able to embark upon without the cipher and the Arabic numerals.

The Arabic numerals which you see here are written in the form which is widely used in other parts of the Arab world. In Mauritania, auto license plates and most signs utilize the Western system; however you will see them used for certain purposes and they are useful to learn. Note the similarities and differences between the Arabic and English symbols.



\*19\*

## BASIC PERSONAL INFORMATION

### Lesson Three

- Objective: 1. At the end of this lesson, you should be able to ask where someone is from, and to respond to similar inquiry about yourself. You should also be able to give the Arabic equivalents for common place names.

- Translation of Dialogue:
- |           |                              |
|-----------|------------------------------|
| Mike:     | Hello.                       |
| Mohammed: | Hello<br>How are you today?  |
| Mike      | Fine, thanks.                |
| Mohammed. | Say, where are you from?     |
| Mike:     | I'm from _____ A _____.      |
| Mohammed. | From where in _____ A _____. |
| Mike.     | From _____ B _____.          |

- Activities:
1. Practice the conversation, filling in the blanks with appropriate place names.
  2. Learn the pronunciation of these place names as well as others which you feel will be important.
  3. Ask people in your class or training program where they come from. Report back to the class.

- Suggestions for Use:
1. Because many people in a capital city like Nouakchott have come from other places, it can be interesting to find out where they are from. An informal survey would probably produce surprising results.
  2. Use the Arabic dialogue as writing practice. Write it out until you can produce consistent copies of either the model in the book, or your teacher's handwriting.

\*20\*

# الدرس الثالث

## LESSON THREE

اهلاً	ميك
اهلاً و سهلاً . شحالك اليرم ؟	محمد
لا باس الحمد لله . رانت ؟	ميك
الحمد لله . قنلك انت من منين ؟	محمد
انا من _____ A	ميك
من منين في _____ A	محمد
من _____ B	ميك

A

امريكا	سبايان
فرنسا	باريس
مربيانية	نواكشوط
سنغال	دكار
المغرب	الرباط

B

# الدرس الثالث

LESSON THREE

ميك	"اعلا"	
محمد	اعلا و سهلا . تحالك اليوم ؟	
ميك	لا يابس الحمد لله	
محمد	الحمد لله . فتلک انت من منين ؟	
ميك	انا من <u>A</u>	
محمد	من قبین نی <u>A</u> ?	
ميك	من <u>C</u>	

A

B

امريكا	سيانل
فرنسا	باريس
موريتانيا	نواكشوط
سنغال	دكار
المغرب	الرباط

BASIC MATERIAL: Conversation for Practice.

- |            |   |
|------------|---|
| /mi:k/     | - /ahlan/                                       |
| /muhammad/ | - /ahlan wa sahan. sh-ha:l-ak il-yawm?/         |
| /mi:k/     | - /la ba:s il-hamdu li-lla:h. wa inta?/         |
| /muhammad/ | - /il-hamdu li-lla:h. gutlak, inta min minayn?/ |
| /mi:k/     | - /ana min _____ A _____ /                      |
| /muhammad/ | - /min minayn vi _____ A _____ ?/               |
| /mi:k/     | - /min _____ B _____ /                          |

A

B

America	/amri:ka/	Seattle	/si:atil/
France	/varansa/	Paris	/ba:ri:s/
Mauritania	/muri:ta:ni:ya/	Nouakchott	/nu:a:kshu:t/
Senegal	/sanaga:l/	Dakar	/daka:r/
Morocco	/il-maghrib/	Rabat	/ir-riba:t/

Notes on the Dialogue:

1. /il-yawm/ lit. means "the day", but it is used to mean "today".
2. /gutlak/ means "Say..." or "Tell me..." or "By the way..."
3. /ana min.../ literally means "I-from", and is another example of the absence in Arabic of the verb "be" where it would be used in English.

SUPPLEMENTARY MATERIAL:

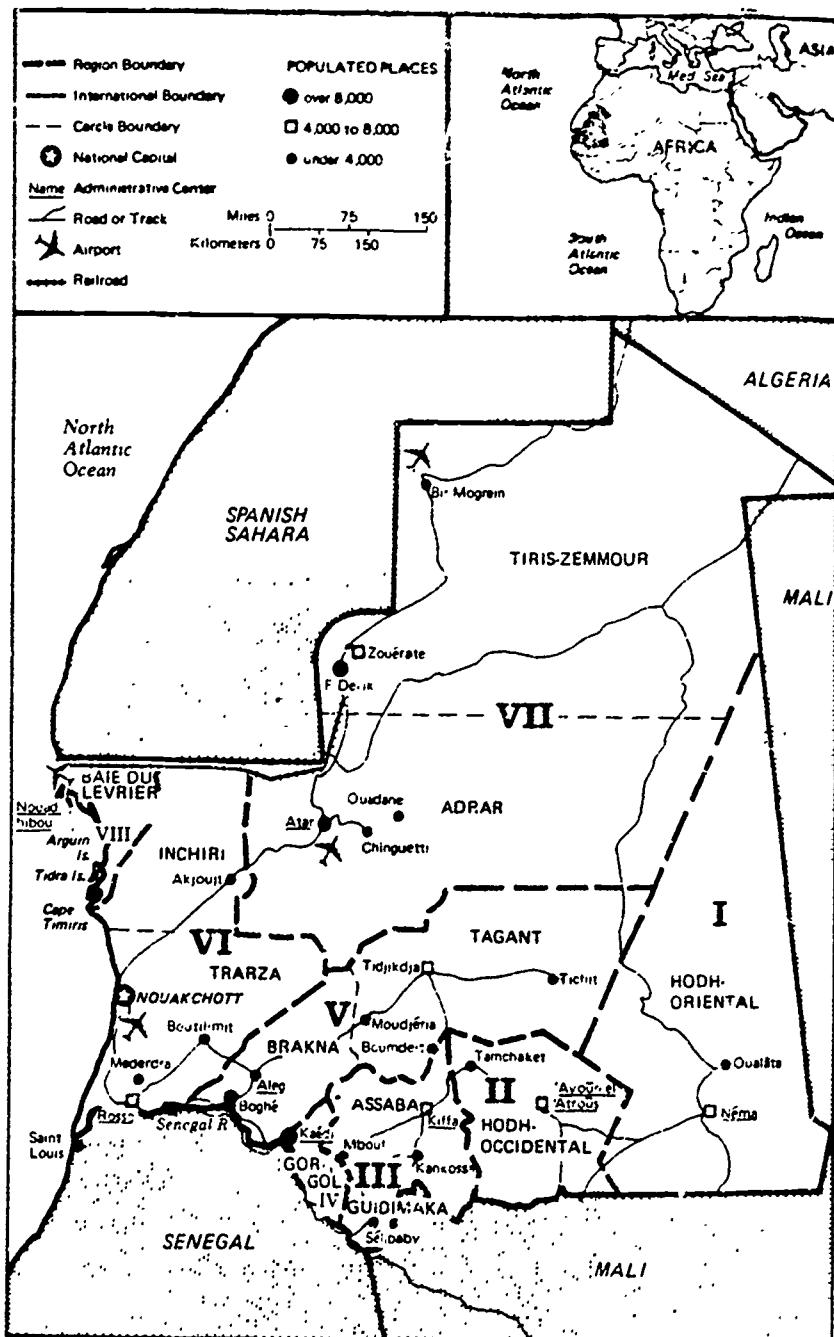
The names of the major cities on this map are written in Arabic. Identify the major cities and towns and then use them in answers to the questions of your classmates.



\*24\*

SUPPLEMENTARY MATERIAL:

Compare this English map with the Arabic map adjacent. Locate Mauritania in respect to other northwestern African countries. Learn the names of the neighboring countries and other important features of Northwest Africa.



\*25\*

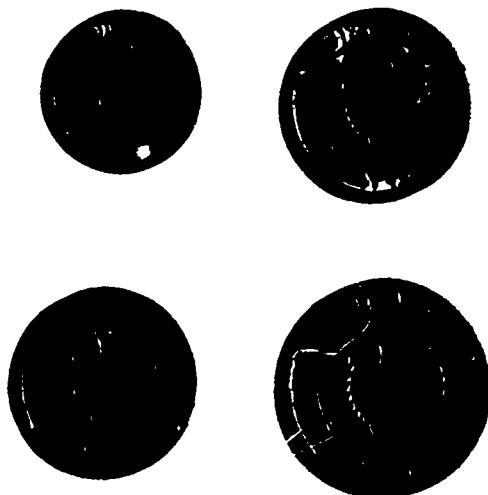
ADDITIONAL MATERIAL:Note on high numbers:

Since there are 45 ougiya to the U.S. dollar you will have to get used to dealing with much higher figures when dealing with the cost of things. A relatively small shopping list will cost you several hundred, if not a thousand ougiya Concentrate on learning to use and understand high numbers quickly. The numbers 11-19 are given here, 20-100, 100-1000, and 1000-1,000,000 are given in Additional sections in Lessons Four, Five, and Seven. If you have immediate use of all the numbers refer forward to these Additional sections in class or on your own.

11	/ihda <sup>c</sup> sh/	احد عشر
12	/ithna <sup>c</sup> sh/	اثنتeen
13	/thalata <sup>c</sup> sh/	ثلاثة عشر
14	/arba <sup>c</sup> ta <sup>c</sup> sh/	اربعة عشر
15	/khamsta <sup>c</sup> sh/	خمسة عشر
16	/sitta <sup>c</sup> sh/	ستة عشر
17	/saba <sup>c</sup> ata <sup>c</sup> sh/	سبعين
18	/ithmanta <sup>c</sup> sh/	ثمانين
19	/itisa <sup>c</sup> ta <sup>c</sup> sh/	تسعين
20	/ <sup>c</sup> ishri:n/	عشرين

- Activities:
1. Memorize the numbers 11-20
  2. Play a "numbers game" with your teacher or a classmate. You give the "odd" numbers, your teacher or classmate the "even" numbers
  3. Get your teacher to write out the numbers in Arabic. Copy them into your copybook. You will not have many occasions to write out numbers in words, but it is good practice. Notice the similarities with the numbers 1-10.
  4. Write out the numbers 1-20 in Arabic figures; get used to recognizing them.

Look at this illustration showing the numbers 1, 5, 10 and 20 as used on the four basic coins of the Mauritanian monetary system. Compare your pocket change with these in the photograph and read the Arabic on them.



## AGE, MARITAL STATUS & FAMILY INFORMATION

### Lesson Four

---

---

- Objectives 1. At the end of this lesson, you should be able to ask and respond to questions regarding your age and marital status, and to ask about children in a family.
2. You should be able to recognize prices when you hear them in shopping situations.

- Translation of Dialogue:
- Susan: Are you married?
- Khadija: Yes, I am. Are you?
- Susan: No, I'm not married.
- Khadija: Where is your family?
- Susan: My family is in America.
- Khadija: How many brothers and sisters do you have?
- Susan: I have four.

- Activities.
- 1 Memorize the dialogue.
- 2 Practice the dialogue in pairs, varying the responses as you so choose.

- Suggestions for Use
- 1 Try to extend your conversation exchanges with people you meet by asking questions such as these. Find out the answers to these questions about persons on your training or Peace Corps office staff. Report back to the class. Don't be surprised if people are vague about their ages. Find out other words used to mean "married". You may have to learn to "justify" it if you are single.
2. Use the Arabic dialogue as writing practice. Write it out as many times as you need in order to be able to produce consistent copies of either the model in the book, or your teacher's handwriting.

\*28\*

سوزان انتِ متحيّحة؟

خدّيجه اعيّه . و انتِ؟

سوزان ابداً. ماني متحيّحة

خدّيجه منين اسرتكه؟

سوزان اسرتي في امريلكا

خدّيجه كم عندك من الافهوت والاخوات؟

سوزان عندي اربعة

سوزان سوزان  
انت متّحِمَة؟

خذِيحة ابقيه وانت؟

سوزان سوزان  
ابدا ماني متّحِمَة

خذِيحة منين اسرتك؟

سوزان سوزان  
اسرتني في امريكا

خذِيحة كم عندك من الاحنون والاخوات؟

سوزان سوزان  
عندى اربعة

BASIC MATERIAL: Dialogue for Memorization.

/su:za:n/	- /inti mitkhayyima?/
/khadi:ja/	- /ahi:h wa inti?/
/su:za:n/	- /abda ma:ni mitkhayyima./
/khadi:ja/	- /minayn usrat-ik?/
/su:za:n/	- /usrat-i vi amri:ka/
/khadi:ja/	- /kam <sup>c</sup> and-ik min il-akhu:t wa il-akhwa:t?/
/su:za:n/	- / <sup>c</sup> andi arba <sup>c</sup> a/

Notes on the Dialogue:

1. A married man would be /mitkhayyim/, which means literally "sharing a tent". Adjectives describing people reflect the gender of the person described. Therefore, masculine and feminine adjectives will be different. See Gender (of Adjectives) in the Grammar Handbook.
2. /ahi:h/, "yes," and /abda/, "no", are words peculiar to Has-saniya, but Volunteers in other parts of the country may hear other words used.
3. /ma:ni/ means "I am not". See the section on Negatives in the Grammar Handbook.
4. /<sup>c</sup>and-ik/ literally means "near you". See the Grammar Handbook for further information about this important structure in the section on "Have/Have Got."
5. /usrat-ik/ means "family-your". Other words you may hear are /a:'ila/ and /ahl/. See Grammar Handbook lesson note on suffix pronouns.
6. /kam/ means "how many" or "how much" (except with prices, for which /ba:sh/ is used.)
7. /il-akhu:t/ means "brothers", /il-akhaw:t/ "sisters".

ADDITIONAL MATERIAL: Days of the Week.

The names of most of the days of the week are closely allied to the numbers one through six:

Sunday	/yawm il-had/	يَوْمُ الْحَادِي
Monday	/yawm il-ithnayn/	يَوْمُ الْثَّيْنِ
Tuesday	/yawm ith-thala:tha/	يَوْمُ الْثَّالِثَةِ
Wednesday	/yawm il-arba'a/	يَوْمُ الْأَرْبَعَةِ
Thursday	/yawm il-khami:s/	يَوْمُ الْخَمِيسِ
Friday	/yawm il-juma'a/	يَوْمُ الْجُمُعَةِ
Saturday	/yawm is-sibt/	يَوْمُ السَّبْتِ

Notes on days of the week:

1. The Arabic names for the first five days of the week, Sunday through Thursday, are derived from the same words as the numbers one - five; in fact, the words for Monday, Tuesday and Wednesday are exactly like the numbers 2,3 and 4. The words for Sunday and Thursday are only slightly different from the numbers one and four.
2. /yawm/ means "day" - so the names of the days of the week are simply 'day the one', 'day the two' etc.

ADDITIONAL MATERIAL: Cardinal numbers 20-100.

20	/c <sup>h</sup> ishri:n/	عشرين
30	/thla:thi:n/	ثلاثين
40	/arba:c <sup>h</sup> i:n/	أربعين
50	/khamsi:n/	خمسين
60	/sitti:n/	ستين
70	/sab <sup>c</sup> i:n/	سبعين
80	/thma:ni:n/	ثمانين
90	/tis <sup>c</sup> i:n/	تسعين
100	/mi:ya/	مئة

Mixed numbers

In Arabic the 'unit' comes before the 'ten'. Thus 21 literally translated is "one and twenty", etc.

21	/wa:hid u c <sup>h</sup> ishri:n/	واحد و عشرين
22	/ithnayn u c <sup>h</sup> ishri:n/	اثنين و عشرين
33	/thla:tha u c <sup>h</sup> ishri:n/	ثلاثة و عشرين

Activities:

1. Memorize the numbers 20-100.
2. Play a 'mixed numbers game' with your teacher and classmates.
3. Get your teacher to show you how to write some mixed numbers out in Arabic script. Use his or her models for writing practice in your notebooks.
4. Write mixed numbers out in Arabic figures.
5. Read these numbers out in Arabic, and then write them out in both Arabic figures and letters.

42, 100, 21, 31, 80, 79, 99,  
28, 33, 79, 89, 91, 15, 8, 19,  
75, 48, 56, 67, 73, 79, 84, 45, 6

ADDITIONAL USEFUL VOCABULARY:

How do you say that in Hassaniya?	/ki:v tgu:l ha:dha bil-hassaniyya?/	كيف تقول هذا بالحسنيّة
a little	/shway/	شوي
What does that mean?	/ash ma:cana ha:dha?/	ايش معنى هذا
Slowly.	/bi-shu:r/	ستور
It's too expensive.	/ha:dha wa:cir/	هذا واعر
Lower the price a little.	/na:gis shway/	ناقس شوي
Yes! (literally "by God!")	/walla:hi/	والله
enough	/ka:vi/	كافي

## LESSON FOUR

---

---

### ADDITIONAL MATERIAL: Additional family vocabulary.

mother /umm/ اُم

father /ab/ اب

son /walad/ ولاد

sons /ula:d/ اولاد

daughter /mint/ بنت

daughters /amna:t/ بنات

brother /akh/ اخ

brothers /akhwat/ اخوات

sister /ukht/ اخت

sisters /akhu:t/ أخوات

husband /zawj/ زوج

wife /zawja/ زوجة

\*35\*

56

## SHOPPING: INQUIRING ABOUT AVAILABILITY

### Lesson Five

---

---

Objective: At the end of this lesson you should be able to ask for something which you cannot see in a market or shop. You will be able to ask the price of something and use the appropriate polite formulae for terminating a conversation.

Translation of Dialogue:

Customer:	Hello.
Shopkeeper:	Hello.
Customer:	Do you have any <u>rice</u> today?
Shopkeeper:	Yes, of course.
Customer:	How much is a kilo?
Shopkeeper:	It's 13 ougiya.
Customer:	O.K. Give me a kilo please.
Shopkeeper:	Here you are.
Customer:	Thank you. Goodbye.
Shopkeeper:	Goodbye.

- Activities:
1. Practice saying the lines of the dialogue with a classmate, a friend, or your teacher. Switch roles and try to memorize one part.
  2. Set up a table or window as a shop stall. Choose common items you might find in a Mauritanian shop and conduct a role-play shopping situation.

- Suggestions for Use:
1. Go on a "scavenger hunt" through the central souk. Look closely at the stalls in which common household items are sold. Make a list of the most common items you see. Compare notes with classmates and learn the Arabic names for the most interesting items.
  2. Befriend a shopkeeper or merchant in your neighborhood. Should you be invited to sit for awhile or to drink tea, take advantage of the opportunity to listen to typical exchanges between the shopkeeper and customers.

\*36\*

مُسْتَارِي	السَّلَامُ عَلَيْكُمْ	
تَاجِر	وَعَلَيْكُمُ السَّلَامُ	
مُسْتَارِي	خَالق مَارُو الْيَوْمُ؟	
تَاجِر	خَالق بَعْد	
مُسْتَارِي	بَاشْ كِيلُو؟	
تَاجِر	ثَلْعَشْ أَوْقِيَة	
مُسْتَارِي	اِيُوا اَلَّاهْ كِيلُو	
تَاجِر	حَاكِر	
مُسْتَارِي	سَنْكِرَا وَدَعْنَاكِ المَلَانَا	
تَاجِر	رَدَعْنَاكِ المَلَانَا	

# الدرس الخامس

## LESSON FIVE

- |                         |        |
|-------------------------|--------|
| السلامُ عَلَيْكُمْ      | مستاري |
| وَعَلَيْكُمُ السَّلَامُ | تاجر   |
| خالقُ ماروِ البرِّ؟     | مستاري |
| خالقُ بَصَدِ            | تاجر   |
| باشنِ الْكَبِيرِ؟       | مستاري |
| تلتعشُ اردقيَة          | تاجر   |
| ابوا الاهِ كيلو         | مستاري |
| حناك                    | تاجر   |
| شكراً ودعناك الملانا    | مستاري |
| ودعناك الملانا          | تاجر   |

\*38\*

BASIC MATERIAL: Dialogue for memorization.

/mishta:ri/	- /is-sala:mu <sup>c</sup> alay-kum/
/ta:jir/	- /u <sup>c</sup> alay-kum is-sala:m/
/mishta:ri/	- /kha:lig ma:ru il-yawm?/
/ta:jir/	- /kha:lig ba <sup>c</sup> ad/
/mishta:ri/	- /ba:s. il-ki:lu?/
/ta:jir/	- /thalata <sup>c</sup> sh u:gi:ya/
/mishta:ri/	- /aywa ila:h ki:lu/
/ta:jir/	- /ha:k/
/mishta:ri/	- /shukran. wadda <sup>c</sup> na-k il-mula:na/
/ta:jir/	- /wadda <sup>c</sup> na-k il-mula:na/

Notes on the Dialogue:

1. /kha:lig/ is a common word which means "there is/is there?" (masc.) and is used in making statements or asking questions about availability or existence. /kha:lgi:/ is the feminine form and /kha:lgī:n/ is the plural.
2. /ma:ru/ is an African-derived word for "rice".
3. /kha:lig ba<sup>c</sup>ad/ is an expression which means "Of course there is." /ba<sup>c</sup>ad/ is also used after other words to reinforce the "of course" nature of the phrase. For example if you ask /atay zayn/? the answer may be /zayn ba<sup>c</sup>ad/ - "of course it's good." The final /d/ is often silent.
4. /ba:sh/ means "how much" in expressions of quantity or money. /il-ki:lu/ refers to a kilogram, or 2.2 English pounds. Refer to Grammar Handbook on Definite Articles.
5. /ila:h/ is an expression which means "give me." Refer to Grammar Handbook lesson on Imperatives for further information.
6. /ha:k/ means "here you are". For a female: /ha:ki/.

ADDITIONAL MATERIAL: Cardinal numbers 100-1000

100	/miya/	مِيَّا
200	/mi:tayn/	مِيْتَنْ
300	/ithlatmiya/	إِلْهَلْمِيَّة
400	/arba <sup>c</sup> miya/	أَرْبَعَة
500	/akhamsmiya/	أَخْمَسْمِيَّة
600	/sittmiya/	سِتْمِيَّة
700	/isba <sup>c</sup> miya/	إِسْبَعَة
800	/ithmanmiya/	إِثْمَانْمِيَّة
900	/itsa <sup>c</sup> miya/	إِنْسَعَة
1000	/alv/	الْفَ

Mixed numbers:

In Arabic the 'hundred' comes first, followed by the 'unit', and then the 'ten'. Thus 121 literally translated is: "two hundred and one and twenty".

525	/akhamsmiya u khamsa u ishri:n/
734	/isba <sup>c</sup> miya u arb <sup>c</sup> a u thla:thi:n/
1979	/alv u tsa <sup>c</sup> miya u tisa <sup>c</sup> a u sab <sup>c</sup> i:n/

\*40\*

- Activities:
1. Learn to use and recognize as many of the high thousands as you need for your everyday needs.
  2. Play 'numbers games' with your teacher and classmates.
  3. Write some numbers out in Arabic figures and words.
  4. Read these numbers out in Arabic, and then write them out in your copybook.

550, 890, 1500, 1750, 1979, 423

1945, 1875, 1984, 1914, 1973, 455,

1500, 1975, 1956, 1948, 1950, 950,

750, 910, 505, 66, 925, 1250, 1700.



Look at the photograph of a 200-ougiya note. Compare it with bank notes you have and read the denominations in Arabic.

ADDITIONAL MATERIAL: Common necessities.

drink	/shara:b/	شراب
tea	/atay/	اتاي
water	/ma/	ما
milk	/laban/	لبن
juice	/ <u>c</u> asi:r/	عصير
coffee	/ka:va/	كافه
food	/lu:ki:l/	لوكيل
meat	/laham/	لحام
rice	/ma:ru/	مارو
bread	/mburu/	مبودر
sugar	/sukkar/	سكر
eggs	/baydh/	بيض
matches	/alima:t/	المات
bottle	/bu:sh/	بروش
bag	/mukhla/	مخلة
box	/buta/	بطحة

\*42\*

- Activities
- 1 Learn these words and keep notes on any common alternatives you may hear
  - 2 Add to these words any which you feel are important in your daily activities
  - 3 Practice using them in the dialogue about shopping

- Suggestions  
for Use
- 1 Make out your shopping lists in Arabic
  - 2 As a class project, plan a picnic or a dinner to be cooked by the group. Learn the Arabic for everything which you need to buy, and go look for them in the market
  - 3 You will probably learn the French equivalents for the items on the adjacent page as quickly as the Arabic. In order to improve your Arabic, avoid doing all your shopping in the supermarkets. Go to areas where you know people are more likely to speak Arabic. In any case, make sure that whenever you learn a new French word for something, you also learn the Arabic.



## SHOPPING: MAKING A REQUEST

### Lesson Six

#### Objective:

At the end of this lesson, you should be able to ask for something you want in a shopping situation, to understand simple units of weight.

#### Translation of Dialogue:

Shopkeeper: How are you today?

Customer: Fine thanks. I want a kilo of apples, half a kilo of rice, and a quarter of a kilo of sugar.

Shopkeeper: Anything else?

Customer: Yes, I want some bread too.

Shopkeeper: O K. That's 200 ougiya.

Customer: Here you are.

Shopkeeper: Thanks.

#### Activities

- 1 Memorize the dialogue by practicing the lines with a friend or classmate.
- 2 Try to ask each other questions regarding the information in the dialogue. (For example, "How much are matches?")

#### Suggestions for Use

- 1 Plan a class tea or mid-morning snack. Learn the names of the items you will need in Arabic. Choose 3-4 items and go in groups of two to a shop or the market. Get only small quantities of each so you can practice asking for things in more than one shop.
- 2 Use the Arabic dialogue for writing practice. Write it out as many times as you need in order to be able to produce consistent copies of the model in the book.

\* \* \*

شحالك ايرو ؟	تا جر
الحمد لله . ندور كيلو تفخ	مستاري
ونقش كيلو مارد د ربع	
كيلو سكر	
و انس ؟	تا جر
اهيه . ندور ببورد موتي	مستاري
ايرو خذني ميتين اوقيه	تا جر
هاك	مستاري
شکرا	تا جر

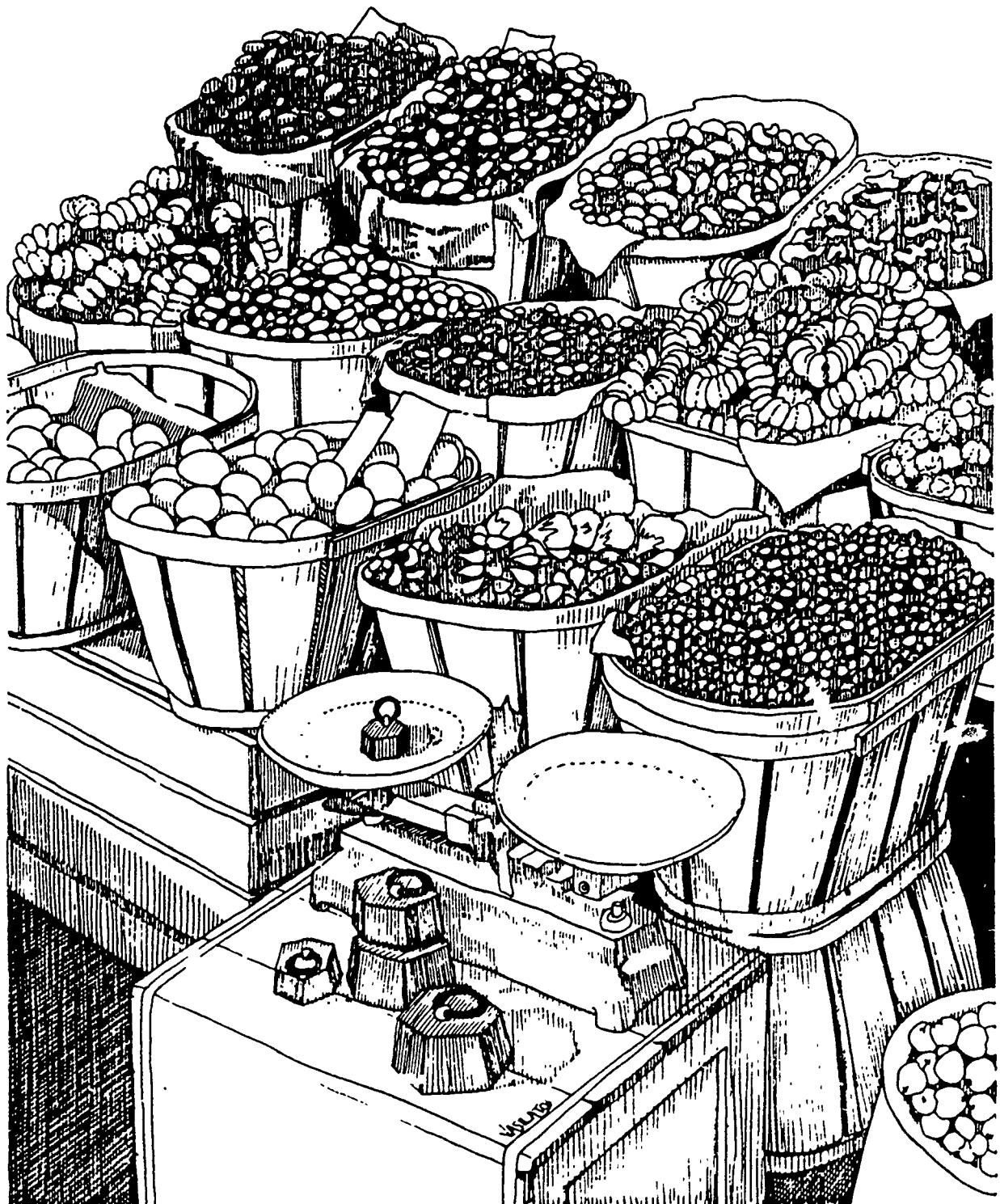
- |        |                                |
|--------|--------------------------------|
| تاجر   | شمالك اليرم؟                   |
| مستاري | الحمد لله . ندور كيلو تفاص     |
| تاجر   | ونص كيلو مارد دربع<br>كيلو سكر |
| تاجر   | د اش؟                          |
| مستاري | اعيه . ندور ببر و مولى         |
| تاجر   | ایوا . هذی میتین اوقيه         |
| مستاري | غازک                           |
| تاجر   | سکرا                           |

BASIC MATERIAL: Dialogue for Memorization.

/ta:jir/	-	/sh-ha:l-ak il-yawm?/
/mishta:ri/	-	/il-hamdu li-lla:h. ndu:r ki:lu tuva:h wa nuss ki:lu ma:ru wa ruba <sup>c</sup> ki:lu sukkar/
/ta:jir/	-	/wa:sh?/
/mishta:ri/	-	/ahi:h ndu:r mbu:ru mmwalli/
/ta:jir/	-	/aywa. ha:dhi mi:yati:n u:gj:ya/
/mishta:ri/	-	/ha:k/
/ta:jir/	-	/shukran/

Notes on the Dialogue:

1. /ndu:r/ means "I want". See Grammar Handbook (Section on Verbs) and Additional Material in this Lesson.
2. /tuva:h/ means "apple(s)". The french word "pommes" is also used.
3. /nuss/ means "half". /ruba<sup>c</sup>/ means "quarter".
4. /wa:sh/ in this context means "anything else".
5. /mbu:ru/ is an African-derived word for "bread".
6. /mmwalli/ means "also" or "too".
7. /aywa/ means "all right" or "O.K." in agreement.
8. /ha:dhi/ here means "That's..." or "It's...". See lesson on Demonstratives in Grammar Handbook.



\*48\*

ADDITIONAL MATERIAL: Illustration.

Cultural Note on Marketing:

Since most of the fruits and vegetables found in Nouakchott are imported the use of French to identify them is probably more common than Arabic. However, look at the list of several common vegetables identifiable in this picture, and learn the names of others which you find in the "boutiques" or "supermarches" of the capital. You may be surprised to learn that many Maures seldom eat vegetables at all.

Vocabulary:

onions	/busl/	بصل
potatoes	bumditayr/	بطاطس
carrots	ka.rut/	كانت
lettuce/salad	sala:t/	سلطة
tomatoes	'tama:t/	طماطم

- Activities:
1. Find out the words for "okra", "eggplant", "cabbage", "cauliflower", "squash" or zucchini, and "cucumber". Many of these words in French, but try to see if you can find out the Arabic.
  2. Color the illustration using crayons or colored pencils, learning the names for colors and the objects you color as you go along. They are included in Lesson 13.

ADDITIONAL MATERIAL:Cultural Note on Markets in the Arabic World:

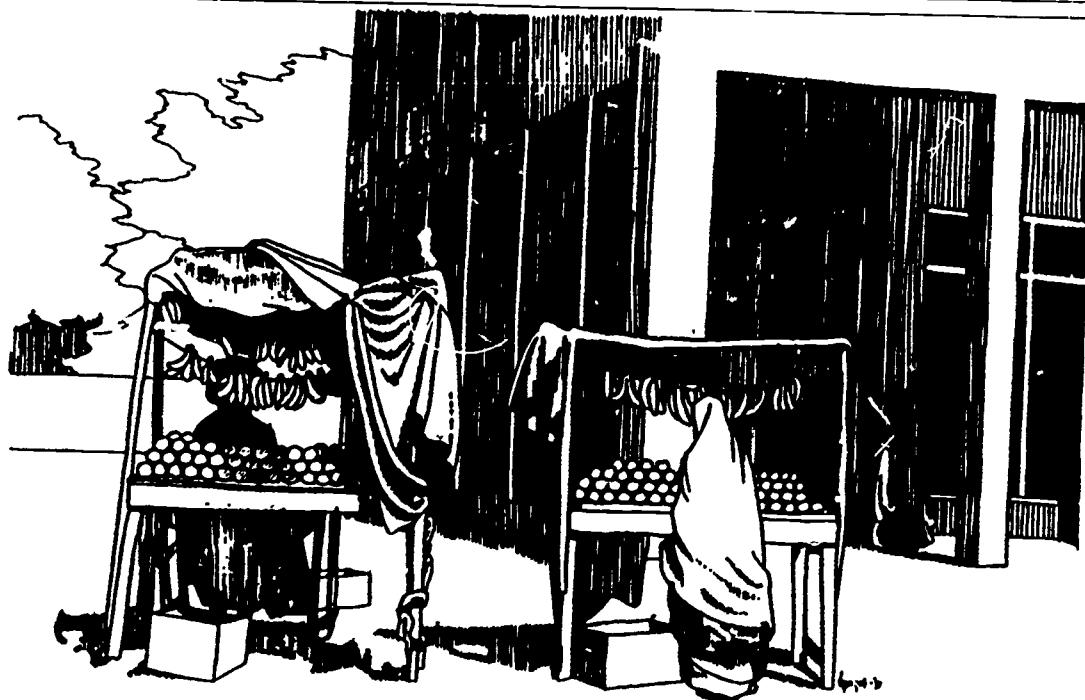
A central market or /sug/. ("marsa" in Mauritania) is an important feature of most Arab cities. Here goods and products are bought and sold, and the activities serve as a social focal point for both men and women. At the time of this writing, the central market in Nouakchott has ceased to function due to a fire. The activities of the market have been dispersed to a variety of locations, including sidewalk stalls such as you see in the illustration here

Vocabulary: (fruits and useful verbs).

apples (2)	/tuva:h/	تفاح
	pum	بم
oranges	/ura.nj/	ارنج
bananas	/bana:n/	بنان
grapes	/canab/	عنب
lemon (2)	/li.mun/	ليمون
	/si:trun	سيترن
buy	yishri/	يشرى
sell	yibi:c/	يسبع
pay for	yikhallus/	يختلس

## LESSON SIX

## SHOPPING: FOODS AND BASIC NECESSITIES



### Activities:

1. Learn the words for fruits which interest you. Note any variations you hear. Start keeping a notebook with English-Arabic and Arabic-English entries for the new words which you learn.
2. Practice writing in your notebook new words in Arabic script, using as a model your teacher's handwriting.

Observe the following conjugation of the verb "want" in Hassaniya.

I want	/ndu:r/	ندور
you (m) want	/ddu:r/	ادرر
you (f) want	/ddu:ri/	ادرري
he wants	/idu:r/	ادرر
she wants	/ddu:r/	ادرر
we want	/ndu:ru/	ندور
you (pl) want	/ddu:ru/	ادرر
they (pl)	/idu:ru/	ادرر

\*51\*

## JOBS AND OCCUPATIONS

### Lesson Seven

---

---

- Objectives:
1. At the end of the Basic Material, you should be able to explain what you do in Mauritania (or what you are going to do), and ask someone else what their job is.
  2. When you study the Additional Material, you should be able to give the names of several common occupations in Arabic.

Translation of Dialogue

Khadija: What's your job?  
Mary: I'm a nurse in the hospital.  
Khadija: And your friend John-what does he do?  
Mary: He's a teacher in Attar.

- Activities:
1. Memorize the dialogue.
  2. Practice the lines of one speaker with a classmate responding.
  3. Try to carry on a sustained chat with someone, beginning with greetings and carrying on with questions like "What do you do?" or "What's your job?"
- Suggestions for Use:
1. Learn the names for the jobs of people working on your training program. Often the jobs are described in the same terms as in local ministries or agencies.
  2. Take a walking tour of your training site reading the signs above shops and stores. See if the names of occupations are contained in any of the signs.
  3. Use the Arabic dialogue as writing practice. Write it out as many times as you feel necessary for you to be able to produce consistent copies of either the model in your book or your teacher's handwriting.

\*52\*

خدِيجَة شُنْهِي شغَلْتُكَ؟

ميري أنا طبِيعَة في الطِّبِّ

خدِيجَة و صاحِبُك جون شُنْهِي شغَلْتُهُ؟

ميري هو قرَاد سور اطار

خدِيجَة سُنْهَى سَفَلَاتَكَ؟

مُبِرِّي أنا طَبِيعَةٌ فِي الطَّبِيبِ

خَدِيجَة و صَاحِبِكَ جُون سُنْهَى شَدَّهْلَتَهُ؟

مُبِرِّي سُورَ اطَّارِ قَرَارِ عَوْ

BASIC MATERIAL: Dialogue for Memorization.

- |                     |   |
|---------------------|---|
| /khadi: <u>ja</u> / | - /shinhi shughlt-ik?/                                    |
| /mayri/             | - /ana <u>tbi</u> :ba vi- <u>t</u> - <u>tab</u> /         |
| /khadi: <u>ja</u> / | - /wa <u>sa</u> : <u>hib</u> -ik ju:n, shinhi shughlt-u?/ |
| /mayri/             | - /huwa garra: <u>'</u> shu:r <u>ata</u> :r/              |

Notes on the Dialogue:

1. /shinhi shughlt-ik?/ means literally "what-job-your?" See Grammar Handbook lesson on Possessives.
2. /tbi:ba/ is a noun, in this case describing a woman nurse. A male nurse would be /tbi:b/. See section on Gender in the Grammar Handbook.
3. /tab/ is a Mauritanian word meaning "hospital" or "clinic."
4. /sa:hib/ means "friend". /sa:hib-i/ is "my friend." "My girlfriend" would be /saha:bti/.
5. /garra:'/ means "teacher".
6. /shu:r/ is a word which means "in" or "towards."
7. /ata:r/ is a town in the north of Mauritania.



ADDITIONAL MATERIAL: Jobs and work places.

Activities: 1. Using the additional vocabulary in the lists which follow, try to create as many variations of the original dialogue as possible.

Vocabulary: Jobs (given in the masculine gender).

volunteer	, mutatawwi <sup>c</sup>	متطوع
nurse doctor (m.)	/tbi:b/	طبيب
nurse doctor (f.)	/tbi:ba/	طبيبة
teacher	/garra:/	ครاد
director	, mudi:r/	مدير
driver	/shu:fi:r,	شوفير
secretary	/sikriti:r	سكرتير
merchant	/ta:jir,	ناجر
minister	/wa:zir/	وزير
engineer	muhandis	مهندس
president	ra'i:s/	رئيس
Prime Minister	ra'i:s il-uzara	رئيس الوزراء

official ("fonctionnaire")	/mu'adhdhaf/	مُنْظَفٌ
sheikh/elder	/shaykh/	شَيْخٌ
hairdresser	/halla:g/	حَلَّاقٌ
tailor	/khayya:t/	خَيَاطٌ
farmer	/valla.h/	فَلَّاحٌ
guard	/garddiyah/	كَرْدِينٌ

Work places:

clinic, hospital	/tab/	طَبَ
office	/maktab/	مَكْتَبٌ
shop	/bu:ti:g/	بُوْتِيجٌ
market	/marsa/	مَارْسَةٌ
field	/hagl/	حَفَلٌ
P.M.I. (French.)	/P.M.I./	

Note:

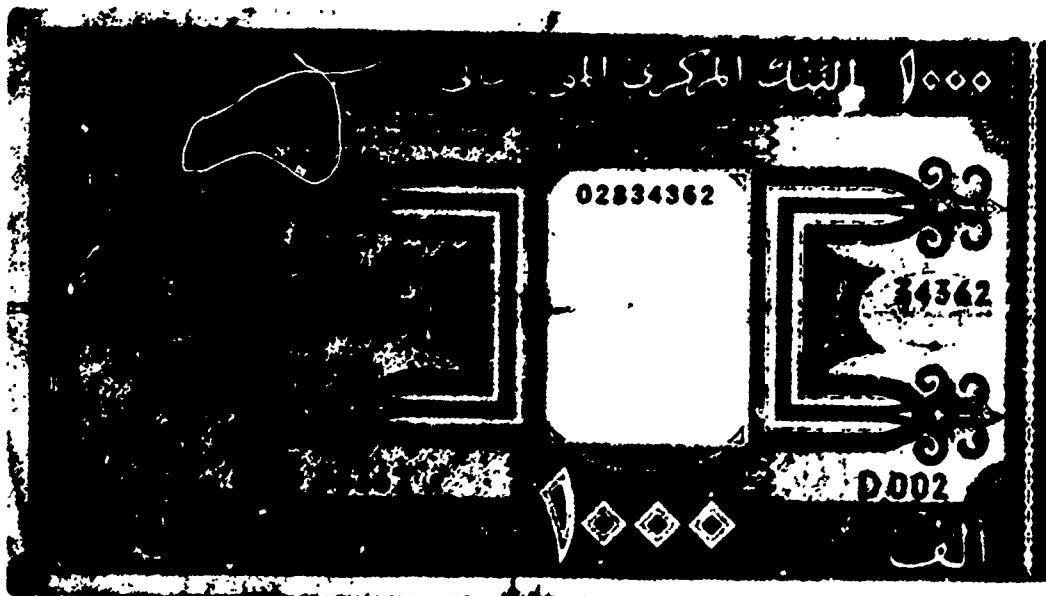
/ya/ is an expression used before a name or a title as a form of address to show people that you are trying to catch their attention. /ya muhammad!/ might translate roughly as "Hey, Muhammed!" Listen for this word to see how people use it.

ADDITIONAL MATERIAL: Cardinal numbers 1000-1,000,000

1000	/alv/	العَلْفُ
2000	/alvayn/	الْعَلْفَيْنُ
3000	/ithlatala:v/	اَلْعَدْنَةُ الْعَلْفُ
4000	/arba <sup>c</sup> ala:v/	اَرْبَعَةُ الْعَلْفُ
5000	/akhamsala:v/	اَخْمَسَةُ الْعَلْفُ
6000	/sittala:v/	سِتَّةُ الْعَلْفُ
7000	/isba <sup>c</sup> ala:v/	اَسْبَعَةُ الْعَلْفُ
8000	/ithmanala:v/	اَثْمَانَةُ الْعَلْفُ
9000	/itsa <sup>c</sup> ala:v/	اَنْسَعَةُ الْعَلْفُ
10,000	/a <sup>c</sup> sharala:v/	عَشْرَةُ الْعَلْفُ
1,000,000	/mi:lyu:n/	مِيلِيونٌ

- Activities:
1. Learn to use and recognize as many of the high thousands as you need for your everyday needs.
  2. Play numbers games with your teacher and classmates.
  3. Write some numbers out in Arabic figures and words.
  4. Read these numbers out in Arabic, and then write them out in your copy book.

9500, 15000, 5250, 3500, 825, 2500, 8000, 3100,  
7675, 12500, 500000, 7250, 4520, 105000.



## TALKING ABOUT DURATION AND LEARNING ARABIC

### Lesson Eight

---

---

- Objective: 1. At the end of this lesson, you should be able to tell someone how long you have been in Mauritania and to respond to comments on your ability to use the Arabic language.

- Translation of Dialogue:
- |              |  |
|--------------|--|
| Abdulrahman: | Hello.                                     |
| Steve:       | Hello.                                     |
| Abdulrahman: | How long have you been in Mauritania?      |
| Steve:       | Just a month..                             |
| Abdulrahman: | You speak Hassaniya very well.             |
| Steve:       | Thanks. I want to learn.                   |
| Abdulrahman: | Do you know how to read and write as well? |
| Steve:       | Yes, I do. A little.                       |
| Abdulrahman: | That's great!                              |

- Activities:
1. Memorize both parts of the dialogue and practice it with a friend or classmate.
  2. Substitute other time expressions in the dialogue (i.e. two weeks, three days, etc.)

\*60\*

## الدّرّس الثّانِي

### LESSON EIGHT

السلام عليكم	عبد الرحمن
و عليكم السلام	ستيف
كم لك في موروثنا؟	عبد الرحمن
شهر ادنوف	ستيف
نتكلم حسنية زين حتى	عبد الرحمن
شكراً. نبقى نتعلم	ستيف
تعرو تكتب و تقرأ صوري	عبد الرحمن
اهيه . نعرف شوي	ستيف
زين حتى	عبد الرحمن

السلام عليكم	عبد الرحمن
و عليكم السلام	ستيف
كم لك في موريتانيا؟	عبد الرحمن
شهر او تو ف	ستيف
نتكلم حسنية زين حتى	عبد الرحمن
شكراً . نبغي نتعلم	ستيف
تعرف تكتب و تقرأ موري	عبد الرحمن
اهيه . نعرف ، شوي	ستيف
زين حتى	عبد الرحمن

BASIC MATERIAL: Dialogue for Memorization:

/abdu-rahman/	-	/is-sala:mu <sup>c</sup> alay-kum/
/sti:v/	-	/u <sup>c</sup> alay-kum is-sala:m/
/abdu-rahman/	-	/kam l-ak vi muri:ta:niya?/
/sti:v/	-	/shahr.awtu:f/
/abdu-rahman/	-	/titkallam <u>hassaniya</u> zayn <u>hatta</u> /
/sti:v/	-	/shukran. nibqi nit <sup>c</sup> allam/
/abdu-rahman/	-	/ta <sup>c</sup> raf taktub wa tagra mmwalli/
/sti:v/	-	/ahi:h n <sup>c</sup> raf shway/
/abdu-rahman/	-	/zayn <u>hatta</u> /

Notes on the Dialogue:

1. /kam l-ak vi/ means literally "how much for you in..." Here it conveys the equivalent to the English "How long have you been in...?" For further reference, see Grammar Handbook on Interrogatives.
2. /shahr/ means "month". /shahrayn/ is "two months". See Grammar Handbook for a lesson on the Duals and Plurals.
3. /awtu:f/ means "only" or "that's all."
4. /titkallam/ means "you speak". See Grammar Note in this Lesson and Grammar Handbook on the Present Tense.
5. /il-kala:m il-bay d ha:ni/ literally "speech of the whites", is another way to say Hassaniya Arabic. You may hear this.
6. /nibqi nit<sup>c</sup>allam/ means literally "I want I learn" in Arabic. See explanation in Grammar Note which follows. Sometimes /nibqi/ is pronounced as /nibghi/.
7. /ta<sup>c</sup>raf taktub wa tagra/ means literally "you know you write and you read". See Grammar Note.

SUPPLEMENTARY MATERIAL: Grammar Note.

Present Tense Verbs.

The present tense in Arabic obeys a regular and predictable pattern: each verb consists of a "stem", in most cases made up of three letters, which carries the meaning of the verb. "I," "you," "he," "she" etc., are indicated by prefixes and suffixes added to the "stem". These prefixes and suffixes remain absolutely constant from one verb to another.

The prefixes are added to the "stem" by one of the short vowels, which we call the "helper" vowel which remains the same within any one verb. You may hear some regional differences in Mauritania as to which short vowel is used as the helper vowel in some verbs. Keep your ears open and imitate what you hear most used around you in your town.

Here is the verb "speak":

I speak	/nitkallam/	نَكَلِمْ
you speak (m)	/titkallam/	تَنَكَلِمْ
you speak (f)	/titkallami/	تَنَكَلِمِيْ
he speaks	/yitkallam/	يَنَكَلِمْ
she speaks	/titkallam/	تَنَكَلِمْ
we speak	/nitkallamu/	نَنَكَلِمُوْ
you speak (pi)	/titkallamu/	تَنَكَلِمُوْ
they speak	/yitkallamu/	يَنَكَلِمُوْ

(For further information, refer to the section on "Verbs" in the Grammar Handbook).

ADDITIONAL MATERIAL: Language learning vocabulary.

book	/ikta:b/	كتاب
pen	/glam/	قلم
paper	/ta:ghat/	تأغط
notebook	/karna/	كرنة
blackboard	/sabu:ra/	سبورة
chalk (2)	/kray/	كري
	/tibshi:r/	تبشير
teacher (2)	/mu <sup>c</sup> allim/	معلم
	/garra:/	قراء
pupil	/talmidi/	תלמידي
he studies	/yagra/	يقرأ
he teaches	/ydarras/	يدرس
he learns	/yit <sup>c</sup> allam/	ينتعلم
he reads	/yigra	يقرأ
he writes	/yiktub/	يكتب
sentence	/jumla/	جملة
word	/kalima/	كلمة
letter	/harf/	حرف

I forgot.	/nasayt/	نسىت
Arabic	/ <sup>c</sup> arabia/	عربية
Hassaniya	/il-kala:m il-bay <u>dha</u> :ni/	الكلام البيضاوي
dialect	/lahja/	لهجة
classical	/vusha/	فصحة
English	/ingli:zia/	إنجليزية
French (2)	/varansia/	فرنسية
	/vransa:wia/	فرنساوية
Wolof	/wuluf/	ولف
Peular (2)	/pula:r/	بلر
	/itka:ri:r/	اتكاري
write! (to a male)*	/iktub/	اكتب
read! (to a male)*	/igra/	اقرأ
repeat! (to a male)*	/ <sup>c</sup> al/	عل

\*See Grammar Handbook for further reference on imperatives.



What's he doing?

/sh-y<sup>c</sup>addal?/

شيعذ؟

He writes ...

/yaktub/

يكتب

(For further reference, see Grammar Handbook lesson on Present Tense and/or on the Active Participle.)

Cultural Note:

Spend time with children, as they are excellent language resources and very good teachers as they have a limited vocabulary and are willing to repeat things far more often than some adults. Find out what you can about the educational system in Mauritania, both traditional and modern. Do not be surprised if many people you meet are unable to read and write Arabic and express surprise that you can do so yourself.

## TALKING ABOUT AND LEARNING ARABIC

### Lesson Nine

---

Objective: By learning these basic phrases you should be able to get yourself out of French-speaking situations when you would prefer to use your Arabic. You should also begin to learn when and where Arabic is appropriate.

Translation of Dialogue:

Mohammed:	Hello. (in French)
John:	Hello. (in Arabic)
Mohammed:	What do you want? (in French)
John:	I don't speak French. (in Arabic)
Mohammed:	You speak <u>Arabic</u> ?
John:	Yes. I'm trying!

Activities: If your teacher is also a French speaker, he or she can act out the part of Mohammed, who insists, at first, on speaking French with a European. Act out the dialogue, memorizing the lines of the learner.

Suggestions for Use: Learn to judge the appropriateness of language use in Mauritania. There are clearly situations where you will have to use some French in order to communicate, but many people who are not native speakers of Hassaniya can still communicate with you in Arabic.

Bonjour

محمد

و عليكم السلام

جون

Qu'est-ce que vous voulez?

محمد

ما نتكلّم فرنسيّة

جون

نتكلّم عربي؟

محمد

أعيه. حارل

جون

Bonjour

محمد

مرحباً عليكم السلام

جون

Qu'est-ce que vous voulez ?

محمد

ما نتكلّم فرنساوية

جون

نتكلّم عربي؟

محمد

أتفهم . نحارل

جون

:

\*70\*

BASIC MATERIAL: Dialogue for Practice.

- /muhammad/ - Bonjour
- /ju:n/ - /u<sup>c</sup>alay-kum is-sala:m/
- /muhammad/ - Qu'est-ce que vous voulez?
- /ju:n/ - /ma nitkallam varansa:wia/
- /muhammad/ - /titkallam <sup>c</sup>arabi?/
- /ju:n/ - /ahi:h nuha:wil/

Notes on the Dialogue:

1. /ma nitkallam/ shows the use of the negative with verbs. /ma/ before a verb makes it negative. See Grammar Handbook lesson on Negatives with verbs.
2. /varansa:wia/ means "French" (adj.) or "the French language".
3. /nuha:wil/ means "I try".

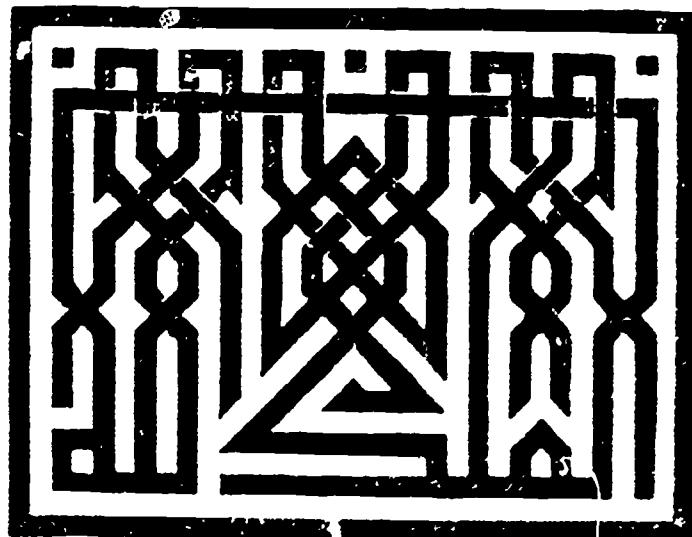
Cultural Note on Language Use in Mauritania:

You will face a number of obstacles in learning Arabic in Nouakchott. As a European, you will find that most people will automatically address you in French, and even answer you in French should you begin by speaking Arabic. You will have to insist on using Arabic where it is appropriate. Although some culture groups in Mauritania do not speak Arabic, many in Nouakchott readily understand it. You will need to learn some basic French (which will come to you quite easily compared to Arabic, because of its similarity to English). Make sure that whatever you learn to say in French you also learn to say in Arabic. If you learn a new word from a sign or an advertisement, look for the Arabic script translation as well. You may wish to learn more about the African languages in use in part of Mauritania. For further reference, see Lesson 20 in the Literacy Handbook.

ADDITIONAL MATERIAL:

finished, over	/uva:t/	وفات
called, named	/inga:l/	انقال
true, right	/hagg/	حق
Not true.	/ma:hu hagg/	ما هو حق
really, certain	/b <sup>c</sup> ad/	بعد
soon	/ura shway/	ورا شوي
each, every	/kull/	كل
above	/fawg/	فرق
below	/taht/	تحت
inside	/wasat/	وسط
without	/min du:n/	من دون
someone	/had/	بعض
any/everyone	/kull had/	كل بعض
yet	/ma va:t/	ما خات
almost	/gat/	قط
before (2)	/sa:big/	سابق
	/gbal/	قبل
after (2)	/ <sup>c</sup> a:gib/	ما قب
	/ba <sup>c</sup> ad/	بعد
"Don't interrupt."	/ha:ni:-ni/	هاني
"Let me continue."		ني
"Wait a bit."	/ha:ni shway/	هاني شوي
"Give me a little more."	/zi:d shway/	زيد شوي

"Leave me alone."	/khalli:-ni	خليني
"What's happening."	/sh-kha:lig/	شخلق
"What's up with you?"	/ma: l-ak?/	ذلك
from time to time	/marra marra/	مرة مرة
"This is very important."	/ha'dha muhim <u>hatta</u> /	هذا حمّى حتى



## DESCRIBING A SIMPLE OPERATION: MAKING TEA

### Lesson Ten

---

---

Objective: At the end of this lesson, you will be able to give a step-by-step account of a simple operation (in this case making tea).

- Translation
1. Buy tea, sugar, and mint
  - of Steps: 2. Fill a kettle with water and let it boil.
  3. Put the tea and a little hot water in a teapot to wash the tea
  4. Fill the teapot with hot water.
  5. Let the teapot sit on the brazier for two minutes.
  6. Take the teapot off the brazier.
  7. Add the sugar and the mint.
  8. Pour the tea into the glasses.
  9. Pour it back into the teapot.
  10. Taste and serve.

(Repeat the process for the second and third glasses leaving the tea pot on the brazier a little longer each time, etc.)

- Activities
1. Using the series of pictures on page 78, try to reconstruct the whole operation, using the new vocabulary. Ask your teacher if there are other steps that should be included
  2. Make tea, Mauritanian style, as an activity in class. Get your teacher to say what he/she is doing at each step. Learn the steps and try making tea while describing the process. If your teacher uses words or phrases that differ from those in the book, write them down and learn to recognize them.

\*74\*

- ١ اسمرى ورقة و سكر و نعنع  
 ٢ امى المقرج بالما و خلّه يغلي  
 ٣ دير الورقة و شربى من الماء حامى  
 ٤ في البراد يكن بفضل الورقة  
 ٥ امى البراد بالما حامى  
 ٦ خلّي البراد فوق الغرفة دقيقتين  
 ٧ زول البراد من فوق الغرفة  
 ٨ دير السكر و النعنع  
 ٩ سبت اتاي في اللبسان  
 ١٠ صبت اتاي في البراد مرة ثانية  
 ١١ ذوق و على الناس

- |    |                                 |
|----|---------------------------------|
| 1  | اشري ورقة و سكر و نعنع          |
| 2  | اما المخرج بالما و خلّه يغلي    |
| 3  | دير الورقة و شرب من الماء هامي  |
| 4  | املى البراد بالما هامي          |
| 5  | هتني البراد فوق الفرنّة دقيقتين |
| 6  | زدل البراد من فوق الفرنّة       |
| 7  | دير السكر و النعنع              |
| 8  | سبّت اتاي في الكيسان            |
| 9  | صبّت اتاي في البراد مرة ثانية   |
| 10 | ذوق و عطى للناس                 |

Basic Material: Making tea.

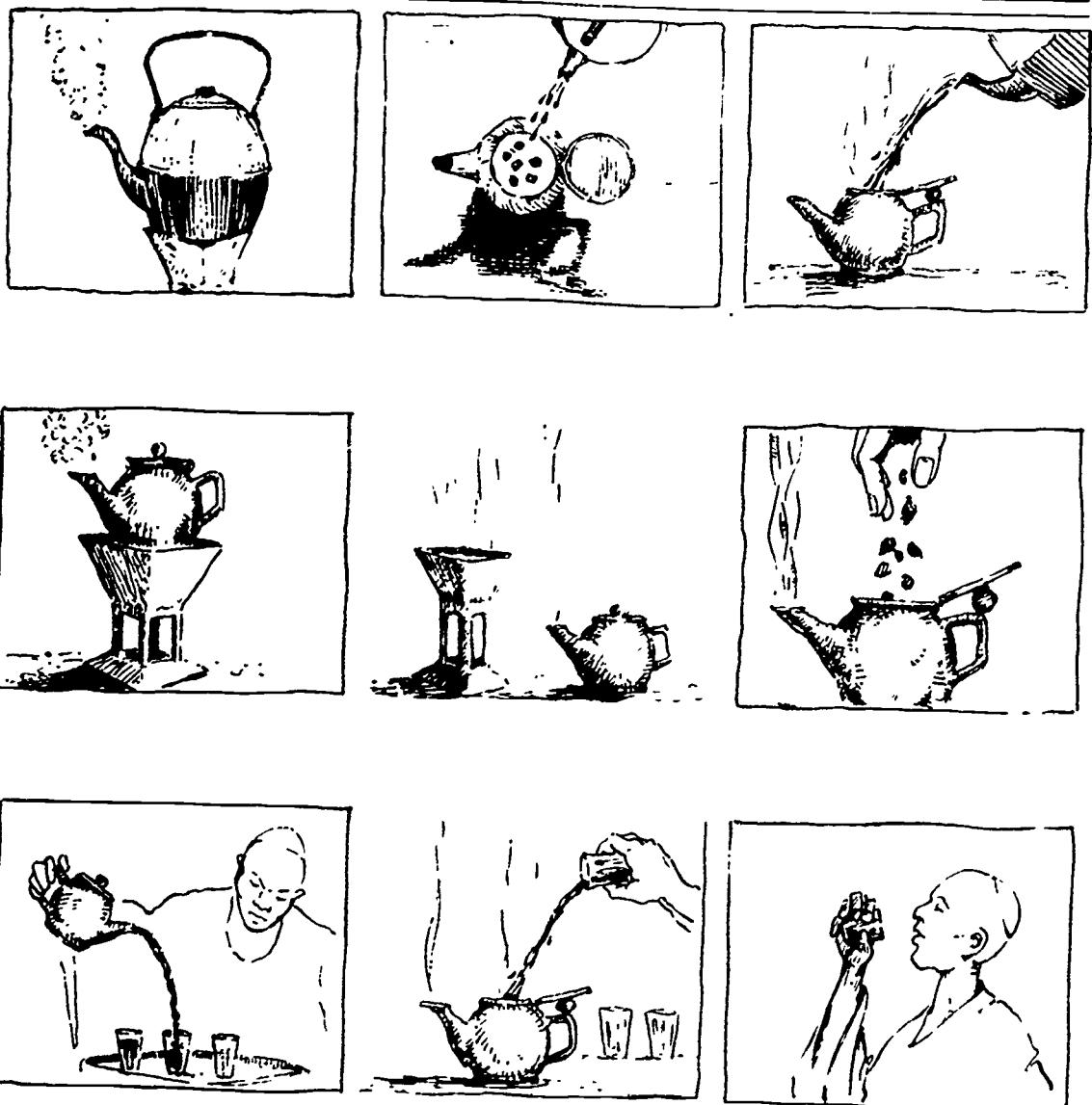
1. /ishri waraga wa sukkar wa na<sup>c</sup>na<sup>c</sup>/
2. /imla il-maghraj bil-ma wa khall-u yighli/
3. /di:r il waraga wa shway min il-ma ha:mi vi l-tarra:d yaka:n tighsul il-waraga/
4. /imla il-barra:d bil-ma ha:mi/
5. /khalli il-barra:d fawg il-furna dagi:gatayn/
6. /zu:l il-barra:d min fawg il-furna/
7. /di:r is-sukkar wa l-na<sup>c</sup>na<sup>c</sup>/
8. /subb atay vi-l-ki:sa:n/
9. /subb atay vi l-barra:d marra tha:niya/
10. /dhu:g wa ^cati l-in-na:s/

Notes on Basic Material:

1. Every sentence in this sequence begins with an imperative in the masculine form. See Grammar Handbook Lesson on Imperatives.
2. /yaka:n tighsul/ means literally "in order that you wash."
3. /di:r/ means "put".
4. /fawg/ here means "on top of".
5. /zu:l/ here means "remove".
6. /marra tha:niya/ means literally "a time second" but means "once again".
7. /^cati l-in-na:s/ means literally "give to the people".
8. /lahmu:m/ is a word you will hear, and means "charcoal."

## MAKING TEA

## LESSON TEN



### Suggestions for Use:

1. If you are invited to have tea with a Mauritanian friend, ask to observe the ceremony surrounding the making of the tea.
2. Write out the Arabic of this Lesson for further practice.
3. Use this "operation" (making tea) as a model for describing simple processes. Try to construct other simple operations (boiling an egg, cooking rice or cous-cous, washing a wound, etc.) which you can perform and learn the Arabic for from an informant. Learn any vocabulary necessary for your own work. Refer to the Supplementary Material in this Lesson for additional words and phrases.

\*78\*

ADDITIONAL MATERIAL: Verbs of process and function (in the Imperative).

repair/fix (2)	/sallih/	صَلِحْ
	/ <sup>c</sup> addil/	عَدِلْ
open	/ivtah/	أَفْتَحْ
close	/igval/	أَقْفَلْ
take	/igbadh/	أَفْبَضْ
turn	/igban/	أَقْبَنْ
work/function (2)	/ishtaghhal/	أَشْتَغِلْ
	/i <sup>c</sup> mal/	أَعْمَلْ
stop	/gi:f/	فِيْفْ
start	/isnati/	إِسْنَاتِيْ

Expressions:

it doesn't work	/ma yistaghhal/	ما يَسْتَغْلِلْ
it doesn't matter	/la ba:s/	لَا بَاسْ
like this	/bi-ha:l ha:dha/	بِحَالِهِذَا
broken	/midagdag/	مَدْفَدِنْ
right	/hagg/	صَقْ
wrong	/ghalat/	خَطَأْ

## TALKING ABOUT WHERE YOU LIVE

### Lesson Eleven

---

---

Objective: At the end of this lesson, you should be able to respond to questions about your place of residence, and describe in simple terms its location.

Translation of Dialogue: Nafissa: How long have you been in Nouakchott?

Betsy: About 2 months.

Nafissa: Where do you live?

Betsy: I have a house near the new mosque.

Nafissa: The Saudi mosque?

Betsy: Yes, that's right.

- Activities
1. Memorize the dialogue and practice it with a friend or your teacher.
  2. Using the variants for duration of time, change the answer to the question posed in the first line. Learn the name of the place you are staying so you can answer with the appropriate response.

- Suggestions for Use:
1. Learn the names for the various quarters in town. Find out what the names mean, or why certain areas are called in the way they are.
  2. Draw a map of your town or site and learn the names of important locations.
  3. Use the map of Nouakchott on page 86 to discuss important places in town, how to get from one place to another, the construct "where is...?" with prepositions of location.

\*80\*

نفيسة كم لك في نواكشوط؟

بتسني شهرين تعربياً

نفيسة منين ساكنة؟

بتسني خندي دار قربة من المسجد الجديد

نفيسة المسجد السعودى

بتسني احبيه . هو

نفيسة  
كم يكفي نواكشوط؟

تسبي  
شهر بين تقريباً

نفيسة  
منين ساكنة؟

بسبي  
عندى دار فريبة من  
المسجد الجديد

نفيسة  
المسجد السعودي؟

تسبي  
اعيه . حق

BASIC MATERIAL: Dialogue for Memorization.

/nafi: sa/	- /kam l-ik vi nu:akshu:t?/
/bitsi/	- /shahrayn tagri:ban/
/nafi:sa/	- /mnayn sa:kina?/
/bitsi/	- / <sup>c</sup> and-i da:r gari:ba min il-masjid il-jadi:d/
/nafi:sa/	- /il-masjid is-su <sup>c</sup> u:di?/
/bitsi/	- /ahi:h <u>hagg/</u>

Notes on the Dialogue:

1. /kam l-ik/ means "how much for you?" addressed to a woman. /kam l-ak/ is the form for a man. See Grammar Handbook lesson on Interrogatives.
2. The suffix /-ayn/ added to a noun makes it "dual" or "two of" the same. See Grammar Handbook lesson on Plurals.
3. /tagri:ban/ means "about" or "approximately".
4. /sa:kina/ means literally "living". To a man, you would say /mnayn sa:kin?/. The verb in this case is what we call an "Active Participle". See Grammar Handbook for further explanation.
5. /gari:ba min/ means literally "near from". In this case, the feminine /gari:ba/ is used since /da:r/ is feminine.
6. /il-masjid il-jadi:d/ literally means "the mosque the new". For an explanation of this, see the Section on "Adjectives with Nouns" in the Grammar Handbook.
7. /is-su<sup>c</sup>u:di/ here is an adjective meaning "Saudi" (Arabian).
8. /hagg/ means "That's right." or "That's correct."

ADDITIONAL MATERIAL: Names of places & landmarks.

Learn the names of places which seem important to you. Use the accompanying list of prepositions and the map of Nouakchott to locate places and their relationship to each other. Try writing in Arabic the names of places you want to know and put them on the map in your book.

where is...?	/minayn/	منين
office	/maktab/	مكتب
restaurant (2)	/mat <u>c</u> am/	طعم
	/rastu:ra:n/	ستران
hotel (2)	/uti:l/	وتبيل
	/fundu:g/	فندق
bank	/bank/	بنك
embassy	/siva:ra/	سفارة
P.O.	/bu: <u>s</u> ta/	بوسطة
market	/marsa/	مرسمة
hospital (2)	/tab/	طب
	/mustashfa/	مستشفى
cinema	/si:nama/	سينما
ministry	/wiza:ra/	وزارة
school	/madrasa/	مدرسة

LESSON ELEVEN

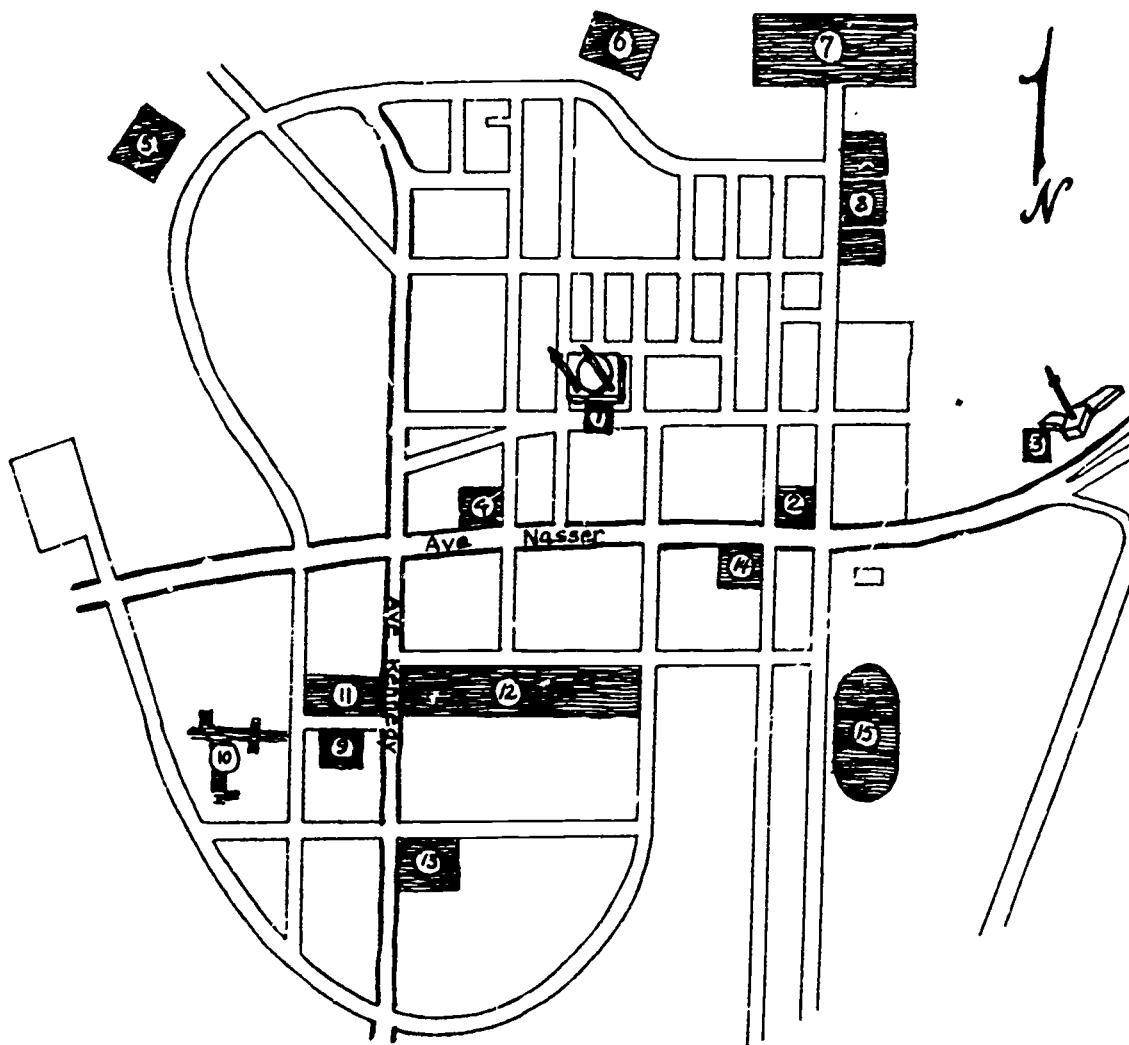
WHERE YOU LIVE:  
PLACE NAMES & LANDMARKS

mosque (2)	/masjid/	مسجد
	/masyid/	مسيد
airport	/maṭa·r/	مطار
city (2)	/dashra/	دَسْرَةٌ
	/madi:na/	مَدِينَةٌ
desert, interior	/ba:diya/	بَادِيَةٌ
sea	/bah̩r/	بَحْرٌ
port/harbor	/wa:kh/	وَاخ
company	/shari:ka/	شَرِيكَةٌ

مَكَنُكُمْ لِغَنِيمَةِ سَعْلَوْنَ

SUPPLEMENTARY MATERIAL:

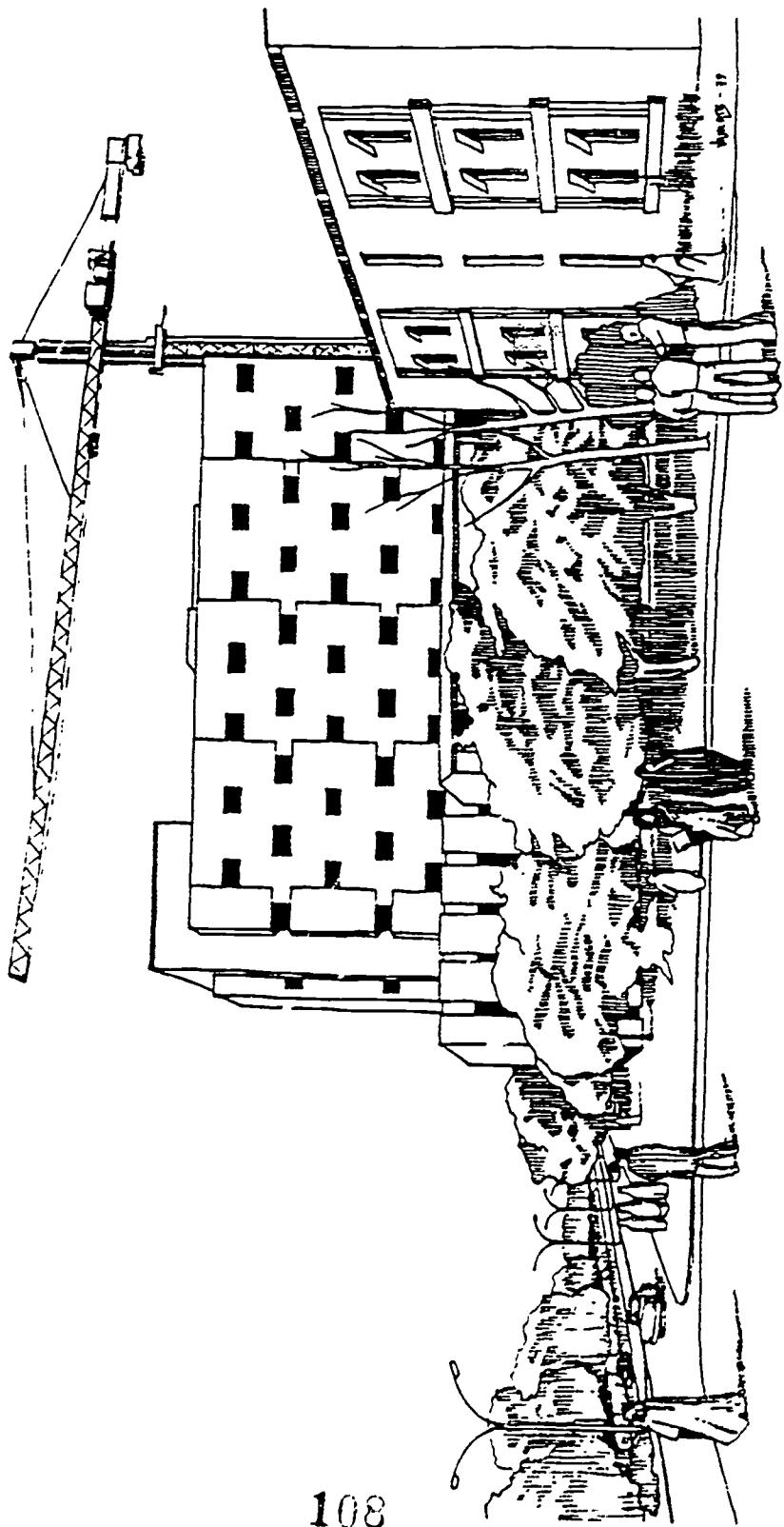
*Nouakchott*



- |                  |                      |
|------------------|----------------------|
| ① Saudi Mosque   | ⑨ Peace Corps Office |
| ② Post Office    | ⑩ Aullear Market     |
| ③ New Mosque     | ⑪ Toucouleur Mosque  |
| ④ Supermarket    | ⑫ Old Market         |
| ⑤ French Embassy | ⑬ Poly Clinic        |
| ⑥ U.S. Embassy   | ⑭ Hotel Marhaba      |
| ⑦ Presidency     | ⑮ Stadium            |
| ⑧ Ministries     |                      |

LESSON ELEVEN

WHERE YOU LIVE:  
LOCATIONS, DIRECTIONS



108

\*87\*

## TAKING A TAXI

### Lesson Twelve

---

---

Objectives At the end of this lesson you should be able to get around Nouakchott using a taxi and understand the taxi system.

Translation of Dialogue:

Randy: Taxi! Taxi!

Taximan: Where are you going?

Randy: I'm going to the 5ème.

Taximan: O.K. Get in.

\* \* \* (later) \*

Randy: Turn right at the Garden Road.

Taximan: All right.

Randy: Turn left. Stop here.

Taximan: O.K. That's (give) 20 u.m.

Randy: Here. Thank you.

Taximan: Goodbye.

- Activities:
1. Memorize this dialogue and practice it with your teacher or a friend.
  2. Add to the lines of this dialogue with appropriate personal information exchanges. Be prepared to be queried on your origin, reason for being here, etc.

- Suggestions for Use:
1. Get into a taxi and ride around for an extended period of time, observing the sights. Many taxi drivers may not speak Arabic, so be prepared with your basic French.

LESSON TWELVE

الدرس الثاني عشر

نكسي ! نكسي ! رندي

منين وايد ؟ نكسي مان

انا واعد سور 5ème رندي

ایوا اركب نكسي مان

بعد شوي

مع شارع لا جريذ رندي

ایوا نكسي مان

اً غيف سون رندي

زبن . الاه عثرين اوفيه نكسي مان

حاك سكرأ رندي

ودعناك املانا نكسي مان

الدرس الثاني عشر

## LESSON TWELVE

نکسی مان	نکسی!	نکسی!
رندی	نکسی!	نکسی!
رندی	نکسی مان	نکسی!
رندی	نکسی!	نکسی!
رندی	نکسی!	نکسی!

رندی	تکسی مان	زین . الاه عشرين اوقية	دوخناک الملاذا
رندی	تکسی مان	آیرا	à droite
رندی	تکسی مان	قیف هون	à gauche
رندی	تکسی مان	دکر آ	دکر آ

BASIC MATERIAL: Dialogue for Memorization.

/randi/	-	/taksi! taksi! /
/taxi ma:n/	-	/minayn wa: <sup>c</sup> id?/
/randi/	-	/ana wa: <sup>c</sup> id shu:r 5ème./
/taxi ma:n/	-	/aywa irkib/
* * *	(/ba <sup>c</sup> ad shway/)	* * *
/randi/	-	/à droit ma <sup>c</sup> a sha:ri <sup>c</sup> la-harayyadh/
/taxi ma:n/	-	/aywa/
/randi/	-	/à gauche gi:f hu:n/
/taxi ma:n/	-	/zayn. ila:h <sup>c</sup> ashri:n u:gi:ya/
/randi/	-	/ha:k shukran/
/taxi ma:n/	-	/wadda <sup>c</sup> na-k il-mula:na/

Notes on the Dialogue:

1. /wa:<sup>c</sup>id/ comes from a word meaning to have an apointment and is used here to mean "Where are you going?"
2. /irkib/ is the imperative of the verb meaning to "get in", or "get on" (e.g. a horse). To a woman it would be /irkibi/. See Grammar Handbook lesson on Imperatives for further reference.
3. /ma<sup>c</sup>a sha:ri<sup>c</sup>/ literally means "with the street" but translates here as "at" or "on".

Cultural Note:

You will notice that French expressions are widely used in indicating directions, money, time and for titles. Names of streets and neighborhoods may also be identified by their French names. Taxis in Nouakchott generally circulate along two principal routes: north and south along Ave. Kennedy out to the 5eme and along Ave. Nasser between the hospital and the Ksar. Taking a taxi in a straight line on either of these two routes costs 10 u.m. If you wish to deviate from these routes in order to go to a particular location, the cost will be 20 u.m.

ADDITIONAL MATERIAL: Prepositions for locating:

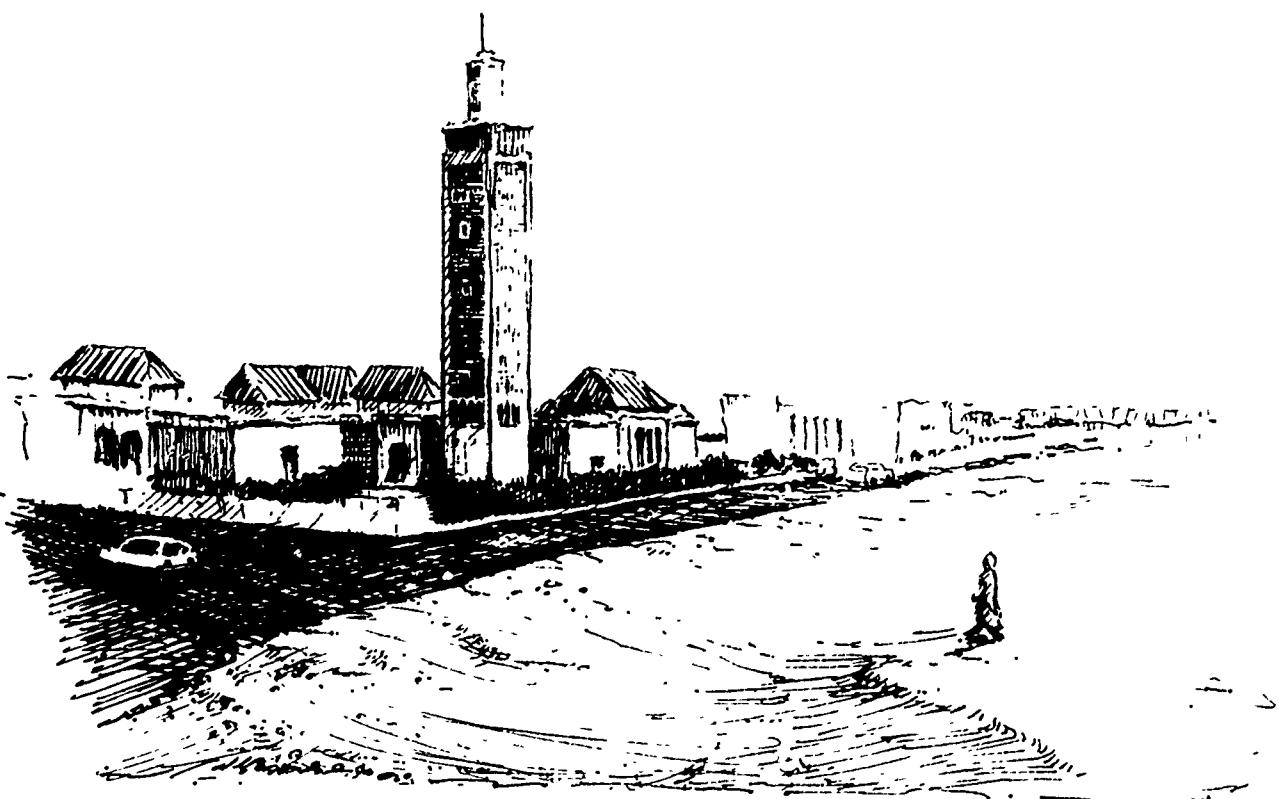
near to (2)	/ihadh min/	اَهْذِ من
	/gari:b min/	قَرِيبٌ مِّنْ
far from	/ba <sup>c</sup> i:d min/	بَعِيدٌ مِّنْ
in front of	/gudda:m/	قَدْأَمْ
behind	/wara/	وَرَاءِ
beside/next to	/ivzi:r/	أَغْزِيرْ
in	/vi/	فِي
from	/min/	مِنْ
to	/ila/	إِلَى
at	/c and/	عَنْ
between	/bayn/	بَيْنَ
straight ahead	/igba:l/	أَقْبَالْ
	/c ala tu:l/	كَلِي طُولْ
on the left	/c ala i:d il-c asri/	كَلِي أَيْدِي الْعَسْرِي
on the right	/c ala i:d il-c irbi/	كَلِي أَيْدِي الْعَرْبِي
here	/hu:n/	هُونْ
there	/hu:k/	هُوكْ

LESSON TWELVE

TAKING A TAXI

---

---



114

\*93\*

[Hosted for free on livelingua.com](http://Hosted for free on livelingua.com)

## TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

### Lesson Thirteen

---

---

#### Objective:

By the end of this lesson, you should be able to respond to questions about your role in Mauritania and its implications for development. When you learn the Supplementary Material, you should be able to recognize the Arabic terms for some organizations involved in development assistance.

#### Translation of Basic Material:

- A: What do you do in Mauritania?  
B: I'm a volunteer with the Peace Corps.  
A: What's that?  
B: A volunteer with the Peace Corps cooperates and works with the people.  
A: How much are you paid per month? (lit. "how much do they pay you?")  
B: About ( amount).  
A: Who pays you?  
B: The American government.

#### Activities:

1. Listen to some of your classmates "role-play" the dialogue.
2. Make changes where appropriate, and memorize the dialogue. Practice saying it with a classmate or friend.

- ايش تعدد في موريتانية؟  
أنا متطرق مع صيحة السلام  
شنهو فذا؟  
المتطوعين يعانون و يستغلو  
مع الشعب  
كم يخلصوك في الشهر؟  
— تقربياً  
منهو يذسك؟  
الحكومة الامريكية

- اين نتعذل في موسمياتية ؟ ١  
 أنا منهوع مع هيئة السلام -  
 شئون هذا ؟ ١  
 المنظرين يعادنوا و يستغلوا  
 مع الشعب بـ ٢  
 كم يختصرك في الشهر ؟ ١  
 تقريراً — ٢  
 منهـ يخـرك ؟ ١  
 الحكومة العربية ٢

..

## LESSON THIRTEEN

## TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

### BASIC MATERIAL: Dialogue for Adaptation and Memorization.

A: /ash t<sup>c</sup>addal vi mu:ri:ta:niya?/

B: /ana muta<sub>tawwi</sub><sup>c</sup> ma<sup>c</sup>a: hayyat is-sala:m/

A: /shinhu ha:dha?/

B: /il-mutata<sub>tawwi</sub><sup>c</sup>i:n yi<sup>c</sup>a:wamu wa yishtaghlu  
ma<sup>c</sup>a sh-sha<sup>c</sup>b/

A: /kam ykhalla<sub>s</sub>u-k vi sh-shahr?/

B: /\_\_\_\_\_ tagri:ban/

A: /minhu ykhallas-ak?/

B: /il-haku:mat il-amri:kiya/

### Notes on the Basic Material:

1. /muta<sub>tawwi</sub><sup>c</sup>/, "male volunteer". /muta<sub>tawwi</sub><sup>c</sup>a/, "female volunteer".
2. /yi<sup>c</sup>a:wamu/ means "they cooperate".
3. /ma<sup>c</sup>a sh-sha<sup>c</sup>b/ means, "with the people".
4. /ykhalla<sub>s</sub>u/, means "they pay".
5. /ykhallas-ak/ - Note the suffix ending. For further reference see Grammar Handbook Lesson on Direct Objects.
6. /il-haku:mat il-amri:kiya/ is an example of the Genitive construction. See Grammar Handbook for further practice.

SUPPLEMENTARY MATERIAL: Names and terms important in Development.

aid, assistance	/ta <sup>c</sup> a:win/	تعاون
development	/tatwi:r/	تنمية
change	/taghyi:r/	تغيير
to provide	/wufara/	وفرة
project	/mashru: <sup>c</sup> /	مشروع
USAID	/USAID/ (French)	
UNESCO	/UNESCO/ (French)	
UNICEF	/UNICEF/ (French)	
UNDP (UN Development Program)	/UNDP/ (French)	
"coopérants"	/co-operants/ (French)	
WHO	/O.M.S./ (French)	
OAU (2)	/OUA/ /munadhama il-wahida il-ifri:gi:ya/	منظمة الوحدة الأفريقية
World Bank	/il-bank id-dawli/	البنك الدولي
United Nations	/il-umara il-mutahida/	الأمم المتحدة

## LESSON THIRTEEN

## TALKING ABOUT DEVELOPMENT

"Ministre de la Coopération"	/wizart it-ta <sup>c</sup> a:win/	وزارة التعاون
counterpart, colleague	/zami:l/	زميل
population	/sukka:n/	سكان
inhabitant	/sa:kan/	ساكن
country	/balad/	بلد
province	/wila:ya/	ولاية
region/district	/mintaga/	منطقة
capital	/ <sup>c</sup> a:sima/	عاصمة
communications/ transport	/tawa:sila:t/	تَوَاصِلَاتٌ
reconstruction	/ <sup>c</sup> a:da il-bana'/	عَرَادَةُ الْبَنَاءِ

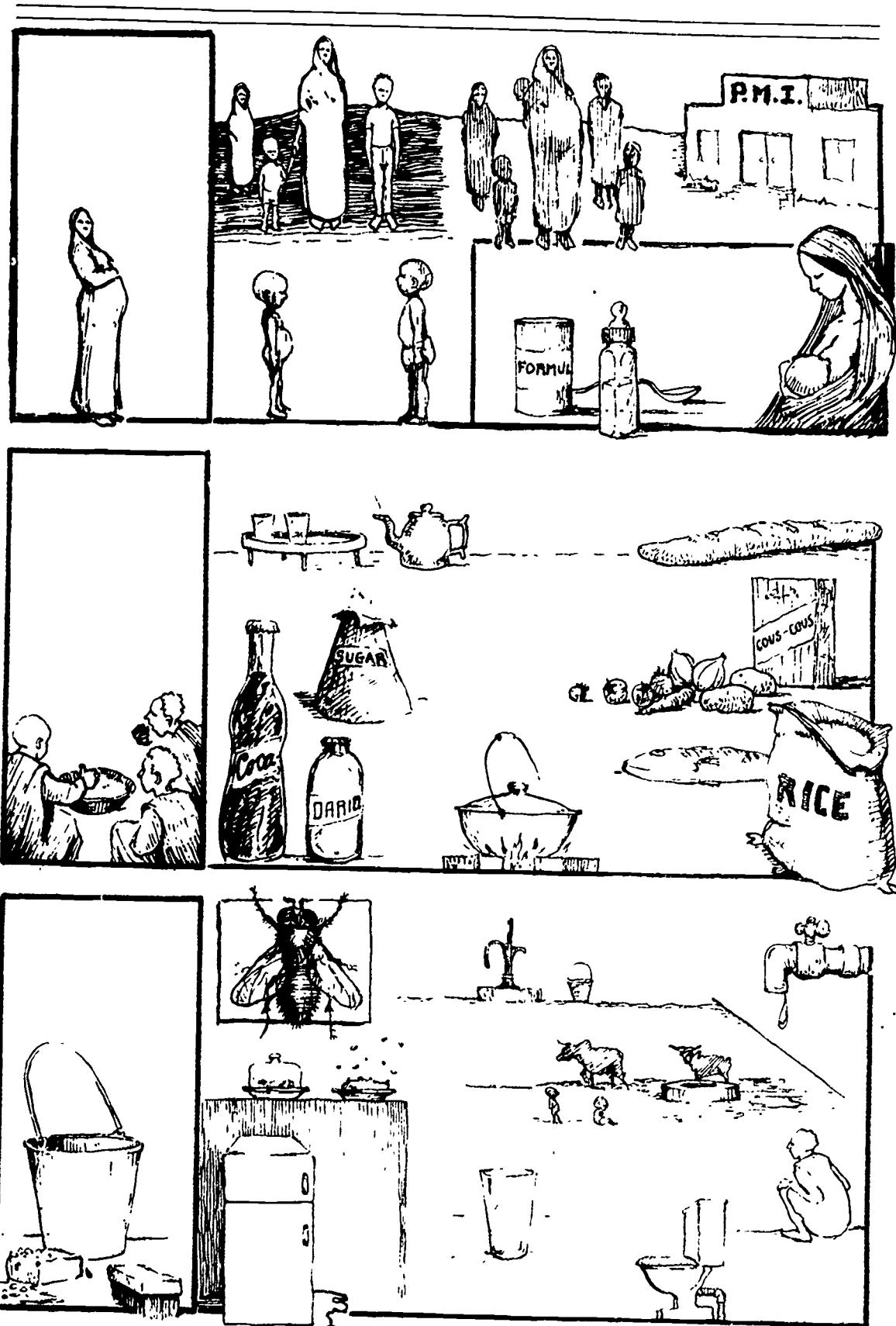
لَقَدْ كَانَ أَكْثَرُهُمْ فِي رُسُولِ اللَّهِ أُسْوَةً حَسَنَةٌ

Verily in the messenger of Allah ye have a good example. . . .

(The Qur'an, XXXIII, 21)

## LESSON THIRTEEN

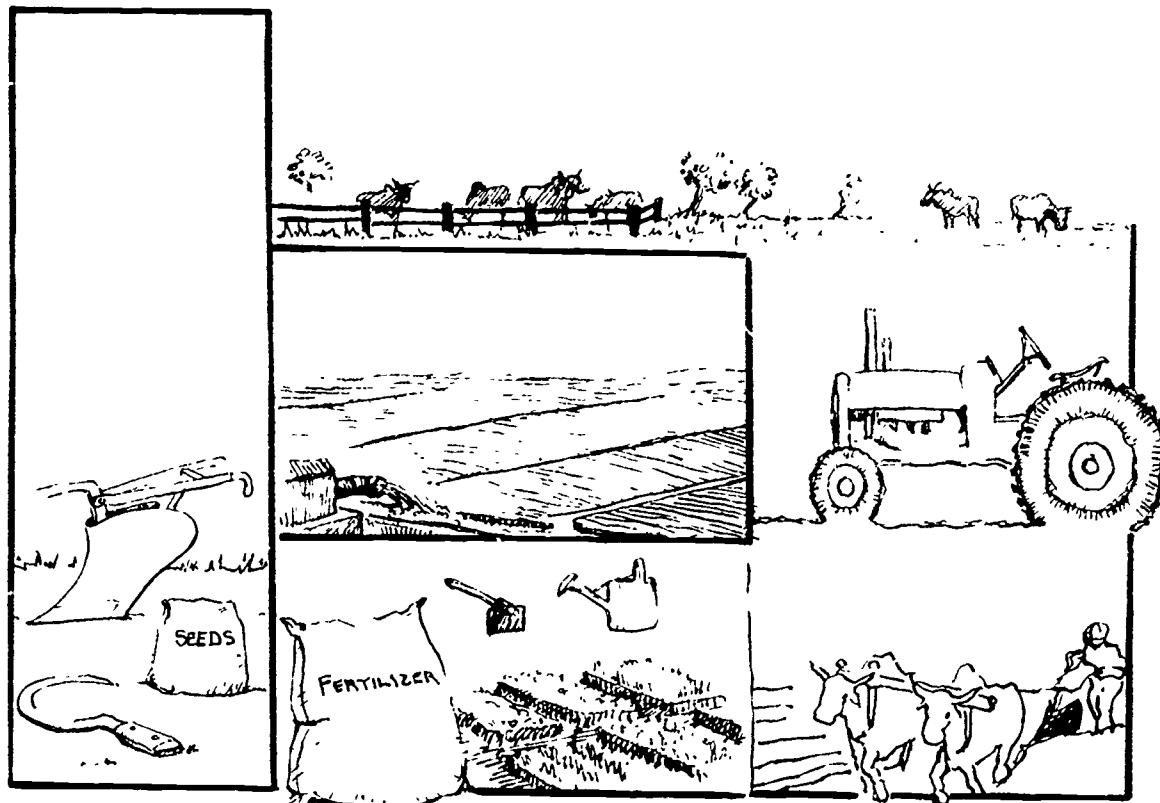
## TALKING ABOUT DEVELOPMENT



\*100\*

## LESSON THIRTEEN

## TALKING ABOUT DEVELOPMENT



### Suggestions for Use:

1. Study each picture carefully and think about what each might suggest about development problems and solutions in Mauritania.
2. Ask your teacher for the vocabulary you need to hold a discussion on these topics.
3. Prepare a small "speech" about one of the topics and give it to the class.
4. Refer back to these pictures after you have completed the last lessons in the book on health and agriculture, and add more ideas at that time.

\*101\*22

## TELLING TIME

### Lesson Fourteen

---

---

Objective: At the end of this lesson, you should be able to ask the time of day and respond to a similar question from someone else. By learning the Additional Material, you should be able to use common time phrases.

Translation  
of Dialogue:

You: What's the time?  
Ahmad: It's ten thirty.  
You: Pardon me?  
Ahmad: Ten thirty.  
You: Thank you. Goodbye.  
Ahmad: Goodbye.

Activities:

1. Learn the first and second lines by heart.
2. Choose appropriate answers to the question "What time is it?" from the Additional Material in this lesson.

Suggestions  
for Use:

1. Find out what times of the day most shops and markets are open.
2. Notice what time the five daily prayers occur. Do you think they will remain at the same "watch time" all year round?

\*102\*

LESSON FOURTEEN

الدرس الرابع عشر

انت شهرو الوقت؟

احمد فدي عشرة درونص

انت نعم؟

احمد فدي عشرة درونص

انت مبتكر؟ في امان الله

احمد في امان الله

انت شهر الرقة

احمد حذبي عشرة و نص

انت نعم؟

احمد حذبي حسنة و نص

انت شكرآ بي امان الله

احمد بي امان الله

BASIC MATERIAL: Dialogue for memorization:

/inta/ - /shinhu il-wagt?/  
/ahmad/ - /ha:dhi <sup>c</sup>ashra wa nuss/  
/inta/ - /na<sup>c</sup>am?/  
/ahmad/ - /ha:dhi <sup>c</sup>ashra wa nuss/  
/inta/ - /shukran. vi aman illa:h/  
/ahmad/ - /vi aman illa:h/

Notes on the Dialogue:

1. Another way to ask the time is /esmin wagt/. You may hear this in certain parts of the country.
2. Note the use of the feminine form /ha:dhi/ when used with a clock time.
3. /na<sup>c</sup>am/ is one of many ways to ask someone to repeat what they said.
4. /vi aman illa:h/ is another Standard Arabic leave-taking.

ADDITIONAL MATERIAL: Hours of the clock.

Learn these special forms referring to "clock time":

/is-sa: <sup>c</sup> a wa:hida/	1:00	السّاعة واحِدة
/is-sa: <sup>c</sup> a thintayn/	2:00	السّاعة تَنْتَيْن
/is-sa: <sup>c</sup> a thala:tha/	3:00	السّاعة ثلَاثَة
/is-sa: <sup>c</sup> a arba: <sup>c</sup> a/	4:00	السّاعة أربَعَة
/is-sa: <sup>c</sup> a khamsa/	5:00	السّاعة خَمْسَة
/is-sa: <sup>c</sup> a sitta/	6:00	السّاعة سَتَّة
/is-sa: <sup>c</sup> a saba: <sup>c</sup> a/	7:00	السّاعة سَبْعَة
/is-sa: <sup>c</sup> a thama:niya/	8:00	السّاعة ثَمَانِيَّة
/is-sa: <sup>c</sup> a tisa: <sup>c</sup> a/	9:00	السّاعة تِسْعَة

/is-sa:<sup>c</sup>a <sup>c</sup>ashra/ 10:00 الساعة عشرة

/is-sa:<sup>c</sup>a hid<sup>c</sup>ash/ 11:00 الساعة الحادية عشر

/is-sa:<sup>c</sup>a ithna<sup>c</sup>ash/ 12:00 الساعة الثانية عشر

Notes on the Additional Material:

1. Note the special form of "two" /thintayn/ used in "two o'clock".
2. /is-sa:<sup>c</sup>/ means "hour".
3. /wa:hida/ is used because /is-sa:<sup>c</sup>a/ is feminine.

Other important time expressions:

quarter /ruba<sup>c</sup>/ ربع

third /thulth/ ثلث

half /nuss/ نصف

less (2) /illa/ الا

/gas/ قس

approximately /tagri:ban/ تقرباً

ADDITIONAL MATERIAL: Time & Duration.

late	/muta:'khar/	متاخر
early	/bil <sup>c</sup> ajila/	بالعجلة
second	/tha:nia/	ثانية
minute	/dagi:ga/	دقيقة
minutes	/dga:ig/	دقائق
hour	/is-sa: <sup>c</sup> a/	الساعة
hours	/sa: <sup>c</sup> a:t/	ساعات
date	/ta:ri:kh/	تاريخ
day	/yawm/	يوم
days	/iya:m/	أيام
week	/isbu: <sup>c</sup> /	اسبوع
weeks	/isa:bi: <sup>c</sup> /	اسابيع
two weeks	/isbu: <sup>c</sup> ayn/	اسابيعين
month	/shahr/	شهر

## LESSON FOURTEEN

## TIME VOCABULARY

months	/shuhu:r/	شهر
year	/'a:m/	عام
years	/'ama:n/	عمران
2 years	/'ami:n/	عمران
yesterday	/ya:mis/	يامس
today	/il-yawm/	اليوم
tomorrow	/is-subh/	القبرع
day after tomorrow	/in-niha:r illi ma:hu is-subh/	النهار اللي ما هو القبرع
last week	/il-isbu: <sup>c</sup> il-fa:yit/	الاسبوع القايت
next week (2)	/il-isbu: <sup>c</sup> il-ja:y/ /il-isbu: <sup>c</sup> il-muqbil/	الاسبوع الجاي الاسبوع المقبل
last month	/ish-shahr il-fa:yit/	الشهر القايت
next month (2)	/ish-shahr il-ja:y/ /ish-shahr il-muqbil/	الشهر الجاي الشهر المقبل
last year	/il-'a:m il-fa:yit/	العام القايت
next year (2)	/il-'a:m il-ja:y/ /il-'a:m il-muqbil/	العام الجاي العام المقبل

Note:

The cultural note on the following page contains an important Arabic proverb. For additional proverbs see Appendix in this Handbook

Cultural Note:

In the Arab world, the concepts of time and space are not viewed with such awe as in other cultures. Things take place on a human level; people are more important than events. A common Arabic proverb says:

Haste is from the Devil.

/il-<sup>c</sup>ajla min ish-shayta:n/

العجلة من الشيطان

Punctuality is not as important in the Arab world as it is for us in the West. The philosophy governing appointments is that implied in the expression:

God willing.

/in sha' allah/

إِنْ شَاءَ اللَّهُ

If God wills that the appointment be kept, it will be kept. If God doesn't, it won't, and there is nothing that can be done and no reason to be upset. It was simply not fated to happen. This can be very frustrating for Westerners, who have just as mystical an attachment to a rational, ordered and controllable time frame as the Arabs do to the idea that nothing is for certain. What is at conflict here is not just respect for time, but a more profound difference in perception of time. So when people say to you that they will meet you at six o'clock, God willing, it does not mean necessarily that they will not be there, but the possibility exists. You should not complain if they are twenty minutes late. Always bear in mind that things which we hold sacrosanct in our own culture are not always regarded in the same light or considered as important in other cultures. If you in turn should be late and ready to apologize profusely, the first thing you are likely to hear is

"it doesn't matter"

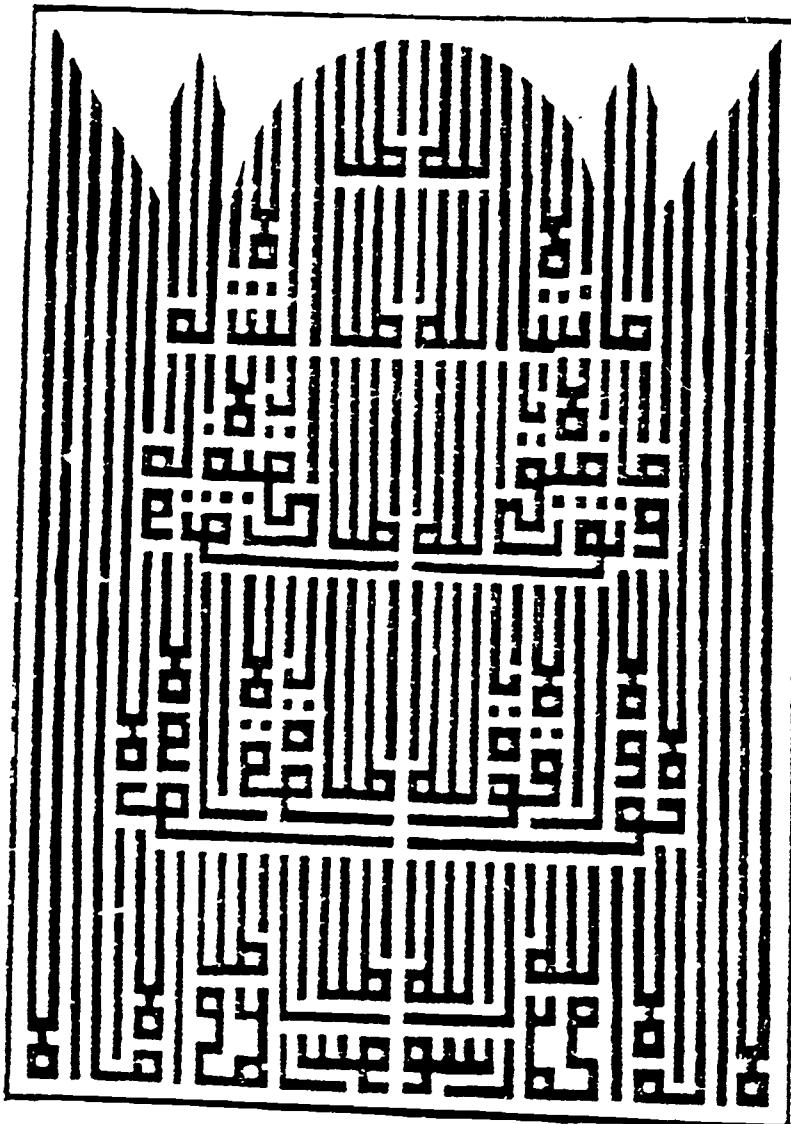
or  
"never mind"

/la ba:s/

لا بأس

LESSON FOURTEEN

TIME



132

"111"

## FUTURE APPOINTMENTS

### Lesson Fifteen

---

Objective At the end of this lesson you should be able to use the future tense to make an appointment to see someone.

#### Translation of Dialogue

Peg Is Madame Ba here?

Official: No, she isn't in now. She's at the embassy.

Peg: When will she come back?

Official: About 3:00. God willing.

Peg: O.K. Tell her I'll come to see her at 5:00.

Official: God willing. Goodbye

- Activities
- 1 Memorize the dialogue, making appropriate changes.
  - 2 Vary the questions and replies according to your own professional or situational needs.

#### Suggestions for Use

Heads of agencies and department chiefs with whom you may have dealings in your work frequently are away from their offices. Use this dialogue or a similar one to indicate your intention to return at a later time.

مدام باء هون؟ بق مؤذن  
 ابدا . ما هي سون ذرك . مؤذن  
 هي في المسغارة بق  
 اينتا لاهي ترجع؟ بق  
 السايه تلذته إن شاء الله مؤذن  
 ايوا . قول لها أنا لا ينجي بق  
 نتعرفها في السايه خمسة  
 إن شاء الله . مع اسلامه مؤذن  
 مع استلامه بق

# الدرس الخامس عشر

## LESSON FIFTEEN

بع مدّام باره هون ؟  
مؤثثف ابدا . ما هي هون ذرك  
هي في السفارة  
بع اينتا لا هي ترجع ؟  
مؤثثف الساعي تلعن إن شاء الله  
بع ايرا . قول لها انا لا هي نجي  
نشوفها في الساعة خمسة  
مؤثثف إن شاء الله . مع السلامة  
مع السلامة

BASIC MATERIAL: Dialogue for Memorization.

- /bag/ - /mada:m ba:' hu:n?/  
 /mu'adhdhaf/ - /abda, ma:hi hu:n dhark/  
                   hiya vi s-siva:ra/  
 /bag/ - /aynta lahi tirja<sup>c</sup>?/  
 /mu'adhdhaf/ - /is-sa:<sup>c</sup>a thala:tha in sha:' alla:h/  
 /bag/ - /aywa. gu:l il-ha ana lahi nji  
                   nshu:v-ha vi s-sa:<sup>c</sup>a khamsa/  
 /mu'adhdhaf/ - /in sha:' alla:h. ma<sup>c</sup>a s-sala:ma/  
 /bag/ - /ma<sup>c</sup>a s-sala:ma/

Notes on Basic Material:

1. /dhark/ means "now".
2. /aynta/ means "when". See Grammar Handbook Lesson on Interrogatives.
3. /lahi/ is used to indicate future tense. See Grammar Handbook Lesson on future tense.
4. /gu:l il-ha/ means literally "tell to her". See Grammar Handbook lesson on Indirect Objects for use of /li/ + suffix pronouns.

Cultural Note:

"N'shallah" (if God willed or God willing) is a formula employed by Muslims following any reference to the future or to projected plans. This "N'shallah" is often interpreted by Westerners as expressive of Arab fatalism, but might just as well be explained as a humility in the face of the limitations of man's capabilities.

## DAILY ACTIVITIES

### Lesson Sixteen

---

---

Objective: At the end of this lesson you should be able to describe your daily activities using adverbs of frequency.

Translation of Basic Material:

Vocabulary:

What do you do every day?

I get up	1)	usually
I wash	2)	sometimes
I dress	3)	always
I drink tea	4)	never
I eat breakfast	5)	next, then
I walk	7)	about, almost
I go to work		

Vocabulary in context: Narrative.

I usually get up at 7:00.  
Then I wash and dress.  
I always drink tea.  
Sometimes I eat breakfast in the restaurant.  
I walk to work about 8:00.  
I go to the office.  
I walk to the hospital.

Activities:  
(Cont'd on page 120)

1. Practice and learn the sentences describing morning activities above. Tell the rest of your class in a "narrative" using time expressions, your own morning activities. Vary times of the day and activities where appropriate.

ستعد كل نهار عدّة؟

عادّة	نقوم
مرّة مرّة	تنفسّل
"دائماً"	تلبس
"ابداً"	شرب آتاي
ورا ذاك عاقب ذاك	نصلّب
تقريباً	نمشي
	نقيس السنّفة

### جملات

- عادّة نقوم السبعة  
 ورا ذاك تنفسّل و تلبس  
 شرب آتاي دائماً  
 مرّة مرّة نصلّب في المطعم  
 نقيس السنّفة التّانية تقريباً  
 نقيس المكتب  
 نمشي إلى الطّب

ستعدل كل نهار كادة؟

Chapt.

## كاده" نقوم التبيعة

## در اذک تنگشل و نتابس

نیشنر بے انای دائماً

مرة مرة نصطبع في المطبع

نقيس السُّغْلَةُ التِّنَانِيَّةُ تَقْرِيبًا

نفیس ام کتب

نستی ای الطب

**BASIC MATERIAL:****Vocabulary.**

/sht<sup>c</sup>addal kul nha:r <sup>c</sup>a:datan?/

/nigu:m/                            /<sup>c</sup>a:datan/

/nitghussal/                      /marra marra/

/nitlibis/                         /da':iman/

/nishrub atay/                  /abadan/

/nisutbah/                        /ura dh :k/. /<sup>c</sup>a:gib dha:k/

/nimshi/                         /tagri:ban/

/nigi:s ish-shughla/

**Vocabulary in context:** Narrative for Memorization.

/<sup>c</sup>a:datan nigu:m is-saba<sup>c</sup>a/

/ura dha:k nitghussal wa nitlibis/

/nishrub atay da':iman/

/marra marra nisutbah vi il-mat<sup>c</sup>am/

/nigi:s ish-shughla ith-thama:niya tagri:ban/

/nigi:s il-maktab/

/nimshi ila-t-tab/

Activities (cont'd from page 116):

2. Choose the name of a third person (Ahmed, Fatimatu, etc.) and make up a fictionalized account of his/her morning activities. Learn new vocabulary from your teacher where necessary.
3. Translate the following questions into Arabic and ask each other about daily routines:

When do you get up?

What do you do after you get up?

Do you make tea or coffee?

Do you always eat breakfast?

When do you go to work?

How do you go to work?

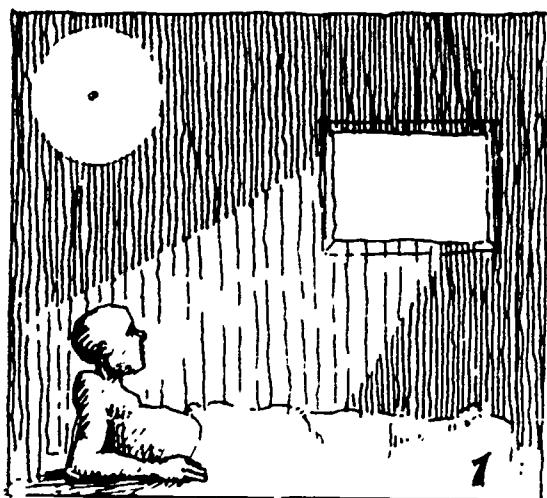
4. Use the pictures on the next page to practice further questions and responses.

Suggestions  
for Use:

1. Since these are what might be called "personal information questions", caution might be advised in making "random surveys" using questions like these. These are the kinds of questions, however, which persons involved in health projects often have to ask regarding health and nutrition.
2. Make up simple step-by-step accounts of other daily activities. Learn from your teacher how to say activities which seem important.

LESSON SIXTEEN

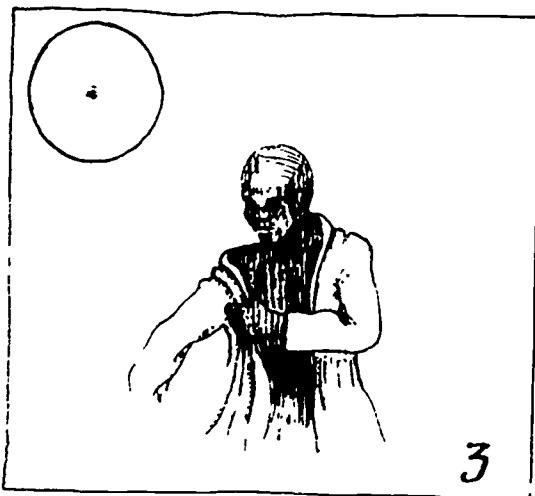
DAILY ACTIVITIES



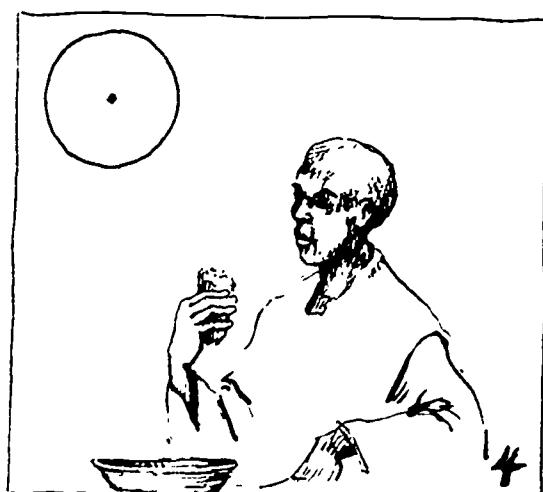
1



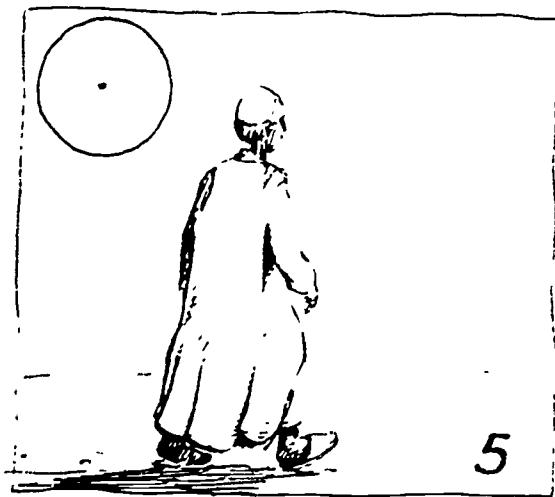
2



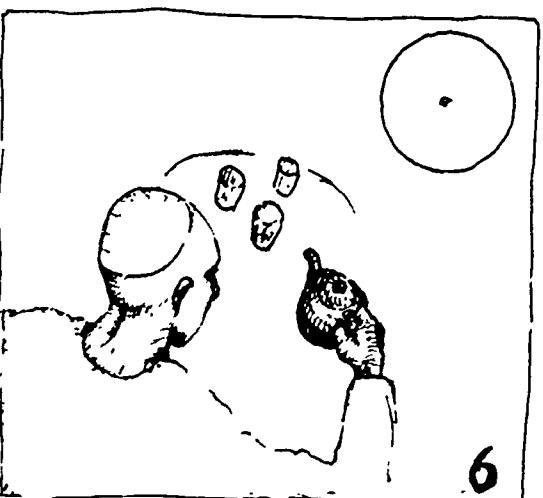
3



4



5



6

## DESCRIBING OBSERVATIONS

### Lesson Seventeen

---

---

Objective: At the end of this lesson, you will be able to describe what you see in a typical street scene, based on the illustration contained here, as well as your imagination and intuition.

<u>Translation of Basic Material:</u>	<u>New Vocabulary:</u>
picture	he is carrying
man	he is wearing
men	he is buying
woman	bou-bou
women	turban
sky	sandals
blue/green	trousers
white	shirt
clothes	small
a lot of	large/big
	malahfa

#### Model sentences:

1. The man on the left is wearing a bou-bou.
2. The man on the right is wearing a bou - bou, sandals and a turban.
3. The woman is wearing a malahfa.
4. There are a lot of people in the market.

\*122\*

مُهْرَرَة	حَامِل
رَاجِل	لَبْس
رَجَال	شَارِي
مَرَاد	دَرَائِيَّة
عَلَيَّات	مُهْرَلِي
سَمَاءَ	نَعَابِل
أَخْضَر	سَرَدَال
أَبْيَض	تُرْكِي
بَاس	إِمْغَير
يَاسِرْ مِنْ	الْكَبِير
	مَلْحَفَة

جملات

١. الرَّاجِلُ عَلَى يَدِ الْعَرَبِيِّ لَبْسٌ دَرَائِيَّةٌ
٢. الرَّاجِلُ عَلَى يَدِ الْبَسْرِيِّ لَبْسٌ دَرَائِيَّةٌ نَعَابِلٌ وَمُهْرَلِيٌّ
٣. الْمَرَادُ لَبْسَةُ الْمَلْحَفَةِ
٤. خَالِقُ يَاسِرْ مِنَ النَّاسِ فِي الْمَرْصَدِ

\*123\*

صورة	حامل
راجل	لابس
رجال	ستارى
مراء	درائة
عليات	هولي
سماء	نهايل
اخضر	سردان
ابيض	تركى
لباس	اصغير
ياسر من	اكبير
	ملحفة

جملات

١. الرّاجل على ايدى العربى لابس درائة
٢. الرّاجل على ايدى يسرى لابس درائة و  
نهايل و هولي
٣. المراء لابسة الملحفة
٤. خالق ياسر من الناس فى المرصدة

## LESSON SEVENTEEN

## DESCRIBING OBSERVATIONS

### Basic Material:

#### New Vocabulary.

/su:ra/

/ha:mal/

/ra:jil/

/la:bas/

/rijja:l/

/sha:ri/

/mara:/

/dira:<sup>c</sup>a/

/i<sup>c</sup>lyā:t/

/hawli/

/sima./'

/na<sup>c</sup>a:yil/

/akhdhar/

/sirwa:l/

/abyadh/

/tirkī/

/liba:s/

/isghi:r/

/ya:sir min/

/ikbi:r/

/malahfa/

### Model sentences:

1. /ir-ra:jil <sup>c</sup>ala i:d il-<sup>c</sup>arbi la:bas dira:<sup>c</sup>a/
2. /ir-ra:<sup>c</sup>jil <sup>c</sup>ala i:d il-yasri la:bas dira:<sup>c</sup>a  
wa na<sup>c</sup>a:yil wa hawli/
3. /il-mara: la:bsa il-malahfa/
4. /kha:lig ya:sir min in-na:s vi-l-marsa/

## DESCRIBING OBSERVATIONS

## LESSON SEVENTEEN

---

---

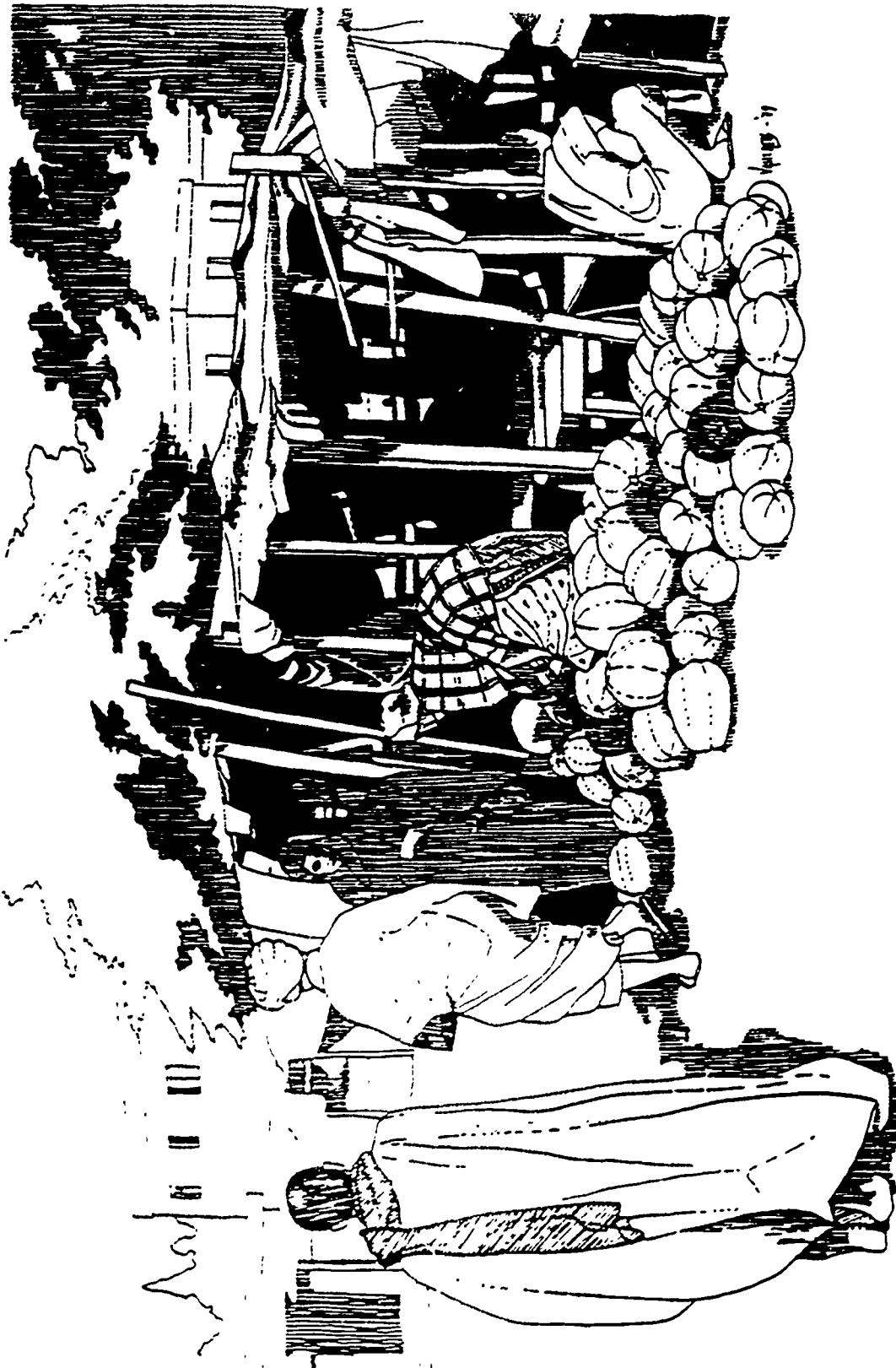
- Activities:
1. Learn the words in the vocabulary list accompanying the illustration. Be able to describe features in the illustration to your classmates. Prepare a 20-30 second narrative description which you will deliver to the group.
  2. Make a "chain description" of this or another illustration, with each person contributing one sentence describing something in the picture.

- Suggestions for Use:
1. Bring in one of your own photographs and describe it while showing it to your classmates.
  2. Study a photograph for 2 minutes, and then give it to someone else while you try to remember and say everything that was in the picture.

Notes on the Basic Material:

1. /i<sup>c</sup>lyə:t/, "women", is considerably different from the singular, /mara/. See Grammar Handbook for more information on plurals.
2. /ya:sir min/ literally means "a lot from".
3. Note that in the vocabulary listed here, the verbs are introduced in the masculine participle form. See Grammar Handbook for further information on the use of participles.

LESSON SEVENTEEN



SUPPLEMENTARY MATERIAL:Suggested Activities:

1. Using the vocabulary you have learned in the first part of Lesson 17, try to describe what you see in the illustration which accompanies this Supplement. Make up connected sentences which might tell a kind of story of this scene. You could begin by learning the names for the vegetables and wares which the woman is selling. The following words may be useful to you:

sit /yig<sup>c</sup>id/ يَعْدُ

stand /yu:gif/ يَعْقِفُ

ask /yisuwwal/ يَسْأَلُ

look for ylawwad/ يَلْوَدُ

2. Using the verb paradigms you have learned before, make correct sentences using the verbs in the list above. Memorize the adjectives in the list which follows. Make sentences which your teacher can verify for accuracy.



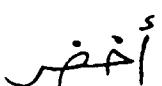
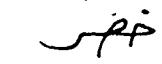
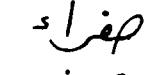
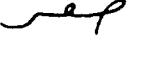
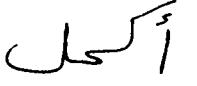
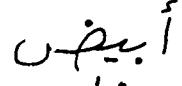
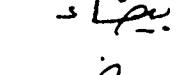
150

\*129\*

DESCRIBING OBSERVATIONS:  
ADJECTIVES

LESSON SEVENTEEN

ADDITIONAL MATERIAL: Colors. See Grammar Handbook for information on Adjective Gender

red (m)	<u>ahmar</u>	
(f)	<u>ha_nara</u>	
(pl)	<u>hamar</u>	
green blue (m)	<u>akh<u>dhar</u></u>	
(f)	<u>khad<u>hara</u></u>	
(pl)	<u>khud<u>har</u></u>	
yellow (m)	<u>as<u>far</u></u>	
(f)	<u>s<u>afara</u></u>	
(pl)	<u>s<u>afar</u></u>	
black (f) (m)	<u>ak<u>hal</u></u>	
(f)	<u>ka<u>halia</u></u>	
(pl)	<u>ka<u>hal</u></u>	
white (m)	<u>abyad<u>h</u></u>	
(f)	<u>'bay<u>dha</u></u>	
(pl)	<u>bayad<u>h</u></u>	

## LESSON SEVENTEEN

brown (m)	dakhan	دَخْنٌ
(f)	dakhana	دَخْنَاءُ
(pl)	dakhan	دَخْنَاتٍ



Pilgrims at Mecca encircle the *Ka'ba*

### Cultural Note

You may find that perception of color quality in Mauritania may differ from ours. All blues and greens will be akhdhar, and many yellows, oranges and browns will simply be ahmar - red.

## HOSPITALITY AND COURTESY

### Lesson Eighteen

---

---

Objective: By the end of this lesson, you should be able to extend greetings to someone's family and to deal with traditional conventions of Arab courtesy and hospitality.

Basic Material:

PCV: Hello, Brahim. How are you? Will you see Mohammed today?

Ibrahim: Yes, I am going to his house tonight.

PCV: (Could you) take this letter and give it to him when you see him?

Ibrahim: O.K.

PCV: And say hello to his family for me.

Ibrahim: God willing.

Activities:

1. Memorize the dialogue with the help of your teacher or a friend.
2. Take turns acting out the dialogue with different classmates.
3. Vary the names and gender of the dialogue where appropriate.

Suggestions  
for Use:

1. Study the Cultural Note in this Lesson for clues to how your Arab friends view such courtesies as extended greetings. Decide who you should remember to send greetings to in similar circumstances.

## الدرس الثامن عشر

LESSON EIGHTEEN

منظّر  
اعلاً يا براهم . ياك الخبر ؟  
لا هي نشرف محمد البرم ؟

براهم  
اعلاه . لا هي نقيس داره  
الليلة حذى

منظّر  
اقبض البراءة حذى و عليها لـ  
أينما تشوخه

براهم طيب

منظّر و سلم على أسرته مني

براهم إن شاء الله

منظّر  
احلاً يا براهيم يا ك الخير؟  
لا هي تصرف محمد البورم؟

براهم  
اهيه لا هي تقيس داره  
الليلة هذى

منظّر  
يا قبض البراده هذى و عطيها له  
اينما تشوفوه

براهم طيب

منظّر و سلم على اسرته مني

براهم  
إن ساء الله

BASIC MATERIAL: Dialogue for Memorization.

/mutat <sub>a</sub> wwi <sup>c</sup> /	- /ahlan ya bra:hi:m ya:k il-khayr? lahi tshu:v muhammad il-yawm?/
/brah:hi:m/	- /ahi:h lahi ngi:s da:r-u il-layla ha:dhi/
/mutat <sub>a</sub> wwi <sup>c</sup> /	- /igbadh il-bra:wa ha:dhi wa ^ati:ha-l-u aynta tshu:v-u./
/brah:hi:m/	- /tayyib./
/mutat <sub>a</sub> wwi <sup>c</sup> /	- /wa sallim ^ala usrat-u min-ni/
/brah:hi:m/	- /in sha:' allah/

Notes on Basic Material:

1. /ya/ here is a vocative, used when calling to someone.
2. /lahi/ is used to indicate future tense. See Grammar Handbook lesson on Future Tense
3. /ngi:s/ means to go somewhere and does not take the preposition /li/ or /shu:r/ as would 'nimshi/'.
4. /igbadh/ is the imperative of the verb "take". For a woman it would be /igbadhi/.
5. /^ati:ha-l-u/ shows the use of the Indirect Object. See Grammar Handbook for further reference.
6. /tayyib/ is an alternative word used to mean "O.K." or "all right".
7. /wa sallim ^ala usrat-u min-ni/ means literally "and greet on his family from me".

Cultural Note:

It is considered important to extend your personal greetings to families whom you have met, even if only briefly. If you are invited to a Mauritanian home for a meal, you are not expected to bring tokens or presents for your hosts, or to contribute anything to the meal. Expect to spend a long time before, during and after a meal, and to be exhorted to eat copious amounts of everything. Your hosts will pride themselves on the hospitality they are extending, and attention will be paid to the enthusiasm which you bring to the consumption of food. This is traditional Arab hospitality at its best, and can be one of the most satisfying aspects to your stay in Mauritania.



\*136\*

157

## LEARNING ABOUT ISLAM

### Lesson Nineteen

Objective: At the end of this lesson, you should be able to name the most important moral duties of a person professing the Islamic faith. You should also be able to describe the traditions surrounding the month of Ramadan, and name the important Islamic holidays during the year.

#### Cultural Note

"The most important of the ritual and moral duties incumbent on all Muslims are prayer, almsgiving, fasting and pilgrimage. Custom and tradition have supplied the gaps which the Qur'an leaves and have welded its prescriptions into a well-defined system, based theoretically on the practice of the Prophet himself. For the broad outlines doubtless the Prophet's example was faithfully recorded and adopted. . The Qur'an appears to require only three prayers a day, but the tradition insists on five: the first begins at sunset, and is followed by the night, dawn, noon and mid-afternoon prayers. The faithful are called to prayer by the muadhdhin, who.. cries with a powerful and penetrating voice: 'God is most great. I testify that there is no God but God. I testify that Muhammed is God's apostle. Come to prayer, come to security. God is great.' Each clause is repeated at least once and the morning call reminds Muslims that 'prayer is better than sleep.'"

Islam. A Guillaume. p. 66.

Ramadan: The month of fasting

Ramadan

ramada:n

رمضان

Unlike many of our festivals and holidays which are governed by a solar calendar and fall on a definite date each year, Muslim festivals, governed by a lunar calendar, advance by approximately 10 days each year. So, if Ramadan begins on August 1 in 1978, it will probably begin on July 21 in 1979, and so on, taking 33 years to complete a cycle.

\*137\*

The Qur'an expressly orders that the fast continue throughout the month of Ramadan. Fasting can be a very great strain, especially when it falls in the summer months when temperatures over 100 degrees must be coped with. The fast begins before dawn of the day after the new moon of the month of Ramadan appears. Each country has its own moon viewers who, on sighting the new moon, telephone or telegraph the news so that the beginning of the fast can be broadcast nationally. In some countries the news is announced by the firing of a cannon.

Fasting means abstaining from all food and drink, smoking and sexual intercourse from that moment in the early morning when it is possible to distinguish a black thread from a white thread. It continues through the hours of daylight until the sun sinks below the horizon. Often, cannons are also used to announce the end of each day's fast.

Certain people are exempt from fasting; the sick, pregnant women, young children and travellers. Travellers and the sick and pregnant, too are expected to fast an equal number of days later, at their convenience.

The rhythm of the days is slower in Ramadan; daytime activity is kept to a minimum. Some shops may close and ministries and offices work shorter hours. People often sleep through the long afternoons. However, after the cannon goes off to mark the end of the day's fasting, a meal breaks the fast and people take to the streets and markets, visit friends and relatives, and, for a month, evenings and nights are as active as the normal daytime. After dinner many people stay up all night, maybe taking a second meal before the dawn call-to-prayer. The time spent waiting for the beginning of the next day's fasting is called the /sahu:r/.

The meal at sunset is called

/il-ifta:r/

إِلْفَطَارٌ

Often special foods and delicacies prepared during Ramadan are served. In Mauritania, dates and milk are in abundance.

The end of Ramadan is celebrated by a holiday known as:

/i:d il-fitr/

عِيدُ الْفِطْرِ

or

/i:d is-saghi:r/

عِيدُ السَّعْدِ

This holiday usually lasts for three days. It is customary to wear new clothes (or one's best) for this /i:d/, and visit friends and relatives, and to give alms to the poor.

Hajj-- The Pilgrimage:

The second major event in the Muslim year is:

/il-hajj/

الحج

The Hajj is the twelfth month of the Muslim calendar. It is incumbent on every Muslim to try to make the pilgrimage to Mecca at least once in his/her lifetime, and today, with modern means of transportation, more than a million Muslims of all nationalities make the pilgrimage annually.

The feast, or holiday, on the tenth day of the month of Hajj is called:

Feast of the  
Sacrifice

/c:i:id il-adha/  
or  
/c:i:d il-kabi:r/

عِيد الْأَدْهَى  
عِيد الْكَبِير

The name of this feast relates to the custom of killing and eating a sheep to celebrate the end of the Pilgrimage. This is the central feast of Islam, and is derived from the feast of the Atonement, Abraham's substitute sacrifice.

Feast and Holiday Greetings:

Various greetings can be used before and during holidays and feasts:

Happy holiday!  
(lit. "blessed  
holiday!")

عِيد مبارڪ

(variations)

عِيد مبارڪ

/c:i:d muba:rak c:alayk/

عِيد مبارڪ عَلَيْكَ



The Prophet's mission: "A mercy for all mankind"

New Year:

Both the Muslims and the Christians refer to the beginning of a year as the "New Year". The Arabic equivalent for "New Year" is:

New Year (lit. "head of the year")	/ra:s is-sana/	رأس السنة
--	----------------	-----------

Common New Year greetings are:

Happy New Year!

/kull sana wa intum bi-khayr/      كل سنة وانتم بخير

/kull sana wa intum tayyibi:n/      كل سنة وانتم طيبين

/kull ^a:m wa intum bi-khayr/      كل عام وانتم بخير

SUPPLEMENTARY RELIGIOUS VOCABULARY:

religion	/di:n/	دين
----------	--------	-----

God	/alla:h/	الله
-----	----------	------

prophet	/nabi/ /rasu:l/	نبي رسول
---------	--------------------	-------------

Islam	/il-isla:m/	الإسلام
-------	-------------	---------

prayer	/sala:a/	صلوة
--------	----------	------

he prays/ is praying	/isalli/	اصلي
-------------------------	----------	------

Quran	/qur'a:n/	قرآن
-------	-----------	------

alms	/il-zaka:/	الزكاء
------	------------	--------

pillars	/qu:a:c_id/	قواعد
---------	-------------	-------

## LESSON NINETEEN

## LEARNING ABOUT ISLAM

church /kani:sa/ كنيسة

Christian /nasra:ni/ نصراني

Christians /nasa:ra/ نصارى

(lit: "Nazarenes" - a term applied by extension to all Europeans)

Muslim /muslim/ مسلم

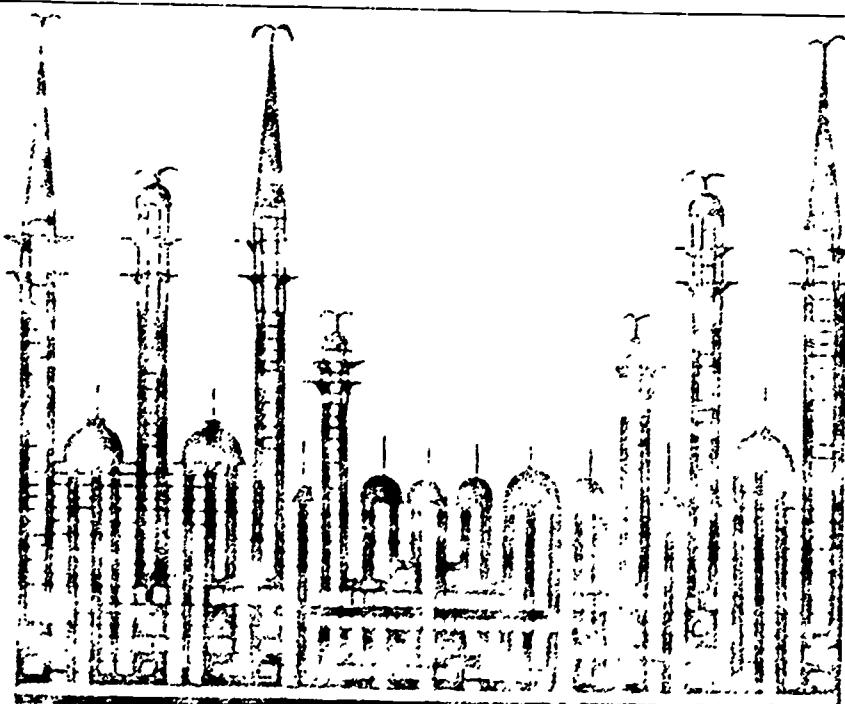
Muslims /muslimi:n/ مسلمين

prayer caller /adha:n/ اذان

he fasts/is fasting /isu:m/ إسْمَاعِيل

The /ash-shhada/ is the declaration or affirmation of faith for Muslims:

أشهُدُ أَنَّ لِلَّهِ إِلَهٌ وَحْدَهُ رَسُولُ اللَّهِ  
 /ashhadu ann la ilah illa allah wa Muhammad rasu:1 allah/.



## TALKING ABOUT RELIGION IN THE U.S.

### Lesson Twenty

---

---

Objective: At the end of this lesson you should be able to answer some of the questions which a Muslim might have about religion in the U.S.

Translation  
of Basic  
Material:

- A: Are there Muslims in America?  
B: Yes, there are, but most people are Christians.  
A: Do you pray?  
B: Some people do. I pray every Sunday at church.  
A: Do you fast in Ramadhan?  
B: We don't have Ramadhan.  
A: Have you read the Quran?  
B: Yes, but in English.

- Activities.
1. Memorize the dialogue and adapt it with appropriate responses for your own experience.
  2. Review the religion terminology in Lesson Fourteen and learn appropriate questions about holidays, beliefs and practices in Mauritania.

ا. حالقين مسلحين من امربك؟

بـ اهـيـهـ حـالـقـيـنـ يـاـغـيـرـ اـخـلـبـ النـاسـ نـصـارـىـ

ا. اـنـتـوـ مـتـصـلـلـ؟

بـ بـعـضـ النـاسـ اـنـاـ نـصـلـيـ كـلـ يـدـ كـمـ اـحـدـ  
فيـ الـكـنـيـسـةـ.

ا. وـ نـصـوـمـوـ فيـ رـمـضـانـ؟

بـ ماـ هـذـاـقـ رـمـضـانـ عـنـدـنـاـ

ا. قـرـيـتـ الـقـرـآنـ الـكـرـيمـ؟

بـ اـهـيـهـ .ـ يـاـغـيـرـ بـالـجـلـيزـ يـاـ

## الدرس العشرون

## LESSON TWENTY

ا خالقين مسلمين من امريكا ؟

ب اعيه خالقين ياغير اخلي الناس نمارى

ا انتما تصلو ؟

ب بعض انساس . انا نصتي كل يوم الحمد  
في الكنيسة .

ا و تصومون في رمضان ؟

ب من خالق رمضان عندنا

ا فربت القرآن الكريم ؟

ب اعيه ياغير بالانجليزية

BASIC MATERIAL:

- A: /kha:ligi:n muslimi:n vi amri:ka?/  
B: /ahi:h kha:ligi:n, yaghi:r aghlab in-na:s nasa:ra/  
A: /intu:ma tsallu?/  
B: /ba<sup>c</sup>dh in-na:s, ana nsalli kul yawm il-had vi l-kani:sa/  
A: /wa tsu:mu vi ramada:n?/  
B: /ma kha:lig ramada:n <sup>c</sup>and-na/  
A: /grai:t il-qur'a:n il-kari:m?/  
B: /ahi:h yaghi:r bi-l-ingli:zia/

Notes on the Basic Material:

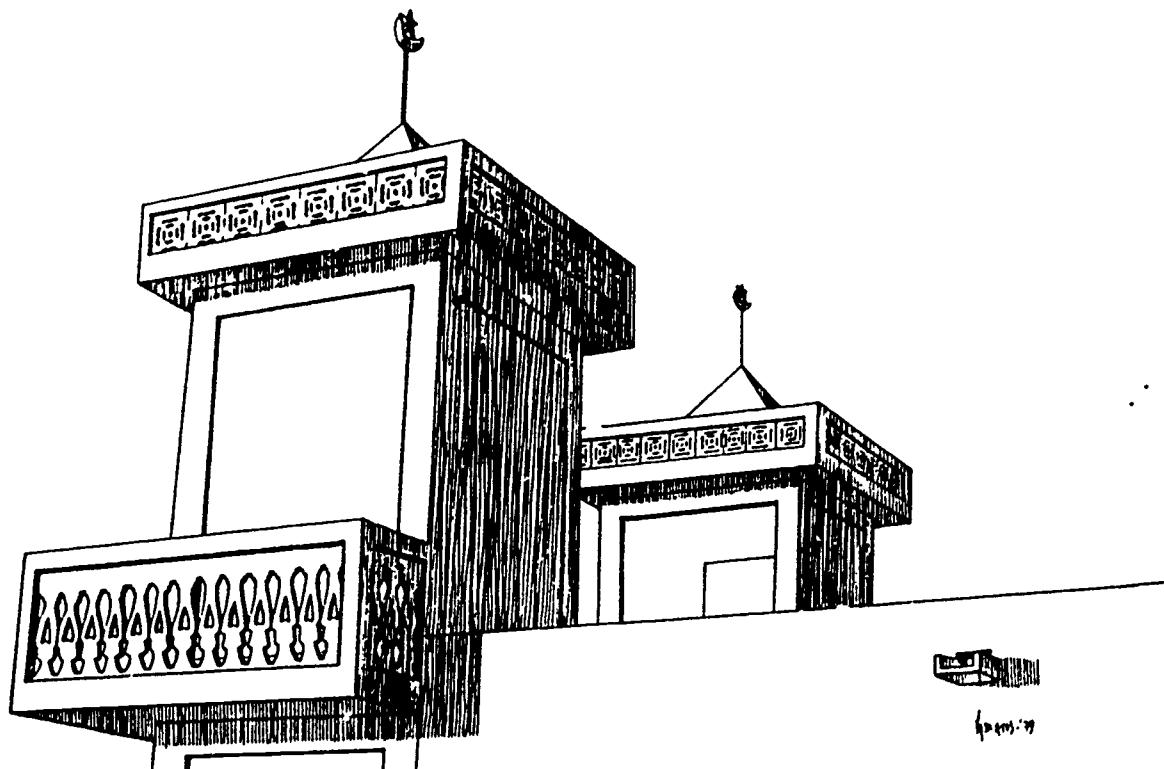
1. /aghlab/ means "majority", or "most of". This is a superlative form. See Grammar Handbook for further information on comparatives and superlatives.
2. /nasa:ra/ - a word of Middle Eastern origin, designating the Nazarenes, the disciples of Jesus of Nazareth, and by extension, Christians or Europeans in general. More popularly, it refers to all Europeans or non-Muslims, with no religious connotation. It is sometimes a pejorative term like /tuba:b/, to be avoided.
3. /tsallu/ - "you (all) pray?"
4. /ba<sup>c</sup>dh in-na:s/ means "some of the people". /ba<sup>c</sup>dh al-waqt/ means "some of the time".
5. /l-kani:sa/, "the church"
6. /tsu:mu/ - "you fast"
7. /il-qur'a:n il-kari:m/ means "The Noble Quran".

ADDITIONAL MATERIAL: Religious Vocabulary.

Jesus	/'i:sa/	<u>يسوع</u>
Christian	/masi:hi/	<u>مسحي</u>
Mary	/mariam/	<u>مريم</u>
holy war	/jiha:d/	<u>حرب</u>

Cultural Note: #1.

Try to find out the major differences of ideology between Christianity and Islam. A good reference book would be A. Guillaume's Islam, published by Penguin, Harmsworth, Ltd., London. If you are involved in a religious discussion which becomes a little "touchy", a good rejoinder that all Muslims accept is /kull-na ahl il-kita:b/ - "we are all people of The Book."

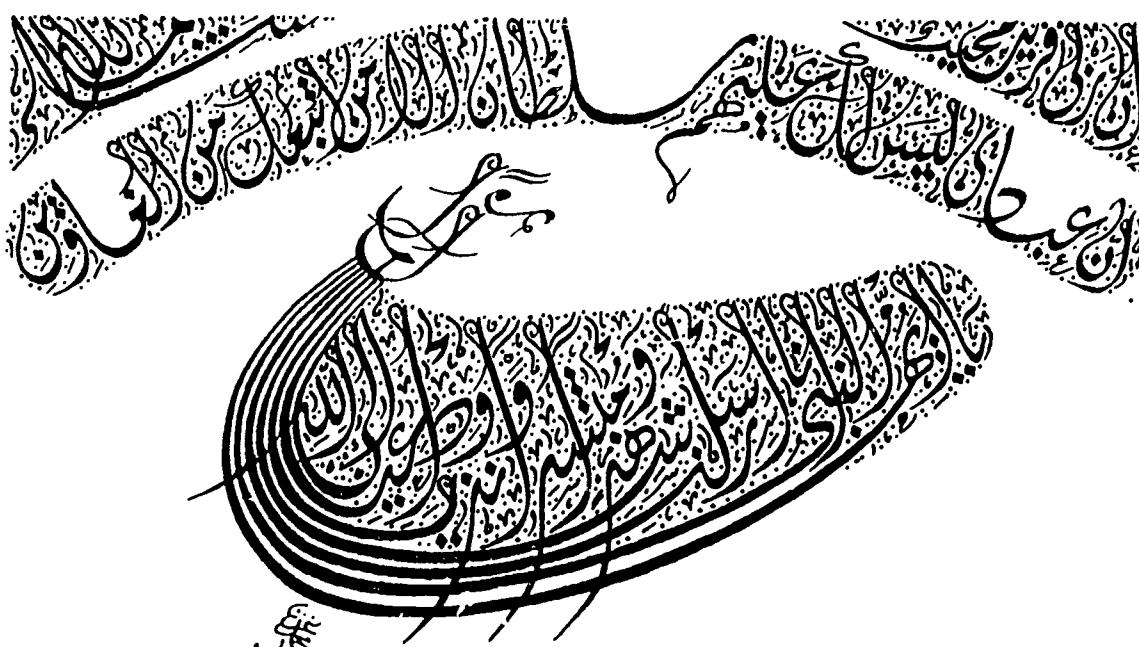


Cultural Note: #2.

You have learned that the Arabic word for "Christian" or "European" (including North Americans) is /nasra:ni/, which is derived from "Nazarenos". Islamic principles dictate respect for the other two monotheistic faiths, calling both Christians and Jews "people of the book." Jesus Christ is respected as a teacher and an early prophet. However, Mohammad is regarded as the last prophet or messenger of God's will.

"Submission" is one of the key tenets of Islam and devout Muslims show a much greater daily involvement in the practices of their faith than we might consider usual in the West. Five times a day prayer is but one example of this. So don't be surprised if Muslim people consider Christianity a bit "soft". Westerners' ability to be secular individuals during the week and church-goers on Sunday may seem odd to your Muslim friends.

In spite of the predominance of religion in daily lives, you will be judged in Mauritania not by the outward display of your faith, but by the manner in which you treat people. Warmth and equal consideration for everyone, no matter what their standing, will earn you respect and admiration.



## DESCRIBING PAST EVENTS AND ACTIVITIES

### Lesson Twenty-One

---

---

Objective: At the end of this lesson, you will be able to use the past tense of common verbs in order to describe past events and activities.

Translation of Narrative: Last Thursday I went to see my friend who lives in \_\_\_\_\_ (place). We went by car and arrived at 11:00 in the morning. I visited my friend at the clinic. I talked to her director. Later we all had lunch together. We returned to Nouakchott in the evening.

#### New vocabulary:

I visited	we returned
we arrived	we had lunch
I see	together
who (rel.)	

- Activities:
1. Memorize the narrative and tell the story to your classmates. Make any changes that are appropriate with the help of your teacher.
  2. Study the verb forms in the special Grammar Supplement to this Lesson. Change the narrative by retelling the story about another person. Use "they", "his", etc.

- Suggestions for Use:
1. A "narrative" or account of past or recent activities can sometimes be "elicited" in a conversation by asking the simple question:

What did you do	yesterday?
	last week
	in Dakar etc.

يُوم الخميس الماضي مُشيّت فنفوف صاحبتي

الَّتِي تَسْكُنُ فِي — . مُشيّنا مِنْ دَارَةٍ

وَ وَرَسَلْنَا فِي هَدْعَشِ الْقِبْعِ . زَرْنَا صَاحبَتِي

فِي الْأَطْبَابِ وَ تَكَلَّمْتُ مَعَ مدِيرِهَا .

وَرَأْنَا ذَاكَ تَغْدِينَا كَامِلِينَ وَ رَجَحْنَا شَرَرِ

نوَاكْسْرُوطَ فِي الْمَسَاءِ

### كلمات

رَجَعْنَا	زَرَتْ
تَغْدِينَا	وَرَسَلْنَا
كَامِلِينَ	الَّتِي

يَرِمُ الْخَبِيرُ الْمَانِيِّ مُتَبَّثٌ نَسْرَفُ سَاحِبَتِي

أَلَيْ تَسْكُنُ فِي — . مَسِينَا فِي دَارَةَ

وَ وَسَلَنَا فِي حَدَّ عَنْ الصَّبْعِ . زَرَنَا سَاحِبَتِي

فِي الْطَّبِ وَ تَكَلَّمَتْ مَعَ مَدِيرِهَا .

وَرَا ذَاكَ تَغْدِيَنَا كَامِلِينَ وَ رَجَعْنَا شَرَرَ

نَرَاكُسْتَرْطَ فِي الْمَسَاءِ

كلمات

رَجَعْنَا

زَرَتْ

تَغْدِيَنَا

وَسَلَنَا

كَامِلِينَ

الَّيِّ

## LESSON TWENTY-ONE      DESCRIBING PAST EVENTS AND ACTIVITIES

### Narrative for Memorization:

/yawm il-khami:s il-ma:dhi mishi:t nishuv sa:hibt-i illi tiskun  
vi (place) . mishi:-nā vi wa:ta wa waṣal-nā vi hid<sup>c</sup>ash is-subh.  
zir-na sa:hibt-i vi-t-tab wā takallamt ma a mudi:r-ha. wra ḍha:k  
tagaddi:nā ka:mili:n wā raja<sup>c</sup>na shu:r nua:kshu:t vi-l-masa:/

### Vocabulary:

zirt	raja <sup>c</sup> na
wasalna	taghadi:na
illi	ka:mili:n

### Notes on Basic Material:

1. /il-ma:dhi/ means "the past". Note the literal translation of the expression "last Thursday" - ("day-the-Thursday-the-past")
2. /mishi:t/ means "I went". See the Grammar Note in this lesson for further information on Past Tense. Note the translation of "I went to see". /mishayt nishu:v/ - ("I went I see").
3. /illi/ is the equivalent to the relative "who" in English, "my friend who works in Nouakchott."
4. /vi-l-masa:/ means "in the evening".
5. Note that the vowel sound ("diphthong") represented in transliteration as /-ay/ (ex./mishayt/) may be pronounced /i:/ or /mishi:t/.



**DESCRIBING PAST EVENTS AND ACTIVITIES      LESSON TWENTY-ONE**

---



---

**SUPPLEMENTARY MATERIAL: Grammar Note.**

The past tense in Arabic is formed by adding suffixes to the last letter of the "stem" of the verb. These suffixes are regular and constant from one verb to another and indicate the equivalents to the English "I", "you", "he", "she", etc.

Here is the verb "speak" in the past tense;

I spoke	/tkallamt/	تكلمت
you spoke (m.)	/tkallamt/	تكلمت
you spoke (f.)	/tkallamti/	تكلمتني
he spoke	/tkallam/	تكلم
she spoke	/tkallamat/	تكلمت
we spoke	/tkallamna/	تكلمنا
you spoke (pl.)	/tkallamtu/	تكلمعن
they spoke	/tkallamu/	تكلمو

Verbs which have a /wa:w/ as the middle letter in the present tense drop it in the past tense and conform to the pattern shown below.

Here is the verb "see":

I saw	/shivt/	شفت
you saw (m.)	/shivt/	شفت
you saw (f.)	/shivti/	شفته
he saw	/sha:v/	ساف
she saw	/sha:vat/	شافت
we saw	/shivna/	شينا
you saw (pl.)	/shivtu/	شفتو
they saw	/sha:vu/	شافو

Check with your teachers the other verbs you have encountered that follow this pattern. Note that the suffixes indicating the different persons never change.

## LESSON TWENTY-ONE DESCRIBING PAST EVENTS AND ACTIVITIES

---

Verbs which have /ya:/ as the last letter in the present tense undergo the slight changes in pronunciation outlined in the example show below: Here is the verb "go" or "walk":

I went	/mashi:t/	مشيت
you went (m.)	/mashi:t/	مشيت
you went (f.)	/mashi:ti/	مشيتها
he went	/masha/	مشي
she went	/mashat/	مشاته
we went	/mashi:na/	مشينا
you went (pl.)	/mashi:tu/	مشيتوا
they went	/mashaw/	مشيوا

(Check with your teacher what other verbs follow this pattern.)

Note that all verbs which follow the above pattern and those which follow the pattern of "see" on the previous page will behave in the same way as the examples shown here. You must be aware of the vowel changes that occur within verbs when comparing them to their present tense forms.



## DESCRIBING YOUR PAST

### Lesson Twenty-Two

---

---

Objective: At the end of this lesson, you should be able to describe your personal history, using appropriate past tense verbs. When you learn the Additional Material, you should be able to ask appropriate past tense questions.

Basic  
Material:

- 1) I was born in \_\_\_\_\_ in \_\_\_\_\_.
- 2) I lived in \_\_\_\_\_ for \_\_\_\_\_ years.
- 3) I was a student in \_\_\_\_\_.
  - a) high school
  - b) college/university
  - c) technical school
- 4) I studied \_\_\_\_\_.
  - a) agriculture
  - b) nursing
  - c) languages
  - d) health care
  - e) education
  - f) literature
- 5) I came to Mauritania in \_\_\_\_\_ and I work in \_\_\_\_\_.
  - a) the agricultural project in \_\_\_\_\_.
  - b) the clinic in \_\_\_\_\_.
  - c) the school in \_\_\_\_\_.
  - d) the health center in \_\_\_\_\_.

## الدرس الثاني والعشرون

١ خلقت في

٢ سكنت في

٣ كنت تتعذب في

مدرسة مانوية

كتيبة

جامعة

مدرسة ثانية

٤ درست

الزراعية

الطب

اللغات

القاهرة

التعليم

الادار

و حيث الى موريانا في عام

و نشغله في

المشروع الزراعي في

لطب في

المدرسة في

مركز القاهرة في

## الدرس الثاني العشرون

LESSON TWENTY-TWO

1 خلقت في ————— فـ

2 سكنت في ————— بيـ

3 كنت تصيـدـي في —————

مدرسة نـانـورـة

كـلـيـة

جـامـعـة

مدرسة فـنـيـة

4 درست —————

الزـرـاعـة

الطب

اللغـات

الصـحـة

الـتـعـلـيم

الـادـاب

من وحيـت الـمـرـيـتـانـيـة في كـاـنـ

وـنـسـتـقـلـلـ بـيـ

الـمـسـرـوـعـ الزـرـاعـيـ بـيـ

الـطـبـ فـيـ

المـدـرـسـةـ فـيـ

مـرـكـزـ الصـحـةـ فـيـ

BASIC MATERIAL: Recitation for memorization.

/khalgt vi \_\_\_\_\_ vi \_\_\_\_\_ /

/skint vi \_\_\_\_\_ li \_\_\_\_\_ /

/kint taimi:di vi \_\_\_\_\_ / .

a) /madrasa tha:nawiyah/

b) /kulliya/

c) /ja:mi<sup>c</sup>a/

d) /madrasa fanniyyah/

/darast \_\_\_\_\_ /

a) /iz-zira:<sup>c</sup>a/

b) /it-tibb/

c) /il-lugha:t/

d) /is-sihha/

e) /it-ta<sup>c</sup>li:m/

f) /il-'adab/

/wa jayt ila mu:ri:ta:niyah vi <sup>c</sup>a:m \_\_\_\_\_ wa nishtaghal vi \_\_\_\_\_ ./

a) /il-mashru:<sup>c</sup> iz-zira:<sup>c</sup>i vi \_\_\_\_\_ .

b) /it-tab vi \_\_\_\_\_ .

c) /il-madrasha vi \_\_\_\_\_ .

d) /markiz is-sihha vi \_\_\_\_\_ .

Notes on Basic Material:

- 1) Refer to The Grammar Handbook lesson on Past Tense for further information on these verbs.
- 2) /ila/ means "to". /shu:r/ is an alternative form.

Activities      1. Make up your own personal history following the model in the Basic Material. Learn the Arabic equivalences and "recite" it to a classmate.

2. Ask "where", "when", and "how long" questions while a classmate recites his/her personal history.

Suggestions    1. By asking appropriate questions, make up a biography of your teacher, and introduce him/her to another class.

2. Make up fictitious characters, perhaps using illustrations from the Handbook, or from your own imagination, practice all the vocabulary in this and previous lessons.



ADDITIONAL VOCABULARY: Subjects on school and college curricula:

science	/saim/	علم
the sciences	/il-saim/	العلوم
biology	/biu-lujija/	بيولوجيا
chemistry	/ki-miya/	كيمياء
physics	/fi-si-ka/	فيزياء
math	/hisabat/	حسابات
engineering	/handasa/	هندسة
history	/ta-ri-kh/	تاريخ
geography	/jiu-gra-fiya/	جغرافية
languages	/lughat/	لغات
health	/is-sihha/	الصحة
agriculture	/iz-zira-a/	الزراعة
medicine	/it-tibb/	الطب
education	/it-ta'li:m/	التعليم
music	/musi:ga/	موسيقى

## WEATHER, CLIMATE & SEASONS

### Lesson Twenty-Three

---

---

- Objectives:
1. At the end of the basic material, you should be able to use simple terminology to describe the weather in Mauritania or in the U.S.
  2. When you learn the Additional Material, you should be able to use some more common adjectives to describe degrees or variations in weather conditions.

Translation  
of Basic  
Material:

Ray: It's very hot today. What's the weather like in the winter?

Hassan: It's not hot like today, there are clouds and dust.

Ray: In my country, there is a big difference between winter and summer.

Hassan: Is it cold?

Ray. Yes, and there's a lot of rain.

Activities  
and  
Suggestions:

1. Memorize the dialogue and practice reciting it with a friend.
2. Change the setting to a different part of the world.
3. Learn to describe the weather in the place you come from using comparative and superlative forms. (See Grammar Handbook for further explanation.)

\*160\*

رندی البر حمی هنی  
ستکیف الہوا فی الشتاء؟

حسن الحمان ما یتبیه البر  
و ھائق امزدن و غبار

رندی فی بلدي ھائق اختلاف  
کبیر بین الشتاء و الصيف

حسن ھائق البر؟

رندی اھیه و ھائق یاس من المطر

الدرس الثالث و العشرون

## LESSON TWENTY-THREE

رندى . . . . .  
اليوم هامي حتى . . . .  
شكيف المروان فى الشتاء . .

جتنى الحمان و يتبعه اليوم  
و مطلق اهزوذ و نبار

في بلدي خالق اختلف  
كبير بين الشتاء والصيف

# حسن خالق البرد؟

رندی اهیه و خالق یاسر من المکن

BASIC MATERIAL: Narrative for memorization.

- /ray/ - /il-yawm ha:mi hatta/  
sh-ki:f il-hawa vi sh-shita:'?/  
hassan/ - /il-humma:n ma yishbih ii-yawm  
wa kha:lig amzu:n wa ghuba:r/  
/ray/ - /vi blad-i kha:lig ikhtila:f  
kbi:r bayn ish-shita wa is-sayv/  
hassan/ - /kha:lig il-barid?/  
/ray/ - /ahi:h wa kha:lig ya:sir min il-matar/

Notes on the Basic Material:

1. /il-hawa/ means "the weather".
2. /il-humma:n/ is "the heat". Literally translated, the sentence means "the heat does not resemble today".
3. /yishbih/ means "to resemble". It is usually followed by the preposition /l-/.
4. /amzu:n/, "clouds" and /ghuba:r/, "dust". See Additional Vocabulary.
5. /kha:lig ya:sir min il-matar/ means literally "there is a lot from the rain".

ADDITIONAL MATERIAL: Vocabulary.

cold

/il-barid/

البرد

the winter

/ish-shita:/

الشتاء

the spring

/ir-rabi:<sup>c</sup>/

الربيع

the summer

/is-sayv/

الصيف

the autumn

/il-khari:v/

الخريف

humid/wet

/mablu:l/

مبلل

How's the  
weather?

/ki:f il-hawa:/

كيف الـها؟

Today is nice.

/il-yawm zayn/

اليوم زين

the sun

/ish-shams/

الشمس

the moon

/il-gamar/

القمر

cloud

/mazan/

مزن

sand	/tra:b/	تراب
moderate, usual, customary	/ <sup>c</sup> a:di/	عادی
dry	/ya:bis/	جاف
drought	/jiva:v/	جفاف
storm	/za <sup>c</sup> vi:g/	عفیق
dawn	/fijr/	فجر
sunset	/maghrib/	مغرب
star	/najm/	نجم
stars	/nuju:m/	نجوم
sky	/sima:/	سماء

\*165\*

186

## TRIP TO BOUTILIMIT

### Lesson Twenty-Four

---

---

#### Objective:

At the end of this lesson you should be able to tell about an outing in the desert, or a visit to an encampment or small town. You should also be able to use the grammatical structures necessary for describing past events.

#### Translation of Basic Material:

Yesterday Jane and I went to Boutilimit and on the way, we saw a lot of camels in the desert. When we arrived at the encampment, Sheikh's mother was making "zrig" and his father was buying meat at the market. Later we all sat down together under the tent and ate cous-cous and drank tea. When we finished the meal the girls (put henna on their hands).

#### Activities:

1. Listen to your teacher reading the narrative. Think about the scene being described.
2. Practice making "WH-questions" ("What did you see in the desert?", "Where did you go?", etc.), listening to or repeating some of the answers your teacher gives.
3. Retell the narrative in your own words, asking your teacher for help as you need. Try to vary some of the details of the story as appropriate.

#### Suggestions:

1. Find out the names of Mauritanian dishes such as /zrig/, /mafi/, "chebbijin", and "cous-cous", and see if you can learn how to make them.

\*166\*

187

يا مسْرِعْ مُشَبِّهَا أنا وَجَيْنَ شُورْ بِرْ تِيلْمِيتْ

وَفِي طَرْقَ سَقْنَا يَاسِرْ فِي الْأَجْمَالِ مِنْ

الْبَادِيَّةِ . أَيْنَا وَسَلَّنَا شُورْ الْفَرْقَةِ

أَمْ شَيْخَ كَامْ تَعْدَرْ الزَّرْبَقَ دِ

ابْوَهْ كَانْ يَسْرِي لَحْمَ فِي الْمَرْصَدَةِ .

بَعْدِينَ قَعْدَنَا كَامْلَيْنِي تَحْتَ الْخِيمَةِ دِ

كَلَّنَا كَسْكَسْ رِ شَرِبَنَا آنَابِ .

أَيْنَا وَمَيْنَا السَّكِيلِيَّ المَنَاتِ تَحْنُونِ

يا مس مهيننا أنا در هين سور بورتليبيت

و نى طارق سفنا ياسر من الأحصال في

البادية . اينتا و سلنا سور الفرقه

ايه شبع كانت تهذل الزريق و

ابوه كان يستري حم عن المرضه .

بعدين قعدنا كالمين تحت الخيمة و

كينا كسكوس و شربنا آتاي .

اينتا و خينا الليل الملايين تحتو

BASIC MATERIAL: Narrative for Memorization.

/ya:mis mishi:na ana wa jayn snu:r bu:ti:limi:t wa vi ta:rig shivna  
 ya:sir min il-ijma:1 vi l-ba:diya. aynta wasulna shu:r il-virga umm  
 shaykh ka:nat t<sup>c</sup>addil iz-zri:g wa abu-h kā:n yishri laham vi l-  
 marṣa. ba<sup>c</sup>adi:n ga<sup>c</sup>adna ka:mili:n taht il-khayma wa kilna kuskus  
 wa sharibna atay. aynta uvi:na il-luki:1 il-mina:t thannu. /

Notes on the Basic Material:

1. /ya:sir min il-ijma:1/ means literally "a lot/many from the camels"; in other words, "a lot of camels."
2. /vi ta:rig/ means "along the way", or "on the way". See Note below.
3. /umm shaykh/ means "mother of Sheikh (a boy's name)". See Lesson on Genitive in Grammar Handbook.
4. /ka:nat t<sup>c</sup>addil/ - illustrates the use of the Past Progressive -literally "she was she does." See Grammar Handbook lesson on this point for further reference.
5. /abu-h/ - "father-his"
6. /kā:n yishri/ - "he was buying"
7. /ba<sup>c</sup>adi:n ga<sup>c</sup>adna/ - "afterwards, we sat"
8. /ka:mili:n/ - together
9. /taht il-khayma/ - "under the tent"
10. /aynta uvi:na/ "When we finished ..."
11. /il-mina:t thannu/ - "the girls henna-ed themselves". This illustrates a reflexive verb in Hassaniya.

Cultural Note:

/vi ta:rig/, "on the road," or "along the way" can be expressed in several other ways in Hassaniya. "Goudron," a French word for asphalt or tarmac, is often used to mean simply "the paved road", a relatively new phenomenon in Mauritanian life.

ADDITIONAL VOCABULARY: Life in the Desert.

tent	/khayma/	خيمه
desert	/ba:diya/	باديه
goat	/c_anz/	عنز
camel (m)	/ijmal/	اجمل
(f)	/na:qa/	ناع
(pl)	/ijma:l/	اجمال
encampment	/firga/	فرقة
fire	/na:r/	نار
chief	/shaykh/	شيخ
tribe	/gabi:la/	قبيله
mat	/hasi:ra/	حصيرة
family (3)	/ahl/	أهل
	/usra/	اسرة
	/c_a:ila/	كائنة
relatives	/aga:rib/	اقارب
wind, breeze	/ri:h/	ريح

\*170\*

LESSON TWENTY-FOUR

---

---



\*1;1\*

192

## PARTS OF THE BODY

### Lesson Twenty-Five

---

---

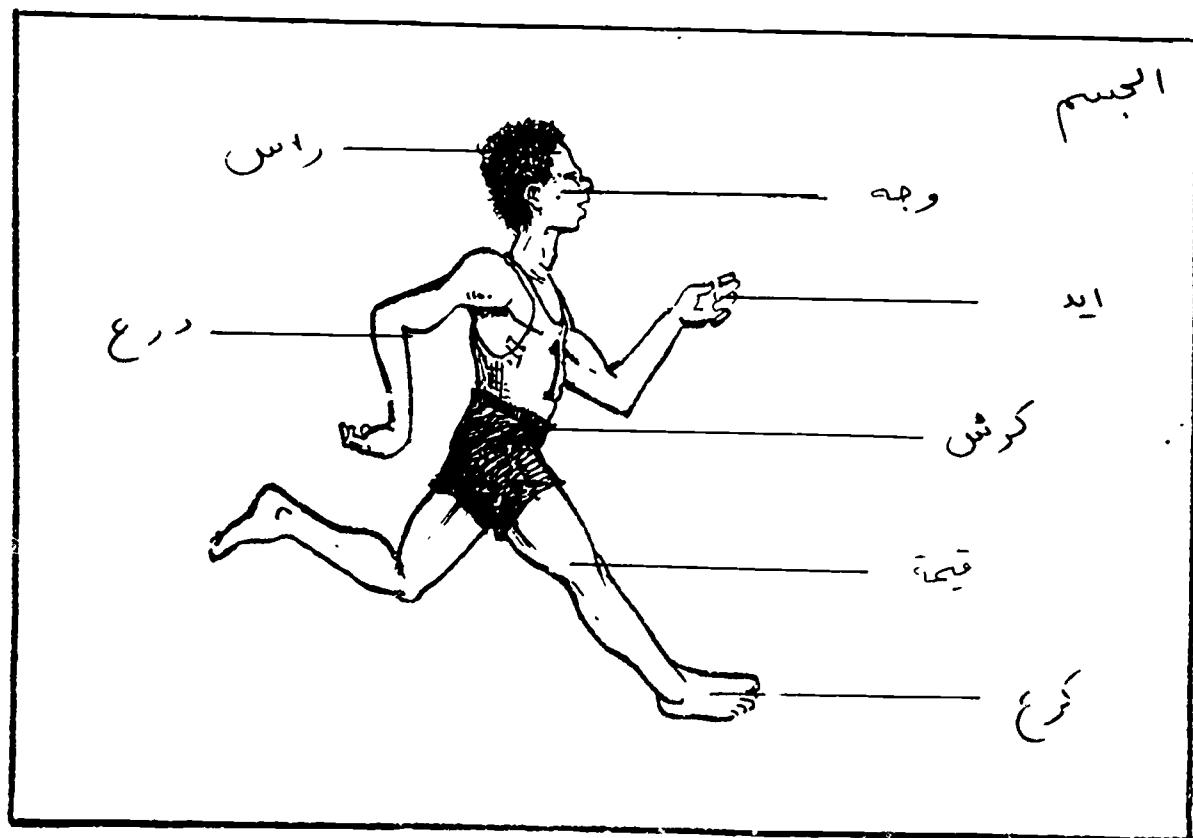
Objective: At the end of this lesson, you will be able to identify parts of the body. By learning the Supplementary Material, you will be able to describe your state of health and to give the common symptoms of illnesses.

Basic Material: Illustration (Human body with labeled parts).

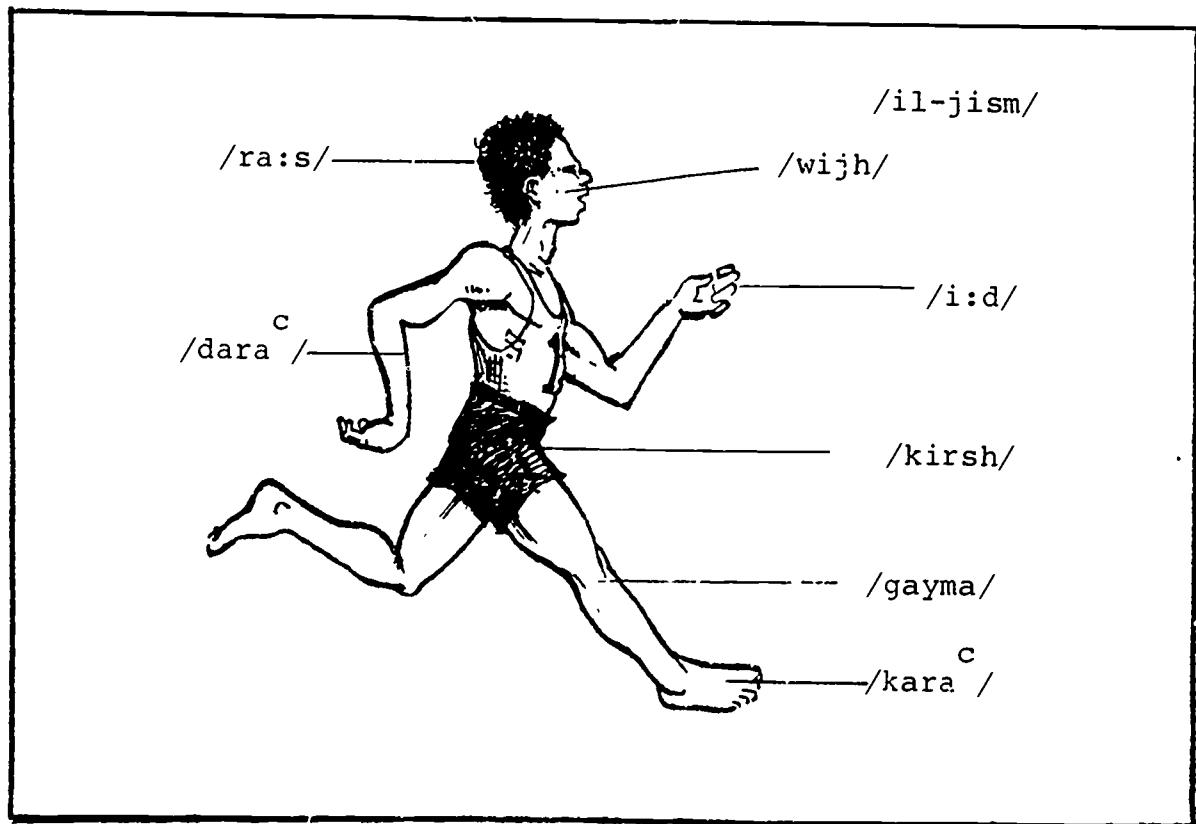
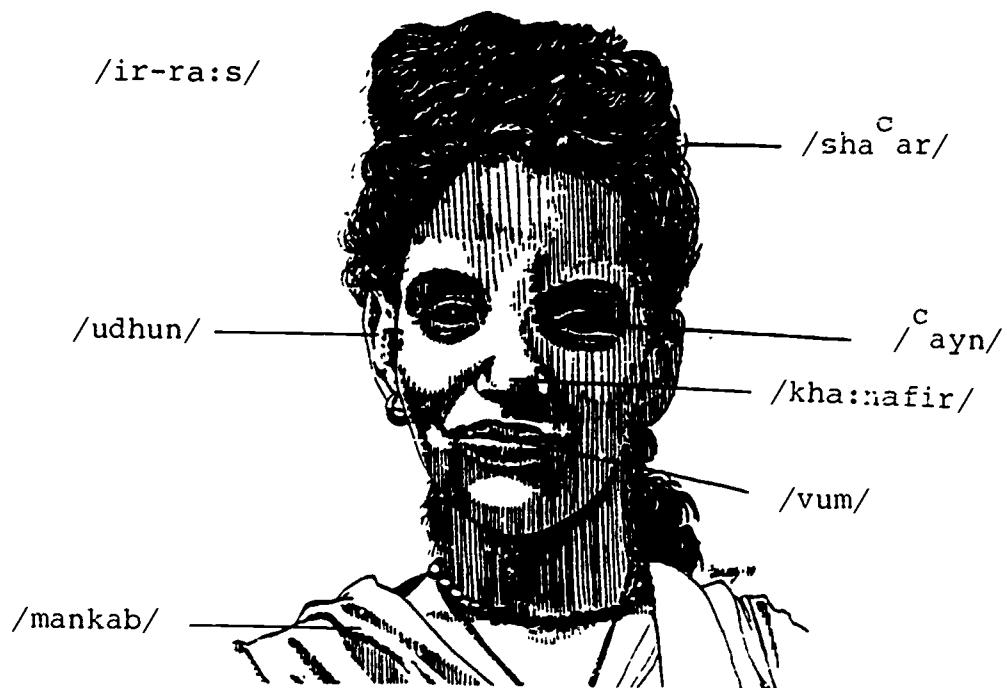
head	body	tongue
eyes	arm	neck
nose	hand(s)	teeth
ear	mouth	legs
shoulder	foot	chest
stomach		

- Activities.
1. Memorize the Arabic names for parts of the body.
  2. Make up a game based on recitation of names for parts of the body, such as "Simon Says".
  3. If your job involves medical diagnosis or treatment, make sure you learn all of this plus any others you need at this time.

- Suggestions for Use:
1. Make a point of saying the Arabic names for parts of the body to yourself as you go through your daily routine (washing your face, putting on your shoes, etc.)



\*173\*



\*174\*

ADDITIONAL MATERIAL: Useful words and phrases.

What's the matter... .

with you (m.) /ma:l-ak/

مالک

with you? (f.) /ma:l-ik/

مالکة

with him? /ma:l-u/

ماله

with her? /ma:l-ha/

مالها

Does anything

hurt you? (m.) /yu:ja<sup>c</sup>-ak shi?/

يوجعك شيء؟

hurt you? (f.) /yu:ja<sup>c</sup>-ik shi?/

يوجعك شيء؟

Are you in pain?

(to a woman) /inti muju:<sup>c</sup>a?/

انت موجعة؟

(to a man) /inta muju:<sup>c</sup>?/

انت موجع؟

I have a head ache.

("my head hurts me.") /yu:ja<sup>c</sup>-ni ra:s-i/

يرجعني راسي

I have a stomach ache.

("my stomach hurts  
me.") /tu:ja<sup>c</sup>-ni kirsh-i/

نوجعني كرسي

I have a tooth ache.

/yu:ja<sup>c</sup>-ni sinn-i/

يوجعني سني

diarrhea, cramps

/waja<sup>c</sup> il-kirsh/

وبع الكرس

a cough

/kahha/

كحة

a cold

/barda:n/

بردان

\*See Grammar Handbook lesson on Interrogatives for further reference.

nausea	/igla:b/	أغلا
fatigue	/ta <sup>c</sup> ab/	تعب
weight	/wazan/	وزن
fever	/huma/	حمى
worms, parasites	/du:d/	درد
urine	/bu:l/	بول
injection	/dagga/	-
pill	/habba/	حبنة
pills	/habb/	حببات

Note: Also see Health Glossary elsewhere in this Handbook for further health-related vocabulary.

Cultural Note:

Because of a tendency among Arabs to spare you bad news, or to avoid talking directly about something like the ill health of a loved one, a certain persistence may be necessary in order to divine the cause of an illness or complaint. Note that the question for "What's the matter?" translates best as "How are you?" and your first response to such a question is likely to be "fine".

## LESSON TWENTY-FIVE



## AT THE TAILOR'S

### Lesson Twenty-Six

Objective: At the end of this lesson you should be able to give a tailor simple instructions for making you a garment.

Translation of Dialogue:

Jane. Hello.

Tailor: Hello. How are you?

Jane: Very well. I want you to make me a skirt.

Tailor: Have you brought the material with you?

Jane: Yes, and here's a picture. I want something like this but a little longer.

Tailor: O.K. Come back in a week.

Jane: God willing. Goodbye.

Tailor: Goodbye

Activities:

1. Practice saying the lines of the dialogue with a classmate, a friend or your teacher. Switch roles and vary the instructions you give the tailor.
2. Go to the market and enquire about the price and names of the different kinds of cloth and material. Compare notes with your classmates and learn the names of the items you have most need for.

Suggestions for Use:

1. Go to a tailor's shop to enquire about having something made: if you are satisfied with his price and workmanship always go back to the same shop. You should find that as a regular customer you will be invited to sit awhile and drink tea. Take advantage of this opportunity to listen to typical exchanges between a shopkeeper and customers and also to practice your Arabic.

جيـن السـلام عـلـيـكـم

جيـن خـيـاط وـعـلـيـهـم السـلام . ماـكـ لاـبـاسـ؟

جيـن لاـبـاسـ الـحـمـدـلـلـهـ . نـدـوـرـكـ

جيـن تـخـطـتـ بـيـ جـوـبـ

جيـن خـيـاط بـهـبـتـيـ التـحـتـ مـعـاـكـ؟

جيـن اـعـبـهـ وـهـاـكـ دـعـرـةـ . نـدـوـرـكـ مـنـيـ

جيـن مـنـيـ يـاـغـيرـ شـرـيـ اـمـلـوـلـ

جيـن خـيـاط اـيـراـ . اـرـجـعـيـ بـعـدـ اـسـبـرـعـ

جيـن إـنـ شـاءـ اللـهـ مـعـ اـسـلـامـوـهـ

جيـن خـيـاط مـعـ اـسـلـامـوـهـ

جيـن السـلـدـر عـلـيـكـم

جيـن خـيـاط و عـلـيـكـم السـلـدـر . يـاـكـ لـاـبـسـ ؟

جيـن لـاـبـسـ الـحـمـدـ لـلـهـ . نـدـرـرـ كـ

جيـن خـيـاط لـي جـوـبـ

جيـاطـ جـبـتـيـ اـخـتـ مـعـكـ ؟

جيـن اـهـيـهـ رـهـكـ سـورـةـ . نـدـرـرـ سـىـ

جيـن سـئـلـ عـذـىـ ماـغـيـرـ شـوـرـيـ اـلـدـرـ

جيـاطـ اـيـواـ اـرـبـصـيـ بـعـدـ اـسـبـرـعـ

جيـن يـاـنـ سـنـاءـ اللـهـ . حـعـ السـلـدـرـ .

جيـاطـ حـعـ السـلـدـرـ .

\*180\*

## LESSON TWENTY-SIX

## AT THE TAILOR'S

### BASIC MATERIAL: Dialogue for Memorization.

/jayn/	- /is-sala:mu <sup>c</sup> alay-kum/
/khayya:t/	- /u <sup>c</sup> alay-kum is-sala:m. ya:k la ba:s?/
/jayn/	- /la ba:s il-hamdu li-lla:h. ndu:r-ak tikhayyat l-i ju:b/
/khayya:t/	- /jibti il-khant ma <sup>c</sup> a:-ik?/
/jayn,	- /ahih wa ha:k su:ra. ndu:r shi mithl ha:dhi yaghi:r shway u <sup>c</sup> twil/
/khayya:t.	- /aywa. irja <sup>c</sup> i ba <sup>c</sup> ad isbu. <sup>c</sup> /
jayn/	- /in sha:' alla:h. ma <sup>c</sup> a s-sala:ma/
/khayya:t/	- /ma <sup>c</sup> a s-sala:ma/

### Notes on the Dialogue:

1. /tikhayyat/ literally means "you sew" and in this context translates the English "make".
2. /ju:b/ means "skirt". It is the French word "jupe" transliterated into Arabic.
3. /khant/ means "material".
4. /u<sup>c</sup>twil/ means "longer" See the Lesson on Comparatives and Superlatives in The Grammar Handbook.

ADDITIONAL MATERIAL: Material and sewing words.

material (cloth)	/khant/	خانت
rayon, nylon	/tirgha:l/	تریال
cotton	/gutun/	قطن
silk	/hari:r/	حریر
wool	/su:v/	سوف
linen	/bazan/	بزن
polished cotton	/wa:kh/	داخ
embroidery	/zakharava/	زخارفة
yard	/yarad/	برد
meter	/maytar/	میتر
"pagne" (wrap around cloth)	/pan/	پان
thread	/silk/	سلک
needle	/ibra/	ایبرہ

LESSON TWENTY-SIX

AT THE TAILOR'S



\*183\*

## HOUSE AND BASIC FURNISHINGS

### Lesson Twenty-Seven

---

---

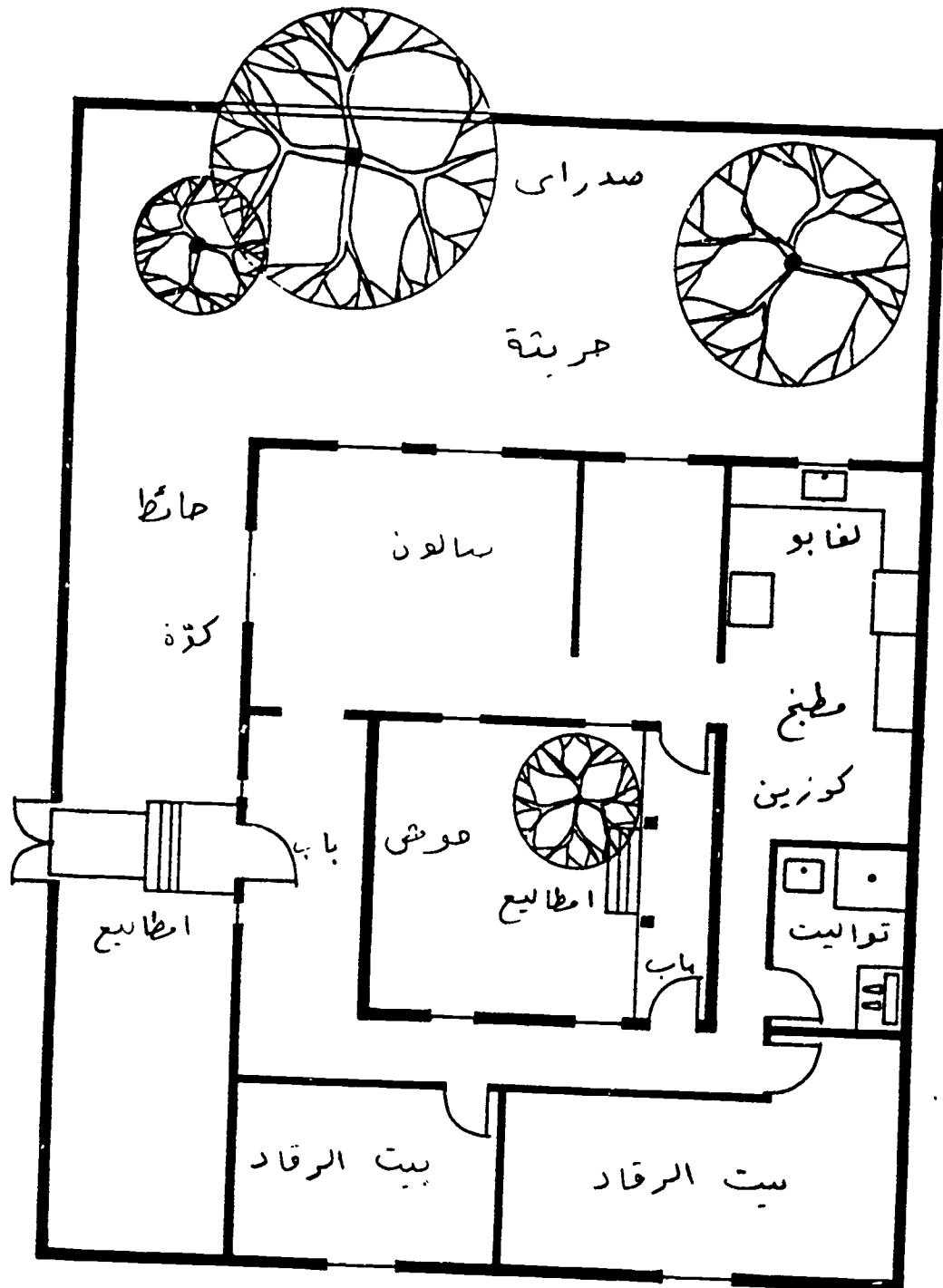
Objective. At the end of this lesson, you should be able to say the Arabic names for parts of a house, and identify basic furnishings you may find in your own house.

Basic Material: Parts of a House.

house	garden
sitting room	courtyard
bedroom	trees
room	door
wall	window
ceiling	bathroom/toilet
floor	sink
stairs	kitchen

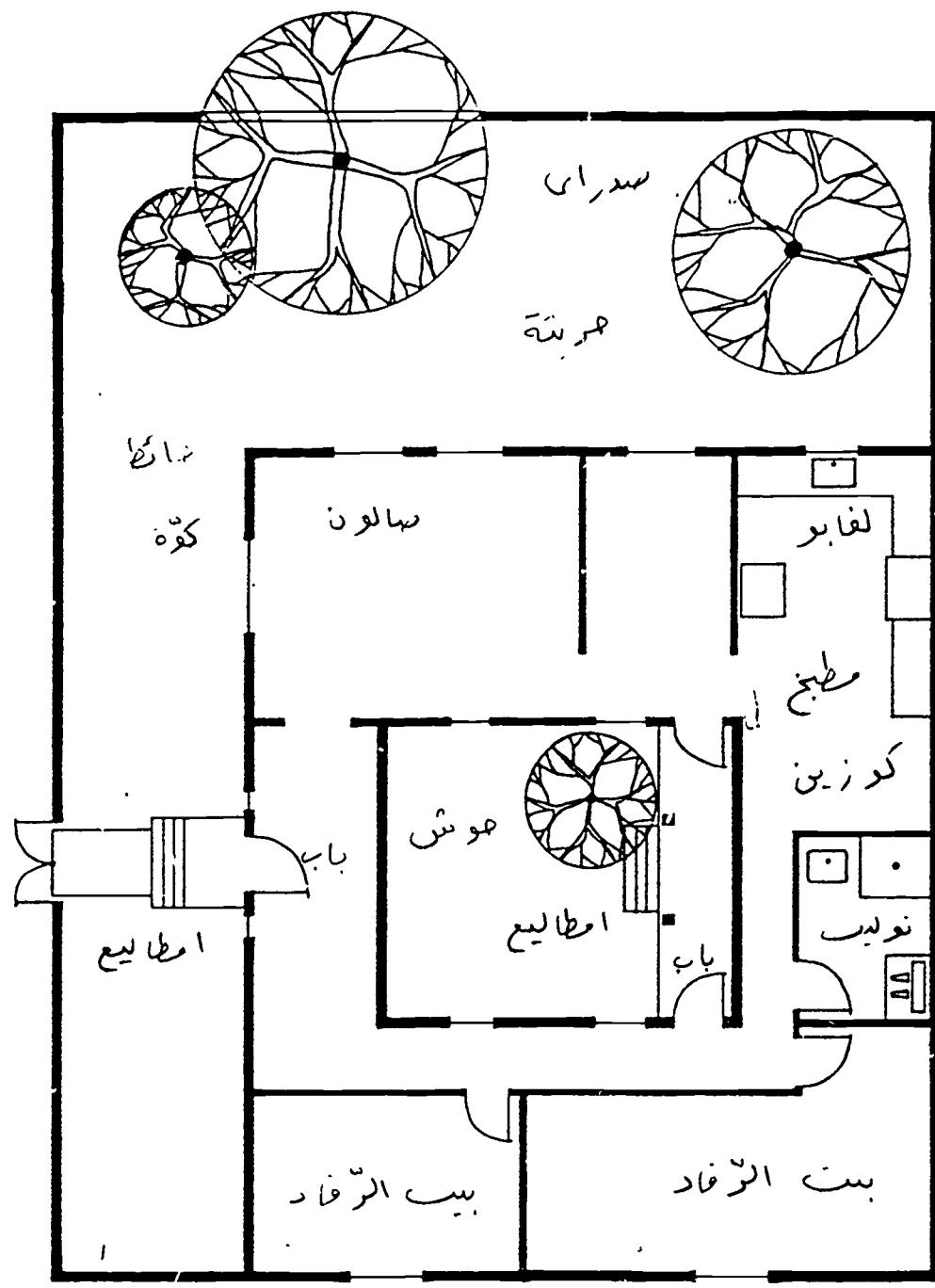
- Activities.
1. Draw a larger scale diagram of a house on the black-board or on a flip-chart. Write the names of the parts of a house in Arabic. Point to various items and ask your classmates to identify them.
  2. Using rods, or other building "blocks" construct a hypothetical house in class talking about different rooms, etc

## LESSON TWENTY-SEVEN



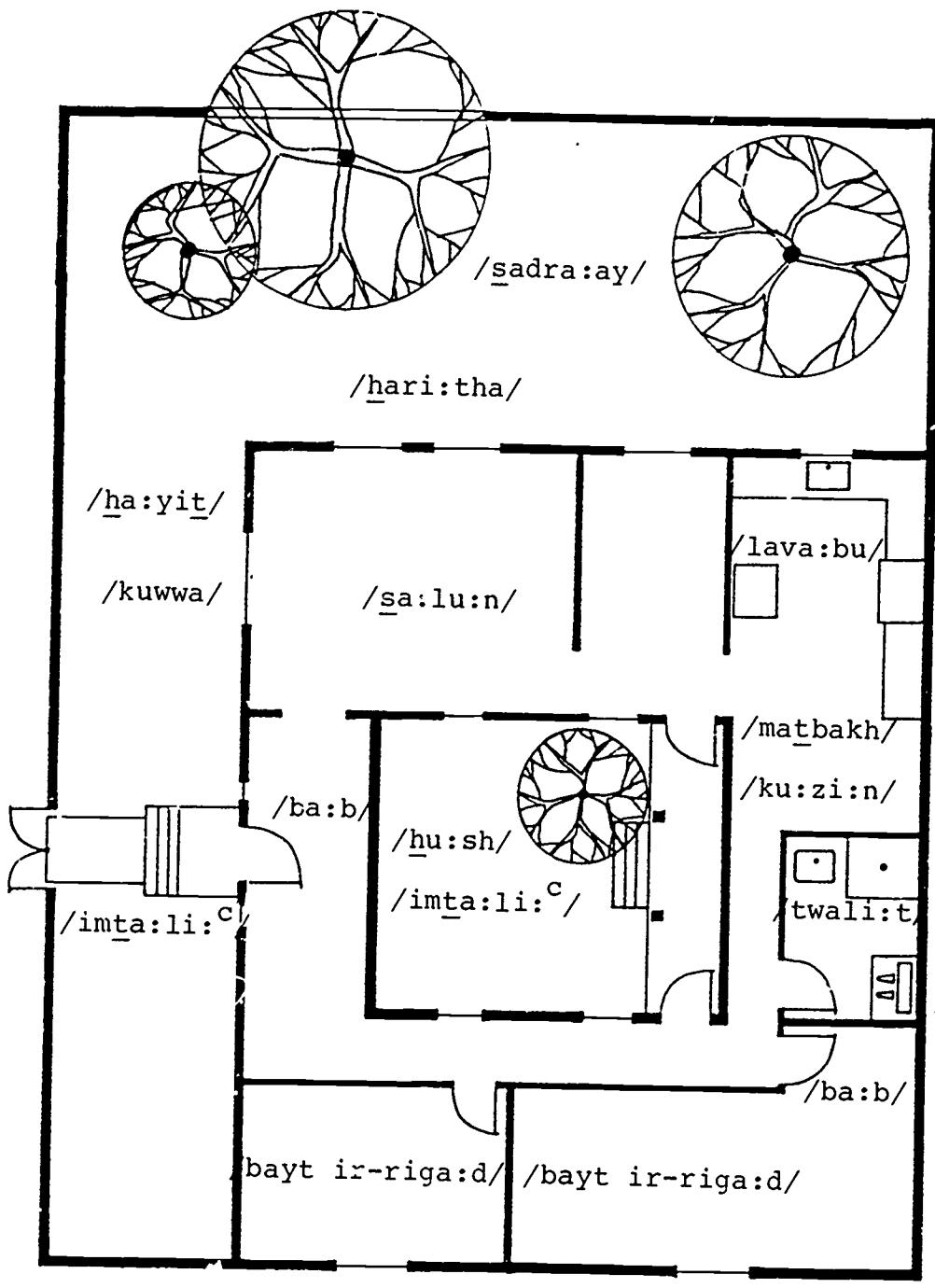
\*185\*

206



\*186\*

207

*al-sabah*

PARTS OF A HOUSE & BASIC FURNISHINGS LESSON TWENTY-SEVEN

---



---

ADDITIONAL MATERIAL: Basic Furnishings.

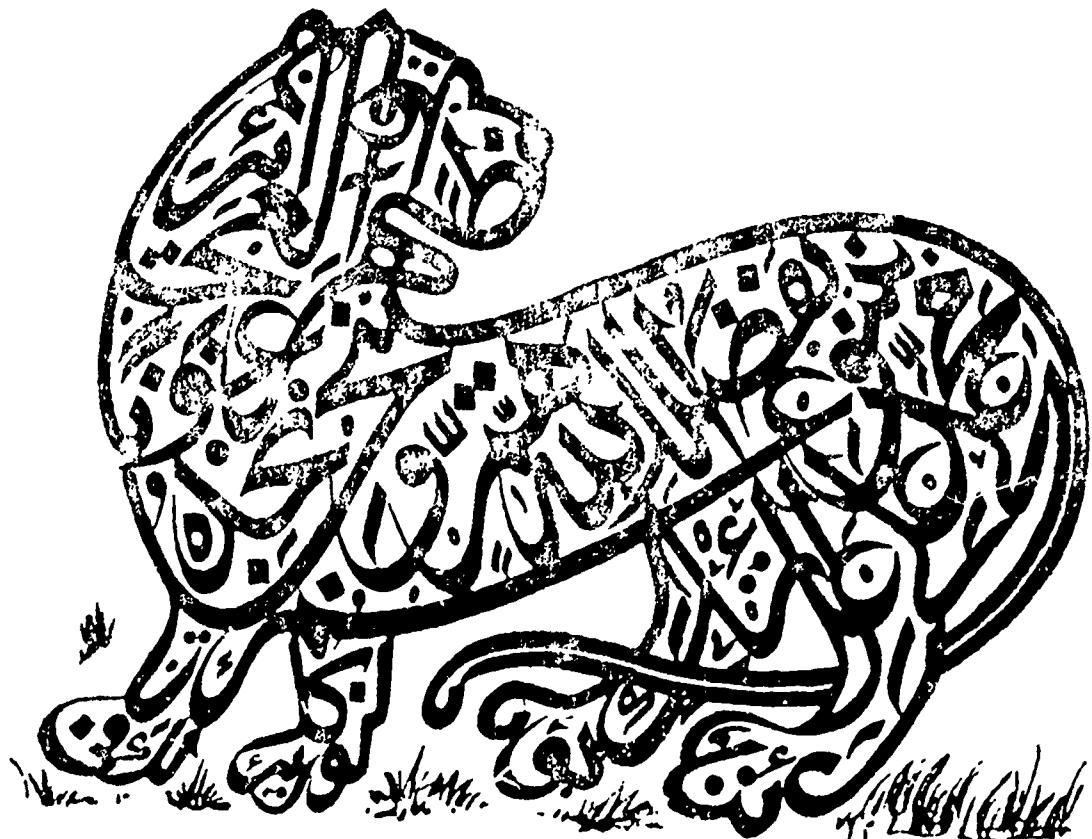
Activity: Learn the words for these basic furnishings. Try to find out typical prices for things you will need to buy and seek the advice of your friends and experienced volunteers.

chair	/mag <sup>c</sup> ada/	مَعْدَةٌ
sink	/lava:bu/	لَفَابُور
tap	/rubina/	رِبَّةٌ
cooker/stove	/il-buwi/	الْبُوَّيْ
fridge	/fri:ji:dayr/	فِرِيجِيدِير
cupboard	/armu:r/	أَرْمُور
tub	/si:wa/	سِيُورَةٌ
bucket	/dalu/	دَلُو
spoon	/kiddu/	كَدْرُ
fork	/fu:rshat/	فُورْشَتٌ
knife	/mus/	مَسْ
platter	/tabsi:l/	تَبَسِيلٌ
bowl (small)	/ji:ra/	جِيرَةٌ
plate	/plat/	بَلَتٌ
cup	/ka:s/	كَاسٌ
broom	/balayya/	بَلَيْيَةٌ
sheet	/dra/	دَرَا

mattress	/matla/	مَطْلَّة
bed	/macka/	مَنْكَة
teapot	/barra:d/	بَرَاد
electricity	/kahrab/a/	كَهْرِبَا
well	/ha:si/	حَسِي

Suggestions  
for Use:

Consult with former Volunteers in your host community (if there have been any) or with other people familiar with the area. Find out which household items you will need, and where they can be found. Learn the Arabic names for the items on your list and how much they cost.



## HEALTH INTERVIEW

### Lesson Twenty-Eight

---

#### Objective:

At the end of this lesson, you should be able to ask pertinent questions in a typical health interview. When you learn the Supplementary Material, you will be able to recognize the Arabic for many common health complaints and diseases.

#### Basic

#### Material:

- Nurse: How old is your child?  
Mother: He was born in 1974.  
Nurse: What's wrong with him?  
Mother: He's got a fever and stomach ache.  
Nurse: Since when?  
Mother: For a week.  
Nurse: What does he usually eat?  
Mother: He eats rice, potatoes and bread.  
Nurse: You must change his diet (food).  
He needs more protein.  
Mother: What kinds of food?  
Nurse: Eggs, milk, meat and fish are the best.

#### Activities:

1. Listen, as your teacher and another speaker "role-play" dialogue. Practice asking and answering the questions yourself, checking your pronunciation with your teacher.
2. Memorize the dialogue and role-play it for your class with another learner.
3. Change the nature of the complaint and suggest the appropriate medical advice. Refer to the Supplementary Material for further vocabulary.

#### Suggestions for Use:

1. Find out from your teacher or a medical co-worker the names of the most common medical complaints of patients in a Mauritanian clinic.
2. Listen to your co-workers and colleagues perform their duties in Arabic. Note the most common questions asked and answers given, and learn how to say them.

- طفلك عنده كم سنة؟ طيبة ام ١٩٧٤
- ماله؟ طيبة ام
- عنه الحمى د يوجعه كرستة طيبة ام
- من ايننا؟ طيبة ام
- من أسبوع طيبة ام
- اس يوكل عادة؟ طيبة ام
- هو يوكل مارد د بدمبر د مبورد طيبة ام
- واجب علىك نبدل لـ توبل طيبة ام
- يحتاج ياسر من البر وتبن طيبة ام
- شنور من توبل؟ طيبة ام
- احسن شي البيض د حم والحوت طيبة ام
- ولبن

طبلة عندك كم سنة ؟ طبيعة

شو ملق نى حام ١٩٧٤ آم  
قاله ؟ طبيعة

عنه الحمى و يوجعه كرمه آم  
من ايننا ؟ طبيعة

من أسبوع طبيعة  
اش يوكل عادة

شو يركل ماره و بمحبر د بمرور آم  
وابد علىك تبدلي له لوكييل طبيعة

يحتاج ياسر من البروتين آم  
شنوه من لوكييل ؟ طبيعة

احسن سبي البيض و لحم و الحوت  
د لبس طبيعة

BASIC MATERIAL: Dialogue for memorization.

/tabi:ba/: /tful-ik <sup>c</sup>and-u kam sana:'?/

/umm/: /huwa khlag vi <sup>c</sup>a:m 1974/

/tabi:ba/: /ma:l-u?/

/umm/. /<sup>c</sup>and-u il-humma wa yu:ja<sup>c</sup>-u kirsh-u/

/tabi:ba/: /min aynta?/

/umm'/ /min isbu:<sup>c</sup>/

/tabi:ba : /ash yu:kil <sup>c</sup>a:datan?/

umm, /huwa yu.kil ma:ru wa bumdiayr wa mbu:ru/

/tabi:ba,. /wa:jib <sup>c</sup>alay-ik tibdili l-u lu:ki:l  
huwa yuhta:j ya:sir min il-bru:ti:n/

/umm/: /shinhu min lu:ki:l?/

tabi:ba : /ahsan shi il-baydh wa laham wa l-hu:t wa laban/

Notes on the Basic Material:

1. /tful/ is a young boy. Another word you will hear is /wild/.
2. /<sup>c</sup>and-u kam sana:'/ means literally "he has how many years?" and is used to convey the equivalent of our "How old is...?"
3. /huwa khlag/ - note that the Past Tense in Arabic is used to translate the English "He was born .".
4. /humma/ means "fever".
5. /yu:ja<sup>c</sup>-u kirsh-u/ literally means "it hurts him his stomach".
6. /wa:jib <sup>c</sup>alay-ik/ - expresses the equivalent to "you must". It means literally "duty on you". The suffix pronoun will change depending upon who is speaking or being referred to.
7. /tibdili l-u lu:ki:l/ - "you change his diet", note that the Arabic literally "you change for him the food".
8. /yuhta.j/ - means "he needs."

SUPPLEMENTARY MATERIAL: Health Glossary.

Nutrition:

protein	/bru:tɪ:n/	بروتين
vitamins	/vi:ta:min/	فيتامن
energy	/tə'qa:/	طاقة
fatigue	/ta'fɪg/	تعب
anemia	/ifru:g id-damm/	افرقة الدم
malnourished	/su:'it-taghdhiya/	سوء التغذية
sickness	/maradh/	مرض
health	/sihha/	صحة
sick	/mari:dh/	مريض
well	/shi:h/	صح
nutriments	/ghitha':i/	عنصر

General Medical:

bacteria	/bakti:riya/	بكتيريا
blood	/damm/	دم
cell	/khiliya/	خلية
lungs	/riyya/	رئتان
stomach	/kirsh/	كرش
growth	/namu/	نمو

prevention	/wa <sup>c</sup> a:ya/	وعاية
diarrhea	/lasi/	لسي
infection	/waj <sup>c</sup> /	وبع
injection	/dagg/	دق
vaccination	/shart <sub>a</sub> /	شرط
clean	/nadhi:f/	نظيف
cleanliness	/in-nadha:fa/	النظافة
soap	/sa:bu:n/	صابون
fever	/humma/	حمى
contagious	/ <sup>c</sup> adwa/	عدوة
nausea	/agtha:b/	افتاء
bandage	/ida:wa/	ادارة
medicine	/dawa/	دوا
nurse (m.)	/tbi:b/	طبيبة
doctor (m.)	/tbi:b/	طبيب
midwife	/gabba: <u>dha</u> /	قبائلة

Disease specific:

intestines	/musa:ri:n/	مسارين
bladder	/imabu:la/	امبردة
urine	/bu:l/	بول

GLOSSARY OF MEDICAL AND  
NUTRITIONAL TERMINOLOGY

LESSON TWENTY-EIGHT

breast	/bazu:la/	برو <sup>لہ</sup>
vagina	/rah <u>ham/</u>	ر <sup>م</sup>
abortion (2)	/ijha:d/ اجحاد /ta <sup>c</sup> ji:l/ تعجب	تعجب
miscarriage	/iti: <u>h il-kirsh/</u>	اطبع الكرش
smallpox	/jidri/	جدري
tuberculosis (2)	/su <sup>c</sup> la/ سعلة /sil/	سل
measles	/bu <u>haymuru:n/</u>	بھیرون
tetanus (2)	/tata:nus/	تناص
	/dagit musma;r/	دقٹ مسماڑ
whooping cough	/tashta:g/	تنستاق
dehydrated	/mustah <u>im/</u>	مستخ
hepatitis	/alam il-kibd/ الم الكبد	ا <sup>م</sup> الکبد
cholera	/ku:li:ra/	کولیرا
jaundice	/asfa:r/	اصفار
malaria	/tawja:d/	توجاد
microbes	/mi:kru:b/	میکروب
worms	/du:d/	دود
parasites	/du:d/	دود
wound	/jarah <u>h/</u>	جرح

Pregnancy and child birth:

contraception	/ta <sup>c</sup> qi:m/	تعقیم
conception/ pregnancy	/haml/	حمل
sexual intercourse	/jima: <sup>c</sup> /	جماع

## LESSON TWENTY-EIGHT

## GLOSSARY OF MEDICAL AND NUTRITIONAL TERMINOLOGY

uterus	/rah <u>am</u> /	رحم
sperm	/mani/	مني
eggs	/bay <u>dh</u> /	بيض
fetus	/jani:n/	جنين
ovary	/bay <u>dh</u> /	بیض
birth	/il-wila:da/	الولادة
delivery	/khla:s/	خلاص
placenta	/shaba:t ishi:r/	صينية اشيه
umbilical cord	/habl is_sarra/	حبل ال脐ة
labor	/'amal/	عمل
contractions	/ingaba:d/	انقباض

Other miscellaneous:

height	/tu:l/	طول
weight	/wazan/	وزن
feces	/limakhraj/	مخرج
heartbeat	/harakat il-galb/	حركة القلب
blood pressure	/idh-dhaght id-dammawi/	الضغط الدموي

Note:

Refer back to the drawings on pp. 100-101 and with your new vocabulary, discuss again in depth the implications that these drawings have for development in Mauritania.

## AGRICULTURAL TALK

### Lesson Twenty-Nine

---

Objective: At the end of this lesson, you should be able to make inquiries about local agriculture. By learning the Supplementary Material, you will be able to use additional important agricultural terminology.

Translation  
of Basic  
Material:

- A: What do you grow in (region) ?  
B: We have (name of crop).  
A: Do you grow any vegetables?  
B: A few, in the South.  
A: When do you plant?  
B: In (season).  
A: And when do you harvest?  
B: We harvest in (month).

Activities: 1. Using the words in the Supplementary Material, substitute the names of agricultural crops and products as answers to the first question.

Suggestions: 1. Practice the dialogue with a friend, and ask the questions to someone from a particular area. Find out where local foodstuffs come from.

— شهرو تزرع في ؟

— نزرع .

— تزرع الخضار ؟

— شوي في القبلة

— ابنتا نغرس ؟

— في —

— و ابنتا تحرث ؟

— نحصد في —

# الدرس التاسع والعشرون

LESSON TWENTY-NINE

١. شعر تزرع في — —

ب. نزرع — —

١. تزرع الخضار؟

ب. شرقي في القبلة

١. أينما تغرس؟

ب. — — في

١. وأينما تحرث؟

ب. — — خصود في

BASIC MATERIAL: Dialogue for Memorization and Adaptation.

A: /shinhu tizra<sup>c</sup>u vi \_\_\_\_\_?/

B: /nizra<sup>c</sup>u \_\_\_\_./

A: /tizra<sup>c</sup>u il-khudha:r?/

B: /shway vi l-gibla/

A: /aynta tigharrasu?/

B: /vi \_\_\_\_\_/

A: /wa aynta tihrathu?/

B: /nihsadu vi \_\_\_\_./

Notes on the Basic Material:

1. /tizra<sup>c</sup>u/ means "you (pl.) grow".
2. /khudha:r/ means "vegetables".
3. /il-gibla/ is "south".
4. /tigharrasu/ means "you (pl.) plant". /tihrathu/, is you (pl.) harvest". /nihsadu/ is an alternative word for "harvest".

Note:

Refer back to the drawings on pp. 100-101 and with your new vocabulary, discuss again in depth the implications that these drawings have for development in Mauritania.

SUPPLEMENTARY MATERIAL: Agricultural glossary.

field/plot(s)	/harθ/	هَرْث	/ahra:th/	اھرات
fence	/azri:t/			ازریت
fertilizer	/c <sup>a</sup> ars/			عرص
grass	/arbi: <sup>c</sup> a/			اربیعہ
weeds	/agli: <sup>c</sup> arbi: <sup>c</sup> a/			اقلیع اربیعہ
hoe	/igja:y/			اچجای
shovel	/abi:l/			ابل
rake	/rachu/			رشنو
plow	/wati:r/			وتیر
yoke	/awati:l/			اوٹیل
irrigation canal	/gasb lis-sagi/			قابب سقی
pipe/pipes	/gasb/	قصب	/agsa:b/	اقصاب
pump	/abu:nb/			ابرنب
motor	/muti:r/			متر
generator	/jini:ra:ti:r/			جنیر اتیر

## LESSON TWENTY-NINE

## AGRICULTURAL TALK

soil/earth	/trab/	تراب
stone	/hajara/	حجرة
valley (2)	/sahī/	سهل
	/gu:d/	قرد
dune (2)	/c Alb/	جبال
	/zi:ra/	زمرة
mountain	/jabal/	جبل
sack	/asgi:b/	اسقيب
two kilos	/mudd/	مثقال
100 Kgs.	/bari:ga/	بريق

Names of crops:

peanuts	/il-gart/	القرنط
millet, sorghum	/il-azra <sup>c</sup> /	الذرة
maize/corn	/il-makka/	الذرة

wheat	/il-gamh/	القمح
pepper	/abu:bar/	أبهر
beet	/bitra:v/	بنراف

Verbs: (given in "he" form of Present Tense)

to cultivate (2)	/yizra <sup>c</sup> /	يزرع	/yihrath/	يحرث
to grow	/yinbat/			ينبت
to die	/imu:t/			اموت
to water	/yisgi/			يسقي
to harvest (2)	/yihsad/	حصاد	/yihrath/	يحرث
to store	/yilam/			يلم
to destroy	/yihdam/			يهدم
to eat	/yukil/			يكل
to plant	/yigharras/			يغرس
to dig	/yijhar/			يجحر
to hoe	/yigbi/			يبغي
to plow	/yuti:l/			يتيل

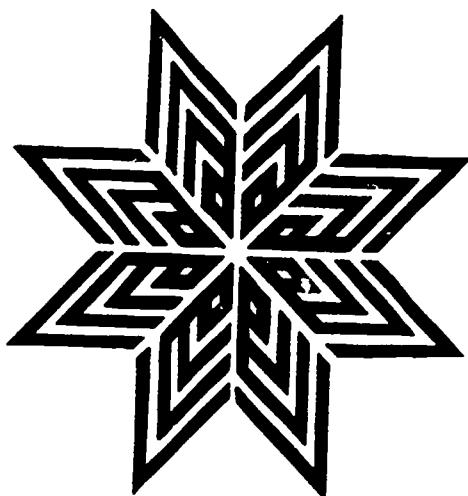
## LESSON TWENTY-NINE

AGRICULTURAL GLOSSARY

---

---

to pull	/yintur/	بَنْتَر
to kill	/yigtal/	يَقْتُلُ
to fertilize	/idi:r il- <sup>c</sup> ars/	أَدِيرُ الْعَرْصَ
to rain	/yimtar/	يَمْطَرُ
to transplant	/yigharras/	يَغْرِسُ



The name of Allah is repeated to form this eight-pointed star

ADDITIONAL VOCABULARY: Names of Months.

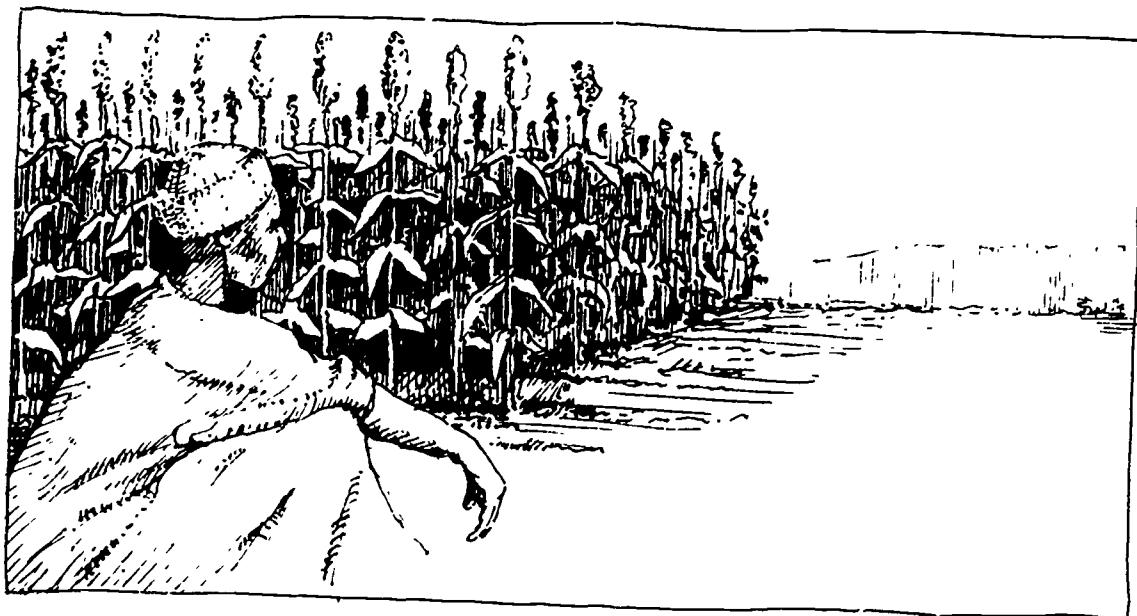
January	/yana:yir/	يناير
February	/fibra:yir/	فبراير
March	/ma:rs/	مارس
April	/abri:l/	أبريل
May	/mi:h/	مايو
June	/yu:ni/	يوني
July	/yu:li/	يولي
August	/aghash/t/	اغسطس
September	/s:btimbi:r/	سبتمبر
October	/uktu:bi:r/	اكتوبر
November	/nuvimbi:r/	نوفمبر
December	/disimbi:r/	ديسمبر

Activity: Find out the names of the Islamic months. You have already seen two - Ramadan and Hajj, which are the two most well-known. Although the Islamic months exist side-by-side with the Gregorian months, the latter are used much more frequently in everyday Mauritanian life.

LESSON TWENTY-NINE

---

---



228

\*207\*

[Hosted for free on livelingua.com](http://Hosted for free on livelingua.com)

## IN THE FIELD

### Lesson Thirty

---

---

Objective: At the end of this dialogue you should be able to further your inquiries about local agriculture, and practice using the conditional in Arabic.

Translation Sam: Hello. What did you plant here?  
of Basic Ahmad: I planted beets here and corn over there.  
Material: Sam: Did you put fertilizer on the field?  
Ahmad: No. There isn't any in this area.  
Sam: If you use (used) fertilizer the crops will grow better.  
Ahmad: If you bring (brought) me a little, I will put it. (on the crops)  
Sam: I'll speak to my director tomorrow. If I haven't brought it to you before Friday, come to the office in Nouakchott and I'll give you a sack of it.

- Activities:
1. Using the words from the Agricultural Glossary in Lesson 29, substitute the names of other agricultural crops and products as answers to the first question. Learn any regional alternatives for the agricultural vocabulary used in this Lesson.
  2. Practice this dialogue in class with your teacher. Discuss the agricultural patterns and practices of the different regions of Mauritania.

\*208\*

## الدرس الثلاثون

### LESSON THIRTY

سام السلام عليكم . اتن عرست عنن ؟

احمد زرعت برافي عنن و الله نوك

سام درت الانقراي فرق الامارات ؟

احمد ابدا . ما غو خالق في هذى المنطقة

سام الا استعملته البنات نفت احسن

احمد الا جبت لي شري نديره

سام لا بي نتكلّم مع مدبري الصبع .  
اذا ما جبته لك قبلة الجمعة داعي  
شور المكتب في توأكشط ولا عني  
تعظيك اسقيب منه

سام سلام عليهم ايش تقرست عورن ؟

احمد زرعت بزاف عورن و الملة عوك

سام درت الانقراي فوق الاصوات

احمد ابدا ما عور خالق في هذه المنطقة

سام الا استعملته البنات نبنت احسن

احمد الا جبت لي شوي ندبوا

سام لا عي نتكلّم مع مدربى القباع

الا ما جبته لك قبلة الجمعة واشي

شور المكتب في نواكشوط د عاصي

تعطيك اسباب منه

BASIC MATERIAL: Dialogue for Memorization:

- |         |  |
|---------|--|
| /sa:m/  | - /is-sala:mu <sup>c</sup> alay-kum. ash gharrast hu:n?/   |
| /ahmad/ | - /zra <sup>c</sup> t bitra:v hu:n wa l-makka <u>hu:k</u> /  |
| /sa:m/  | - /dirt il-angray vawg il-ahra:th?/  |
| /ahmad/ | - /abda. ma:hu kha:lig vi ha:dhi l-mintaga/  |
| /sa:m/  | - /illa sta <sup>c</sup> milt-u in-nabata:t tinbat <u>ahsan</u> /  |
| /ahmad/ | - /illa jibt l-i shway ndi:r-u/  |
| /sa:m/  | - /lahi nitkallam ma <sup>c</sup> a mudi:g-i <u>is-subh</u> . illa ma jibt-u l-ak gubla il-juma <sup>c</sup> a wahay shu:r il-maktab vi nua:kshu: <u>t</u> wa lahi na <sup>c</sup> ti:-k asgi:b min-u/ |

Notes on the Basic Material:

1. /il-angray/- the french word "engrais". It means "fertilizer" and is widely understood.
2. /illa/ - "if." For further reference on "if" sentences, see The Grammar Handbook Lesson on Conditionals.
3. /a h san/ - a comparative form meaning "better." See The Grammar Handbook on Comparatives and Superlatives for further information.
4. /wahay/ - in the imperative form, meaning "come".
5. /asgi:b min-u/ - literally "a sack from it."

APPENDIX A  
HASSANIYA PROVERBS

Mauritanians have many interesting proverbs, and you will undoubtedly hear many of them during your visits with families. Many of them are wise, some are prophetic and still others are humorous, but all of them display the wonderful musicality, rhythm and rhyme of the Arabic language. See if you can learn some, and try to use them in the appropriate context. Also, share some American proverbs (such as "Don't cross the bridge until you get to it") with your friends and hosts.

1.

الخلاق قبل العلام

"The creator came before the educator."

2.

لم مامون وأسْنَى حادت كابون

"Always trust your mother, even if she is a hyena."

3. أشرف أنسخ آمنتك آل ما ساف افِيراش الوايْف

"An old man who is lying down can often see better (more clearly) than a young person who is standing up."

4.

اللهم لا حُزْنٌ مَا تَحْمِلَهْ كون أَعْلَمْ

"Only a person whose meat goes bad can actually bear the burden of his own misfortune." (This could apply to a mother who gives birth to a crippled child, for example.)

5.

نَهْرُوبْ كِيل الحولِبْ

"If you want to run away, get going before your pursuer catches up with you."

6.

اَلْ يَسْمَلُكْ مَا تَنْفَعْ

"You can't do anything good for a person who doesn't obey you."

\*213\*

7.

اَلْ مَا شَافَ السَّمَاءُ لَا تَنْتَعِثُونَ

"If someone doesn't see the sky, you shouldn't try to show it to him, because he most likely doesn't want to see it."

8.

اَلْ شَرْفُ مَا يَحْلُ اَجْرُفُ

"The view doesn't fill the stomach." (Or, in order to enjoy something completely, it is not enough just to look.)

9.

رِبْلُ مَا آتَيْ فَاللَّبْسُ

"To plan ahead is often dangerous - we can never be sure of our plans." (Literally, "Numbers and calculations shouldn't be put into our pockets.")

10.

اَلْ يَكْطُ عَظَمٌ لَخَسْ بَخَنَعٍ لَخَبْلٍ

"A person who has been bitten by a snake will from then on be afraid merely of a rope that might resemble that snake."

11.

اَلْكَدْمُ بَنْ فَمٌ سَلاَهُ اَهْلُ

"It is better to speak directly with someone with whom you have business than to use a go-between (or intermediary)."

12.

اَلْ اَجْبَرُ اُمُّ سَارَ نَطَعَ حَدَّاتٍ

"Why look for someone better when you already have someone who is good?" (Literally, "He who has been known his mother shouldn't be breast-fed by his grandmother.")

APPENDIX B  
**LANGUAGE BEHAVIORAL OBJECTIVES\***

These two lists of behavioral objectives may be useful to you as a way of keeping track of your progress and planning your study of Hassaniya. By the end of the training program you should probably be able to do all the communication tasks in List A, and you should be working on the tasks in List B. Eventually, you should be able to do all the tasks in both Lists A and B in order to be fully effective in your work.

**LIST A:** - I can perform the following communication tasks adequately:

- ( ) 1. Greetings, social introductions, and leave taking.
- ( ) 2. Give and ask for directions.
- ( ) 3. Handle currency; ask for change.
- ( ) 4. Make purchases (food, clothing, tickets).
- ( ) 5. Order a simple meal.
- ( ) 6. Get around using public transportation.
- ( ) 7. Give and request simple autobiographical information, i.e. nationality, marital status, occupation, date and place of birth. Give height and weight in metric system.
- ( ) 8. Describe my family. Request similar information from another.
- ( ) 9. Have some success in bargaining at the market.

---

\*Adapted from Le Francais Essential pour L'Afrique Francophone, Peace Corps, Washington D.C., 1978.

LIST B: - I can perform the following communication tasks adequately.

- ( ) 1. Everything from List A.
- ( ) 2. Describe present and/or most recent job or activity in some detail. Request similar information from another person.
- ( ) 3. Give detailed information about family, and hometown, and request similar information from another person.
- ( ) 4. Give a brief autobiography. Tell about immediate plans and hopes. Request similar information from another.
- ( ) 5. Describe the geography of the United States or of a familiar location. Request similar information about another country or location.
- ( ) 6. Describe the basic structure of the U.S. Government and the U.S. educational system. Request similar information about another country.
- ( ) 7. Describe the purpose and the function of the Peace Corps.
- ( ) 8. Give a brief description of hobbies and pastimes. Request similar information from another person.
- ( ) 9. Be able to discuss current events, U.S. attitudes on race, foreign policy culture, foreign aid, etc. in some depth.

#### INDIVIDUAL OBJECTIVES

The following are objectives that you should determine for yourself. You might consider subjects or areas that you often talk about in English.

Describe five areas that you wish to have some fluency in. Two more spaces are provided for future use. Check each one off as you feel you have gained reasonable fluency in it.

- ( ) 1. \_\_\_\_\_
- ( ) 2. \_\_\_\_\_
- ( ) 3. \_\_\_\_\_
- ( ) 4. \_\_\_\_\_
- ( ) 5. \_\_\_\_\_
- ( ) 6. \_\_\_\_\_
- ( ) 7. \_\_\_\_\_

## ENGLISH-HASSANIYA

### GLOSSARY

The following list consists of all the vocabulary which appears in The Communication and Culture Handbook, The Grammar Handbook as well as a number of entries from a high frequency English word list. At the end you will find a list of common expressions and idioms. Their Hassaniya translations are provided in Arabic script; abbreviations indicate the part of speech, gender, and plural forms where relevant.

#### Key

(n)	= noun	(f)	= feminine
(v)	= verb	(m)	= masculine
(adj.)	= adjective		
(pl)	= plural		

#### A

able (adj.)	قادر
abortion	تغيل
about	عن
above (upstairs)	فوق
accept (v.)	قبل
account	حساب
accounts (n. pl.)	حسابات

\*217\*

act (behave)	صرف
act (take action)	عمل
action (n.)	عمل
add	عَد
address (n.)	عنوان
admit	ادرِج
afraid	خائف
after	ماقب
afternoon	ظهير
again	مرة ثانية
against	ضد
ago	
agree	وافق على
agriculture	زراعة
agricultural project	مشروع زراعي
aid (n.)	تعاون

## GLOSSARY

## ENGLISH-HASSANIYA

---



---

aid (v)	عائن
air	حوا
airplane	طير
airport	مطار
all	كل
allow (v.)	خلي
all right; O.K.	ابوا
almost	سفربياً
alms (religious)	زقات
alone	وهد
along	على طول
a lot of	ياسير من
already	ذرك
also	صوري
although	مع أن
always	دائماً

America	امريكا
American	امريكي
among	بين
amount	عدد
and	و
anemia	افروف الدم
animal	حيوان
another	ثاني
answer (n.)	جواب
anyone	أحد
anything	شيء
appear	ظهر
apple	تفاح
approximately	"نحوها"
April	ابريل
Arabic (n.m.)	عربي

\*220\*

## GLOSSARY

## ENGLISH-HASSANIYA

---

---

area	رهي
arm	درع
army	جيشه
around	مدور
arrive	وصل
art	فن
as	ـ
ask	سؤال
assistance	تعاون
aspirin	اسبرين
at (near)	عند
August	اغسطس
autumn	خريف
<u>B</u>	
baby	اطفال
back (n)	ظهر

bacteria	بكتيريا
bad	سيئ راً ساء
bag (n)	صك
baggage	متاع
ball	تارق تور كرة
bananas	بنان
bank	بنك مصرف
barber	حلاق
basket	سلة
bathroom	حمام مرفق
battery	أعماق
beach	شاطئ
beat (v.)	أقلب
beautiful	زينة
because	بسبب
become	أعود

## GLOSSARY

## ENGLISH-HASSANIYA

bed	خراش	متكة
bedroom	بيت ارقاد	
beer		بيرة
beet		بتراف
before	سابق	ا قبل
begin	تسنت	بدأ
behind		اورا
believe		ظن
belong		لـ
below		تحت
belt		محزن
beside		ا جز
best		ا خير
better		ا خير
between		بين
big		اكبر

biology	بُولوْجِيَّة
bird	طير
birthday	عيـد أحـدـق
black	الـحـلـ
blackboard	سـبـرـرـة
bladder	مبـولـة
blade (razor)	لنـسـت
blanket	أـمـيجـو
blood	دـم
blood pressure	الـقـطـطـه الـدـمـيـ
blue	أـخـفـر
boat	سـفـنـه
body	جـسـم
boil (v)	غـلـيـ
bone	عـظـمـ
book	كـتابـ

## GLOSSARY

## ENGLISH-HASSANIYA

born (v.)	اْخْلَقَ
borrow	اعْرِ
both	لَتَيْنِ
bou-bou	دِرَاعَةٌ
bowl (n)	بَسَيلٌ
box	بَطْرِ
boy	اطْفَلٌ
brazier	فُرْنَةٌ
bread	اْجْبُورُودٌ
break (v.)	كَسْتَرٌ
breakfast	اْصْبُوْحٌ
breast	صَدْرٌ
breeze	بَعْ
bridge	صَلَّ
bring	عَيْبٌ
broken	مَدْقَدَقٌ

broom	بلية
brother	اخ
brush (n)	سرّاع
bucket	سبوة
build	بني
building	بناء عماره
bureau	مكتب
burn	حرق
bus	باص
business	شئون
busy	معنطه
but	لكن
button	بنuron
buy	اشر
by	امز

## GLOSSARY

ENG'ISH-HASSANIYA

### C

cab (taxi)

تَكْسِي

cable (telegram)

تَلْغُرَام

call (v.)

عِنْط

called, named

أَقَال

camel (n.m.)

أَحْمَل

(n.f.)

نَاقَة

(pl.)

أَعْمَال

camera

مَدِينَةُ التَّصْوِير

can (able) (v.)

قَد

can (tin) (n)

بَطْرِي

can opener (n)

فَتَاع

cancel

أَلْغَى

capital (n)

عَاصِمَة

car (auto)

حَافَة

care (for) (v.)

تَلْقَى

careful

حَادِر

carpet	زربی
carrots	کروت
carry	ارفه احمل
case	حال
cash	ذات فحنه
cassette (tape)	مسجله
catch (v.)	اکرد
cause (n)	سیب
ceiling	سقف
cell (biological)	خلیہ
center (n)	مرکز وسط
centimeter	سنتیمتر
century	قرن
certain	و مددین قریں
chain (n)	سلسلہ
chair	کرسی

chalk	طباشير
chance (n)	مناسبة
change	بدل
charcoal	لحووم
charge (v.)	كلف
cheap	هتن
cheese	اجن
chemistry	كيمياء
chief	شيخ
child	اشرير
cholera	كوليرا
choose	امئار
Christian(s)	مسحيين
church	كنسية
cigarette	سجاريـت
cinema	سينما

circle (n)	دائرۃ
city	مدينة
class	قسم
classical	فصی
classroom	قسم
clean	انظف
clean (adj.)	مصفور
cleanliness	نظافة
clear (adj.)	صافی ظاهر
clever	عاقل
climb	اطبع
clinic, hospital	طب
clock	وقات
close (v.)	اقفل
closed	مصفور
cloth	فنت

## GLOSSARY

## ENGLISH-HASSANIYA

clothes	الباس
cloud	منز
cocktail	كوتيل
coffee	كافة
coin	فضحة
cold (n.)	برد
cold (adj.)	بارد
college	اعدادية
color	لون
comb (n.)	سرابع
come	جا
come back (v.)	رجع
comfortable	ترفع
common	عادي
communications, transport	نواصلات
company (business)	شربكة

complete (adj.)	تام
conditions	ظروف
consider	اعتبر
contagious	عدوة
contain (v.)	احتوي
continue (v.)	واصل
contraception	تعقيم
contractions	انقباض
control (v.)	راقب
cook (v.)	أذيب طيب
cooker, stove	البوي
cool (adj.)	صبارد
cooperate, help (v.)	عاون
cooperative	تعاونية
copy (v.)	اكتب
corn, maize	ملكة

## GLOSSARY

## ENGLISH-HASSANIYA

corner (n.)	هاشي
cost (v.)	بسق
cotton	قطن
cough (n.)	كحة
could (v.)	إيد بمحكن
count (v.)	ا حسب
counterpart, colleague	زميل
country	بلد
course (n.)	درس قسم
court	ساحة
cousin	ولد عم
cous-cous	تسكين
cover (v.)	اعطى
cow	بقرة
cramps	وضع الكرش
cross (v.)	اقطع

25?

\*233\*

crowd (n.)	ناس	جَمِيعَةٌ
cry		بُكْرٌ
cultivate		زرع
customer		مشتري
cut (v.)		قطع
<u>D</u>		
dance (v.)		رقص
dark	طامس	امْظَلْمٌ
date (eating) (n.)		تمر
daughter		منْت
dawn (n.)		فجر
day		يوم نَهار
dead (adj.)		ميت
deal (n.)		مرحمة
December		ديسمبر
decide	حَزْمٌ	قرر

GLOSSARY

ENGLISH-HASSANIYA

deep	طويل	عَميق
dehydrated		مسْتَهْمِم
delay (v.)		تأخر
delivery		خلاص
dentist		طبيب الاسنان
desert (n.)		بادية
desire (v.)		ابقى
desk		مكتب
destroy		هدم
development		تطوير
dialect		لُجُجَة
diarrhea	سي	وجع الكرش
die		مات
difference		اختلاف
different		ما يشابة
difficult		واحد

dig (v.)

محر

diningroom

بيت (وكيل)

dinner

عشاء

direct (adj.)

مباشر

director

مدير

dirty

اموتنخ

discover

اكتشف

dish (n.)

جمرة

distance

مسافة

district, region

منطقة

do

عمل

doctor (m.)

طبيب

dog

كلب

dollar

دولار

door

ضم

باب

double

امدريل

## GLOSSARY

## ENGLISH-HASSANIYA

doubt (v.)	تریب
down	تحت
downstairs/under	تحت
draw (v.)	اصلن
dry (adj.)	يماسن
dream (v.)	اهمم
dress (v.)	البس
dress (n.)	رمبالي
drink (n.)	شراب
drink (v.)	شرب
drive	اهرك
driver	شونبر
drought	جفاف
dune	زيرة
during	مدة
dust (n.)	قبراء

duty

دأبب

مهمة

E

each/every

كل

ear

أذن

early

بالعجلة

earth

أرثاب

easy

سهل

eat

أكل

education

التعليم

egg

بيض

eggs (reproductive)

بيض

eight

ثمانية

eighteen

-eighteen

eighty

ثمانين

electricity

كهرباء

eleven

احدىعشر

## GLOSSARY

## ENGLISH-HASSANIYA

embassy	سفارة
embroidery	زخرفة
encampment	فرقة
energy	طاقة
engineer (n.)	مهندس
English	انجليزية
enough	كافي
enter	دخل
evening	مساء
every each	كل
every/anyone	كل حد
everything	كل شيء
eyes	عيون
example	مثال
expensive	واعر
extension worker	متغلا

F

face (n.)	وجه
fact	أمر
factory	مصنوع
fair (equal)	مسقط
faith	إيمان
fall (v.)	اطبع
family	عائلة
famous	شائع
far	بعيد
farmer	خلاح
fast (v.)	صوم
fast (adj.)	بالصلب
fat	أسمين
father	بو
fatigue	تعب

## GLOSSARY

## ENGLISH-HASSANIYA

favor (n.)		النَّفْرِي
favorite	أَهْنِر	أشْبَه
fear (v.)	إِذْل	انْجُلُع
February		فِبرَاير
faces		مُخْرَاج
feel (v.)		إِحْسَن
feet		كُرَىيْن
fence		صَابِن
fertilizer	عَرْص	النَّفْرِي
fetus		صَن
fever		حَمْيَّ
few		إِقْدِيل
field	هَرَن	مَقْلَل
fifteen		اِنْسِتَعْنَش
fifty		خَسِين
fight (v.)		تَعَارِك

figure (v.)

أوجع

fill (v.)

املأ

film (n.)

فلم

finally

آخرًا

من تال

find (v.)

أجبر

fine (well) (adj.)

متعرنگ زین

لاباس

finger (n.)

أصبع

finish (v.)

توقف

finished over

وفات

fire (n.)

نار

first

لؤلؤ

fish (n.)

سموت

fit (v.)

تقرّك

five

خمسة

fix repair

عذر

صحّ

flavor

سمك

GLOSSARY

ENGLISH-HASSANIYA

floor	الّأَنْتَهَى	فتراب
flower		نُورَار
fly (v.)		إِلْظَيْر
follow	إِلْتَهِب	تبغ
food		عِيشَ
foot		كُرْع
for to		لِـ
force (n.)		قَوْة
foreign		اجْنَبِي
forest		خَاب
forget		نسِي
fork		فَرِسْتَ
form (n.)		سِكْل
forty		أَرْبعِين
forward		الْفَدَادِي
four		أَرْبَعَة

fourteen	أربعة عشر
free (no cost) (adj.)	مجاناً بديل الحال
French	فرنسي
fresh	بارد
Friday	يوم الجمعة
friend	صاحب
from	من
front	قدام
fruit	ثمرة
fun	ارتخ جرف
funny	إضحك
full	امازن
function work (v.)	يتنقل عمل
future	مستقبل
G	
game	لعبة

gasoline	وقود	إسانجي
gas station	محطة الوقود	
garden (n.)		بسناء
gate	باب	مدخل
general (adj.)	عام	
generator		جنيرتور
geography	جيوغرافيا	
get (v.)	اتصل على	
get in (v.)	ارك	
get up	اغروم	
ghost	ظهور	
gift	هدية	
girl	بسابة	
give	اعطى	
glad	فرحان	
glass (drinking)	كاس	

glasses (eye)	نظارة
go (v.)	امشي
goat	عَنْزَةٌ
god	رب مولانا الله
gold	ذهب
good, well	زين
good-bye	مع
goodness	الخير
government	حكومة
granddaughter	حفيدة
grandfather	جد
grandmother	جدة
grandson	حفيد
grapes	عنب
grass	أرزق
grateful	شاكرا

## GLOSSARY

## ENGLISH-HAFSANIYA

green	أخضر
grocery	بقالة
group (n.)	اجماع
grow	كبر
growth	نمو
guard (n.)	حرس
guide (n.)	قرد
gun	دفع
H	
hair	رقب
haircut	تحسين
hairdresser	حلاق
half	نصف
hand (n.)	ايد
hang	لطف
happen	امثلق

happy	مسرور	فرحان
hard	أمتين	واعر
hat		هوي
have (v.)		عند
have breakfast		اصلطبح
have dinner		اتحتشى
have lunch		اتخدى
head		راس
headache		وجع الرأس
health		صحة
hear		يسمع
heart		قلب
heat (n.)		Heatان
heavy		ثقيل
height		ضول
help (v.)		عاون

GLOSSARY

ENGLISH-HASSANIYA

here	هون
high	طويل
hill	ارتفاع
hire	أكرب
history	تاریخ
hit (v.)	بطة
hold (v.)	كرد
hole	فقار
holy war	جihad
home	أهل
hope (v.)	تحمی
horse	غرس
hospital	طب
hot	هامي
hotel	فندق
hour	ساعة

house	دار
how	كيف
how many	كم
how much	باش
however	لكن
human	انسان
humid	رائب
hundred	مائه
hundred kilos	مئيق.
hungry	جعاف
hunt	صيد
hunter	صياد
hurry (v.)	أعجل
hurt (v.)	يُعذب
husband	زوج

## GLOSSARY

## ENGLISH-HASSANIYA

I	
I	ا
ice	أقداص
idea	فكرة
if	إِنْ
ill	مريض
important	مُعْنَى
in	في
include	ضمن
increase (v.)	ازداد
industry	صناعة
infection	نَفْرَةٌ
in front of	قدام
inhabitant	سكنان
injection	دَفْعَةٌ
in order to	لِكَانْ

insect	حشرة
insecticide	انسكيسيد
inside	وسم
instead	بدل من
instructions	تعليمات
interest (n.)	اهتمام
intestines	معده
into	داخل
iron (n.)	حديد
irrigation canal	قناة لتصريف
Islam	اسلام
island	جزيرة
it	ـهـ
J	
January	يناير
Jesus	يسوع

## GLOSSARY

## ENGLISH-HASSANIYA

job	عمل	سُفْلَة
join	امْلَاط	
joke (n.)	جُوق	نَكْيَة
joy	فُرُح	
juice	عَصِير	
July	بُولِي	
June	يُونِي	
<u>K</u>		
keep	صَرْس	
kettle	بَرَاد	
key	فَتَّاح	
kill (v.)	إِنْتَل	
kilo	كِيلو	
kilometer	كِيلو مِيتَر	
kind (n.)	نُورَع	سُكَل
king	مُلَك	

kinsperson		اقارب
kiss (v.)	صافع	عائق
kitchen	كوفرين	مطبخ
knee		ركبة
knife	مدية	CRS
know		اعرف
Koran		قرآن
L		
labor (v.)		عمل
labor (birth) (n.)		عمل
laborer		كامل
lake		بحيرة
land (n.)		نراب
language		لغة
large		أكبر
last (adj.)		أخير

## GLOSSARY

## ENGLISH-HASSANIYA

late	متاخر
laugh (v.)	ضحك
laundry	ألباس
law	قانون
lay (out) (v.)	امقط
lead (v.)	قاد
learn	تعلم
least	الاقل
leave	امشي
left (direction)	يمسار
leg	فَتَمٌ
lemon	ليمون
length	طول
less	اقل
lesson	درس
let (v)	اسمع

letter (mail)	براءة
lettuce salad	سلطة
lie (tell a) (v.)	كذب
life	حياة
lift (v.)	رفع
light (v.)	تقب
lighter (n.)	مرقد
like (v.)	ابقى
line (n.)	خط
linen	برون
lips	شفارب
listen	ستنت
literature	ادآب
little	اسغير
live (v.)	عائش
livingroom	سكن
	صالون

locust		جراد
long (adj.)		طويل
look (v.)		هرس
look at		نظر
look for		اللور
lose	مر	ورقد
lost	ضائع	واقد
love (v.)	حب	ابقى
lover		حبيب
low		عازارا
lower (v.)	خفض	انخفض
lunch		خداء
lungs		رئية
<u>M</u>		
machine		مكينة
magazine		جريدة

majority most of	أغلب
make (v.)	عدل
malaria	ملاريا
malnourished	سوء التغذية
n·an	راجل
manner	صفة
many	ياسر
map	خرائطه
March	مارس
mark (n.)	مرک
market	مرصدة
marry	تزوج
married	متزوج
mat	حصيره
matches	علبت
material	مواد

## GLOSSARY

## ENGLISH-HASSANIYA

maternal uncle	عم
math	حسابات
matter (n.)	شأن أمر
mattress	فراس
May	ماي
mean (v.)	عني
measles	سلبرون
meat	لحم
medicine	دواء
meet	أجبر
meeting	مصادف
member	عضو
men	رجال
merchant	ناجر
meter	ميتر
method	طريقة

microbes	بیکر ربات
middle	وسط
midwife	قبائض
might (v.)	یعنی
milk (n.)	لبن
millet	ازرع
million	میلیون
mind (n.)	عقل
mine	لیسی
minister	وزیر
ministry	وزارة
mint (plant)	نعنع
minute (n.)	دقیقة
miscarriage	اطبع انکوش
miss (v.)	ترھنن
Miss	انیسہ

## GLOSSARY

## ENGLISH-HASSANIYA

Mr. (Mister)	سيد
Mrs. Ms.	سيدة
moderate	معتدل
modern	مُدرِّن
moment	وقت
Monday	الاثنين
money	فرينة
month	شهر
moon	قمر
more	اكثر
morning	صباح
mosque	مسجد
mosquito	ناموس
most	اعلَب
mother	أم
motor	محرر

mountain	جبل	کوہ
mouse		فار
mouth		فم
move (v.)		حرک
movie		سینما
much		یا صور
music		موسیقی
Muslim(s)		مسلمین
must (v.)		واجب
<u>N</u>		
name (n.)		اسم
named called		انقال
napkin		زین
nation	أُمّة	وطن
national		وطني
natural	بَيْطِي	کادی

GLOSSARY

ENGLISH-HASSANIYA

nature		طبيعة
nausea		أغذب
near	اقریب	امض
nearly		حکماً
necessary	ضروري	لابد من
neck (n.)		رقبة
need (v.)		فاضل
needle		إبرة
neighbor		جار
neither		إلا
never	محال	ابداً
new	طاري	اجدد
news	طوراري	أخبار
newspaper		جريدة
next	ما ي	مقبل
next to/beside		امض

nice		معنی
night	الليلة	المساء
nine		تسعة
nineteen		إسنتينت
ninety		تسعين
no		لا ابدی
none		ما عرشي
north		تل
nose		اخناف
not		ما
notebook	دفتر	كرنخ
nothing	والو	ما عرشي
notice (v.)		لامنه
November		نوفمبر
now		ذرك
number (n.)	رمز عدد	رقم

## GLOSSARY

## ENGLISH-HASSANIYA

nurse (n.)		طبيبة
nursing		الطب
nutriments		عناي
<u>O</u>		
ocean	بحر	حيط
October		أكتوبر
of		من
of course		طبعاً
off		خارج
offer (v.)	يعطي	إمداد
office	بورو	مكتب
officer		ضابط
official		موظف
often	يُسرّ فيه	كثيراً
oil (n.)		بترول
okay		أيوا

old	كسل
on	عالي
once	مرة
one	واحد
onion	بصل
only	انفرد
open (v.)	افتح
open (adj.)	مفتوح
opinion	رأي <span style="margin-left: 20px;">نحيم</span>
or nor	ولو
oranges	أورانج
order (n.)	أمر
other	آخر
ought	واجب على
outside	مرقب
ovary	بيض

## GLOSSARY

## ENGLISH-HASSANIYA

over (on top of)	فوق
over finished	وفات
own (v.)	امتنك
<u>P</u>	
pack (n.)	صك
page	أوجه
pain (n.)	الم
paint (v.)	تسبیح
pair	اثني
palm tree	نخلة
panties	سلب
pants	سرويل
paper	ورق
parasites worms	دود
part (n.)	قسم
party (n.)	حفلة

pass (v.)	أَخْطَلُ
past (n.)	الماضي
paternal uncle	عم
pay (v.)	خلص
peace	سلام
Peace Corps	جنة السلام
peanuts	قرن
pen	قلم
period (n.)	مدة
period (menstrual)	حيض
people	شعب
pepper	أبوبير
perhaps	ممكن
person	شخص
physics	فيزيك
pick (choose)	اختار

pick up (n.)	لقط
picture (n.)	صورة
piece (n.)	طعن
pilgrimage	حجّ
pill(s)	حبوب
pillars (Muslim)	قواعد
pillow	اساد
pineapple	اناanas
pipe	فاب
place (n.)	بلد
placenta	اسل
plan (n.)	خريطة
plant (n.)	نبات
plant (v.)	تغرس
plate	طس
platter	طاس

play (v.)	لَعْبٌ
pleasure (n.)	مُتَعَّةٌ
plow (v.)	أَتِيلٌ
plow (n.)	دَيْرٌ
point (n.)	نَقْطَةٌ
police officer	بُولِيسِي
poor	فَقِيرٌ
population	سُكَانٌ
port	مِينَا
position	مُوْقَفٌ
possible	مُمْكِنٌ
postage	تِبْعِيرٌ
post card	بَطَاطَةٌ بَرِيدِيَّةٌ
post office	بُورْسَةٌ بَرِيدٌ
potatoes	بَرْدَتِيرٌ
pour (v.)	صَبٌ

## GLOSSARY

## ENGLISH-HASSANIYA

power	اَقْدَر
practice (v.)	طُبُقَ
praise (n.)	حَمْدَة
pray	اَصْلَى
prayer	صَلَاة
prayer caller	اَذَانَ
pregnancy conception	حَمْلٌ
prepare	اَمْضِرُ
present (here) (adj.)	حاَضِرٌ
president	رَئِيسٌ
pretty (adj.)	زَبِينٌ
prevention	وَعَايَةٌ
price (n.)	ثَمَنٌ
Prime Minister	رَئِيسُ الْوزَرَاء
probably	وَارِزَنٌ
problem	مُشَكَّلة

produce (v.)	انتج
project (n.)	مشروع
promise (v.)	رد
prophet	نبي
protein	بروتين
prove	برهن
provide (v.)	اعطى
province	ولاية
public	عام
pull (v.)	انتره
pump	ابونب
pupil	للمعدي
purpose	هدف
put (v.)	أدير
R	
radio	راديو

rain (n.)	سحاب	مطر
raise (v.)		رخد
rake (n.)		رسور
rat		فار
razor		رزدار
razor blade		لست
reach (v.)		الحق
read (v.)		اقرا
ready (adj.)	هاصل	مستعد
real	رجيع	واقع
realize		اولين
really	حق	حقيقة
reason (n.)		سبب
receive		تلقي
record (phonograph)		دوديك
red		احمر

refrigerator	فريجيدير
refuse (v.)	امتنع
region; district	منطقة
religion	دين
remain	اون
remember	اتجبل
rent (v.)	ذكر
repair; fix	اكرب
repeat	صلح
reply (v.)	عل
require	واجب
resemble	سنان
rest (v.)	اسرار
restaurant	ستوران
result (n.)	نتيجة
resume (v.)	تحصي

return (v.)	رجوع
rice	مارو
rich	غني
ride (v.)	اركب
right (correct)	صحيح
right (direction)	يمين
rise (v.)	رفع
river	نهر
road	طريق
rock	حجرة
room	ست
rope	حبل
rub (v.)	امسح
rug	زربى
rule, regulation (n.)	قاعدة
run (v.)	جري

rush (v.)

اعجل

S

sack

استيقب

safe

ماعن افترور

salad lettuce

سلاد

salt

ملح

same

مسناد

sand

لحم

ابراب

sandals

تعاثل

Saturday

يوم السبت

save

اسدر

saucer

قذع

Saudi

سعودي

saw (n.)

قطاعة

say (v.)

قول

say hello

ستم على

schedule (n.)	فَسِيم
school	مَدْرَسَة
science	عِلْم
sea	بَحْر
season (n.)	فَسَيْزِن
seat (n.)	مَقْعِد
second	ثَانِي
secretary	سُكْرِتِير
see (v.)	شَاف
seem	سَابِه
sell	بَاع
send	أَرْسَل
sentence	جَملَة
September	سِبْتَمْبَر
serve (food)	نَالُول
servant	عَبْرَيْ

service (n.)	عمل	حُدْفَة
set (v.)		جَعَلَ
seven		سَبْعَةٌ
seventeen		سِتِّين
seventy		سِبعِين
several		عَدَّةٌ
sex (n.)		جِنْسٌ
sexual intercourse		جَمَاعٌ
shall		نَعْيٌ
shape (n.)	شكل	عَالَهٌ
share (v.)	شَاطِرٌ	فَسْمٌ
sharp		حَادٌ
shave (v.)		حَنْنٌ
sheet (bed)		أَدَرَا
sheikh chief		شَيخٌ
ship (n.)		سَيْفَةٌ

shirt	ترکی
shoe	نعالہ
shop (n.)	بڑیق
shopkeeper	تاجر
short (adj.)	قصیر
should (v.)	مال
shoulder	منک
shovel	ابیل
show (v.)	نعت
shower (n.)	دوش
sick	مریض
sickness	مریضی
side (n.)	حانب
sign (n.)	رمز
silk	صریخ
silver	فشنہ

simple	بسیط
since	من
sink (kitchen)	لفا ابو
sing	خانی
single	عازب
Sir	سید
sister	أخت
sit	عنه
sitting room	صالون
six	ستة
sixteen	ستة عشر
sixty	ستين
size	قامة
skin	جلد
skirt	جوب
sky	سماء

## GLOSSARY

## ENGLISH-HASSANIYA

slacks	سروان
sleep (v.)	رَقْعَهُ
slip (v.)	سَال
slow (adj.)	رَابِيٍّ
slowly	بِشَوَّر
small	اسْقِير
smallpox	جَدْرِيٍّ
smell (v.)	شَمَّ
smile (v.)	تَبَشَّمَ
smoke (v.)	أَكْسِي
so	إِذَا
soap	صَابُون
sock	سُوْسَت
soft	حَذْبٌ أَلْسَنٌ
soil (n.)	أَرْضٌ
sold	بِيَوْعٌ

\*281\*

soldier	جندي
someone	مَنْ
something	شيءٌ
sometimes	مرةً عَرَّةً
son	ولد
song	غُنَامٌ
soon	قريباً
sorghum	ازرع
sort (n.)	نوع
soul	النَّفْس
sound (n.)	صوت
south	جنوب
space (n.)	مكانٌ
speak	تَكَلُّم
special	خاصٌّ
spend	دَبَقَ

sperm	مني
spirit	العقل
spoon	خُبْز
spot (n.)	نقطة
spring (season)	ربيع
square	مربع
stamp (postage)	نیمسیر
stand (v.)	وقف
star (sky)	نجم
start (begin)	تسنت
state (nation)	ادا
station	محطة
stay (remain)	اعنا
step (n.)	خطوة
stick (n.)	دبوس
still	مازال

stomach	كرشن
stomachache	وجع الكرشن
stone (n.)	صخرة
stool (feces)	لختيج
stop (v.)	وقف
store (n.)	مخزن
storehouse	مخزن
storm (n.)	نور اسياب
story	رواية
stove	فرقة
straight	امستق
strange	غريب
stream (n.)	أبجير نهر
street	طريق شارع
strength	قوّة
strong	قوّي قوي

study (v.)		درس
success		نجاع
such	هناك	كيف
sudden		بالعجل
sugar		سكر
suit (clothes)		انتهايير
suitcase		واليس
summer		صيف
sun		شمس
Sunday		يوم الأحد
sunset		مغرب
supply (v.)	مدّ	اعطى
suppose		اعتقد
sure (adj.)		امقريش
surprise (n.)		مفاجأة
sweet (adj.)		حلو

system

نظام

T

table

طاولة

tailor

خياط

take (v.)

أخذ

talk (v.)

تكلم

tall

سليل

tape recorder

مسجلة

taste (v.)

ذائق

teach

قرآن

tea

ورقة آناب

teapot

فنجان

tear (rip) (v.)

سقّ

telegram

برق

telephone (n.)

هاتف

television

تلفزيون

## GLOSSARY

## ENGLISH-HASSANIYA

tell (v.)	فَالِ ل
ten	عَشْرَة
tent	خِيمَة
than	عِنْ
thank	شُكْرٌ
the	إِل
then (so)	أوْرَا ذَاكْ نَمْ
there	هُوك
these	تَقْدُول
thin (adj.)	إِرْقِيق
thing	شَيْءٌ
think	تَحْسِمْ
third	ثَلَث
thirsty	عَطْشَان
thirty	ثَلَاثَةِينَ
this	هَذِهِ ا هَذِي

those	ذوک
though	اع کون
thought (n.)	خیمه
thousand	ان
thread	خط
three	ثلاثة
through	نقر
ticket	تذكرة
tie (v.)	احزم
time (clock) (n.)	زمن وقت
tip (n.)	کوی
tire (n.)	اگراغ الواته
tired	فتران
to (towards)	الى شور
together	فبد
tooth	سن

## GLOSSARY

## ENGLISH-HASSANIYA

toothache

أوجاع الأسنان

toothbrush

مروش

tobacco

منجع

today

اليوم

toe

أصبع الكفاف

toilet

كبنة

tomorrow

الغد

too

هالثي

top (n.)

القمة

touch (v.)

مس

toward

نحو

towel

زيق

town

دشرة

toy (n.)

لعبة

trade (v.)

بدل

train (n.)

قطار

translate	ترجم
travel (v.)	سافر
tree	صحراء
trip (voyage) (n.)	سفر
truck	كميون
true	حق
trust (v.)	وداع
truth	الحق
try	حاول
turn (v.)	قلب
twelve	انتعش
twenty	عشرین
two	اثنين
typewriter	طبعه
	مدينة كتابة
<u>U</u>	
umbilical cord	حبل ال脐ة

## GLOSSARY

## ENGLISH - ASSANIYA

uncle

عم

under

تحت

underpants

سلب

understand

فهم

United Nations

الامم المتحدة

university

جامعة

until

إلى

up

فوق

upon

على

upstairs/above

فوق

urine

بول

use (v.)

استعمل

usually

عادة

uterus

رحم

V

vagina

رَبْرَب

valley	وادي	وَادِي	وَادِي
value (n.)			قيمة
vegetables			خضار
very			هني
view (n.)	مشوفة	مُشَفَّفَة	نظرة
village			دُشْرَة
visit (v.)			زار
vitamins			فيتامين
voice (n.)	صوت	صَوْت	صوت
volunteer (n.)			متظوع
<u>W</u>			
wagon			واحة
wait (v.)	انتظر	انْتَظِرْ	استنا
wake up (v.)			أوعي
walk (v.)	اتواهي	اَتَوَاهِي	امشي
wall			حائط

## GLOSSARY

## ENGLISH-HASSANIYA

wallet	لِمْ	كَلْب
want (v.)		ابْغِي
war (n.)	دِيَقَة	فَتَنَة
warm		حَرَب
wash (v.)		دَافِي
watch (v.)		عَسْل
watch (wrist)	سَايَة	وَقْنَة
water (n.)		حَاء
wave (sea) (n.)		مُوجَة
way (road)		طَرِيق
wear (clothes) (v.)		الْبَسْ
weather		الْجَوْ
Wednesday		بِرْدَم الْأَرْبَعَة
weeds		اقْلَعِيْع ارْبَعَة
week		اَسْبُوع
weight		وَزْن

well (water)	هَاسِي
well, good	زِين
west	ساحل
wet	جَبْلُون
what	أَنْ
wheat	قَصْح
when (question word)	مِنْ
where (question word)	إِنْتَا
whether	لَوْ كَانَ
which (question word)	إِنْتَا
while	مِنْذُن
white	أَيْضًا
who (question word)	مَنْ
who (relative pronoun)	الَّيْ
whole	كَامِلٌ
whooping cough	شَفَقٌ

## GLOSSARY

## ENGLISH-HASSANIYA

why (question word)

عليش

wide

واسع

wife

زوجة

will (shall)

دعي

wind (breeze)

ريح

window

مروي

wine

خمر

winter

شتاء

wish (v.)

تحتني

with

مع

within

نقر

without

بدون

Wolof

والواف

woman

مراء

wonder (v.)

عن دري

wonderful

عجب

wood	حطب	خشب
wool		صوف
word		كلمة
work (v.)	استعمل	عمل
work; job (n.)	عمل	شغفه
world		عالم
World Bank		البنك الدولي
worms parasites		دود
worst		الزّديْر
worth (v.)		تسوى
would (v.)	عَمَّن	اُخْد
wound (n.)		جُرْح
write (v.)		كتب
wrong (adj.)		غَلط

## GLOSSARY

## ENGLISH-HASSANIYA

### Y

yard (measure)

يارد

year

سنة

yellow

اصفر

yes

نعم

ابدا

Yes! (by God!)

والله

yesterday

يامس

yet

yoke

اوانيل

you (m.)

انت

you (f.)

انت

young

شباب

اسفیر

### Z

zero

سرد

صفر

zipper

## IDIOMS AND EXPRESSIONS

### A

All right, OK

طيب

زين

ایوا

Anything else?

داش

### B

By God!

والله

By the way

قتلاك

### D

Don't interrupt, let me continue

حنيني شوي

Day after tomorrow (the)

الثانية التي ما هو القبیع

### E

Excuse me? pardon me?

اش قلت

يا

نعم

### F

From time to time

مرة مرتة

Fine

معلم

لا باس

زين

\*298\*

318

## G

Give me	اعطيني	الله
Give me a little more	زيدني	شيء
God willing	إن شاء الله	
Good-bye	ودعناك	الملايين
Good afternoon	مع التسلامة	
Good morning	صباح الخير	

## H

Happy Holiday!	عيد مبارك	
Happy New Year!	ذكرى عام دانتكم بخير	
Hello	السلام عليكم	انقلوا
Here you are, here you go	حاتاك	
Hey <u>(name)</u> !	يا	
How are you?	ياك لا باس	ياك الخير
How do you say that in Hassaniya?	كيف تقول هذا بالحسنية	
How long have you been _____	كم لك	
How much is this?	باش هذا	
How old are you?	كم سنة عندك؟	
How's the weather?	كيف الاهوال	

I

I can't _____	مانقد
I don't understand	مانى فاهم
I forgot	نسىت
I have a headache	يوجعني راسى
I have a stomach ache	نوجعني كرتشى
I'm glad to meet you	تسعد هنا
Isn't that so? It's certainly true.	حق
It doesn't work	ما يعنى
It doesn't matter	لا ياس

L

Last month	الشهر العايت
Last week	الاسبوع العايت
Last year	العام العايت
Leave me alone	خليني
Like this	بالمحال هذا

N

Never mind	لاباس
New Year	رأس السنة
Next month	الشهر الجاي
Next year	السنة الجاي
Next week	الاسبوع الجاي

\*300\*

O

Of course

"طبعاً"

Okay, all right

طيب

أيوا

"Our house is your house"

بيتي زين بيتكم

P

Pardon me? Excuse me?

نعم

Please

من فضلك

S

Say, tell me, by the way

قل لك

Slowly

بطئاً

Something like this

شيء مثل هذا

Straight ahead

أقبل

على طول

T

Tell me...

قل لي

Thank you

شكراً

Thank God!

الحمد لله

That's all, enough

كافي

There isn't any

ما هو خالق

This is very important

هذا مهم جتي

To the left

على ايد العسري

To the right

على ايد العربي

W

Wait a bit

هاني شوي

ايش معن حقا

What time is it?

شنو الوقت

ستالق

What's going on? (happening)

شنو حقا

What's that?

ايش طاري

What's the news?

مالك؟

What's wrong with you?

منين؟

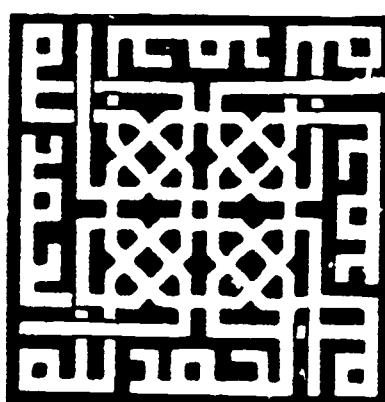
Where is...

Y

Yes

نعم

نعم



*Al-hamdu l-illahi*: "Praise to God"

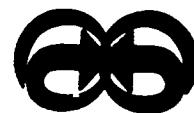
GPO 868-149

\*302\*

# PEACE CORPS LANGUAGE HANDBOOK SERIES

for Kiribati (Gilbertese)

Grammar Handbook  
Communication & Culture Handbook  
Special Skills Handbook  
Teacher's Handbook



ACTION/Peace Corps  
The Experiment in International Living  
*"Communication is the key to understanding."*