

# *Peace Corps*

*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

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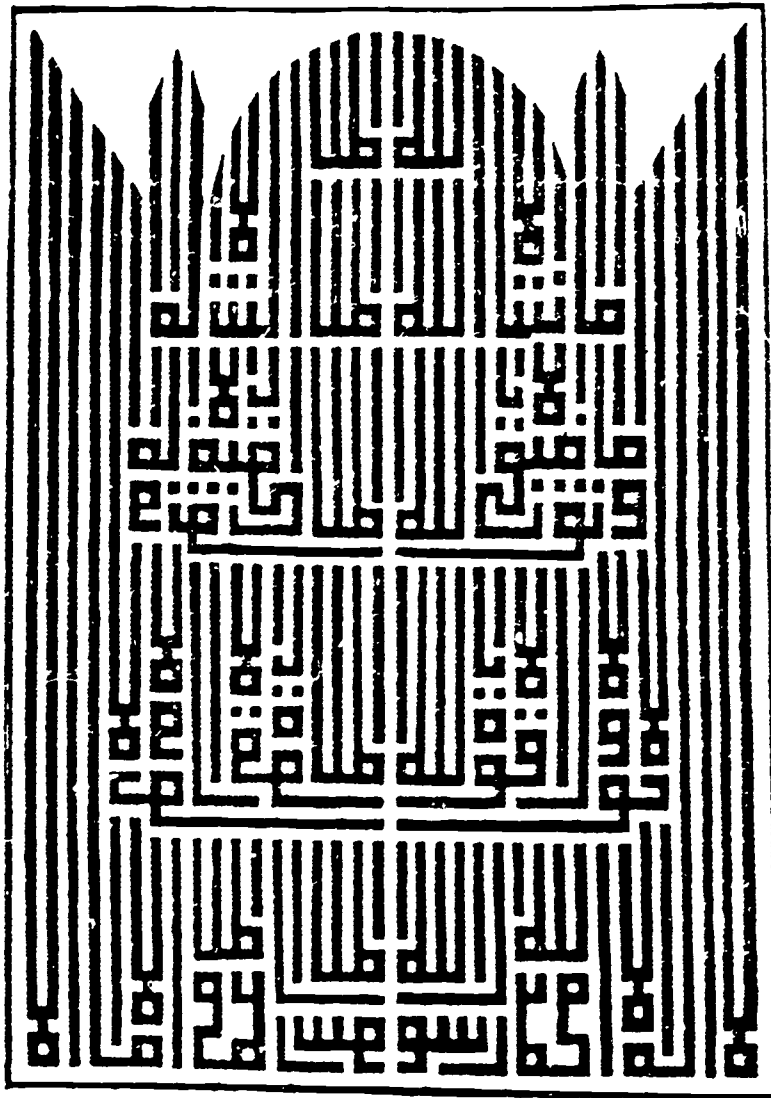
MAURITANIAN ARABIC  
COMMUNICATION AND CULTURE HANDBOOK

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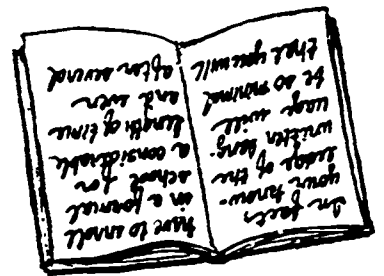
## Preface To The Learner

### 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.

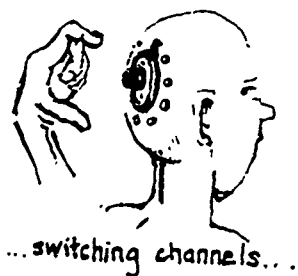
Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for 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.



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



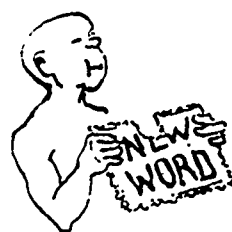
students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at 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.

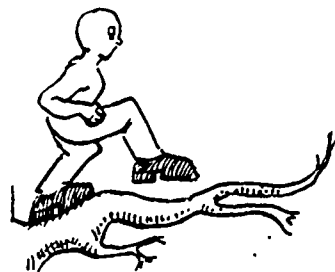
Being receptive. The new language may have some "funny" sounds. Its grammar may be organized differently from English. It may have words that do not translate easily into English and some English words and concepts may not have direct equivalents with the new language. Try to remember that English is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

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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.

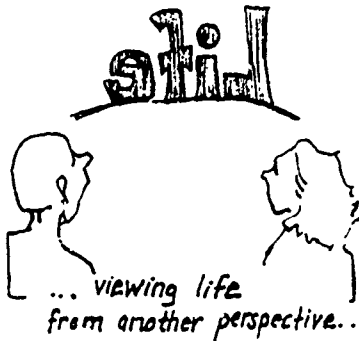
Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.



*...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 bicultural will speed up your efforts to become bilingual.

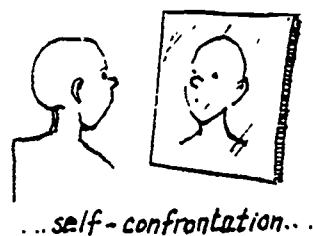
Being methodical (or developing a method to your madness.) Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules, come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work

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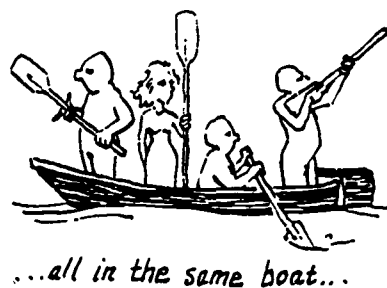
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books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, 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.

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## 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.

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

3. In most dialects of Hassaniya ق /qa:f/ is pronounced as /g/, as in "good." Thus, you may hear the word قَبْ pronounced as /galb/, or قولي as /gu:li/ or نَقْد as /ngid/. This is only a pronunciation variation, and in writing, the /qa:f/ will usually appear written as a ق /qa:f/. You may see the /qa:f/ written this way, however: كِي. 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 ق /qa:f/ to /g/.
4. Generally, ف /fa:ʔ/ is pronounced as /v/. Thus a Hassaniya speaker would pronounce the word فرنسَا as /varansa/. Again, it must be stressed that this is only a pronunciation variation; in writing the ف /fa:ʔ/ will appear written as a /fa:ʔ/, 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 ظ /dha:ʔ/ and ض /da:d/; however, there are rare occasions when you will hear ظ /dha:ʔ/ 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 ظ /dha:ʔ/ will always appear as a ظ /dha:ʔ/ 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 **ثَمَانِيَّة** as /dhama:niya/, or **ثَانِي** 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".

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## 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, of 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.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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



CHRISTIANITY IN AFRICA  
CIRCUITRY AND FIELDWORK 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.

Transiation  
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\*

احمد السلام عليكم

جون ر عليكم السلام

احمد ياك لا باس ؟

جون لا باس الحمد لله

السلام عليكم

احمد

و عليكم السلام

جون

ياك لا بأس ؟

احمد

لا بأس الحمد لله

جون



BASIC MATERIAL: Dialogue for Memorization.

- /ahmad/ - /is-sala:mu<sup>c</sup>alay-kum/  
/ju:n/ - /u<sup>c</sup>alay-kum is-sala:m/  
/ahmad/ - /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".

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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.

فاطمةُ السَّلَامُ عَلَيْكُمْ

جِئِ بِالسَّلَامِ عَلَيْكُمْ

فاطمةُ يَاكَ الْخَيْرُ ؟

جِئِ بِالْخَيْرِ الْحَمْدُ لِلَّهِ

فاطمةُ الْحَمْدُ لِلَّهِ

فاطمةُ السّلامُ عليكم

بين و عليكم السّلام

فاطمةُ ياك الخير؟

بين الا الخير الحمد لله

فاطمةُ الحمد لله

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**BASIC MATERIAL:** Dialogue for Memorization.

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

علينا وعليكم

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

مساء الخير

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)

علينا وعليكم

\*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

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- 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.

Translation  
of Dialogue:

- 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\*



فَاطِمَةُ      اَمِي طَارِي ؟

جَبِي      مَا طَارِي سَيِّ

فَاطِمَةُ      سَنَهَوِ اسْمِي

جَبِي      اسْمِي عَيْنِ . وَ سَنَهَوِ اسْمِيكَ أَنْتِ ؟

فَاطِمَةُ      اسْمِي فَاطِمَةُ

فاطمةُ  
اش طاري ؟

جين  
ما طاري نهي

فاطمةُ  
تتنبهو اسبِك ؟

جين  
اسمي جين . وتتنبهو اسبِك انت ؟

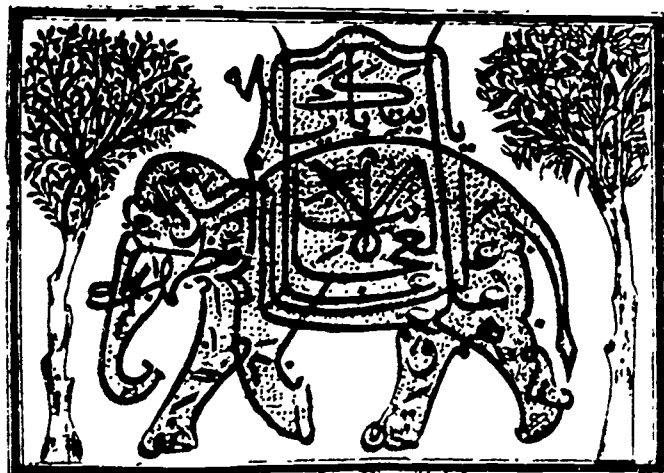
فاطمةُ  
اسمي فاطمةُ

BASIC MATERIAL: Dialogue for Memorization.

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

Notes on the Dialogue:

1. /ash t a: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	wadda'na-k l-mula na	ودعناك اطلاقا
	ma'a s-sala ma	مع السلامة
Good	dayn	زين
Very good    all right	dayn gatta	زين حتى
Bad	ma hu dayn	ما هو زين
Please	min fadi-ak	من فضلك
	min fadi-ik	من فضلك
Thank you	sh-shukran	شكراً
You're welcome for a service rendered	la shukr 'ala wa qit	لا شكر على واجب
Is that true? Really?	hagg' illan	حق الله
I don't understand	ma ni fa him	ما نى فاهم
I don't understand	ma ni fa hima	ما نى واهمة
What's this that?	shayha ha na	شئها هذا
Pardon? Excuse me?	ya' ash qilt na'am	يا اش قلت نعم

\*12\*

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 saving 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	٠
1	/wa:hid/	واحد	١
2	/ithnayn/	اثنين	٢
3	/thala:tha/	ثلاثة	٣
4	/arba <sup>c</sup> a/	اربعة	٤
5	/khamsa/	خمسة	٥
6	'sitta/	ستة	٦
7	saba <sup>c</sup> a/	سبعة	٧
8	/thama:niya/	ثمانية	٨
9	/tisa <sup>c</sup> a/	تسعة	٩
10	/ <sup>c</sup> 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.

هيئة السلام الولايات المتحدة الامريكية

B P	222	٢٢٢	ص.ب.
Tel	20-60	٢٠ - ٦٠	هاتف
	Nouakchott		نواكشوط

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

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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  
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\*



اهلاً	ميك
اهلاً و سهلاً . شحالك اليوم ؟	محمد
لا بأس الحمد لله . و انت ؟	ميك
الحمد لله . قنلك انت من مين ؟	محمد
انا من _____ <sup>A</sup>	ميك
من مين في _____ <sup>A</sup> ؟	محمد
من _____ <sup>B</sup>	ميك

A	B
امريكا	سبائتل
فرنسا	باريس
موريتانية	نواكشوط
سنغال	دكار
المغرب	الرباط

ميك	اهلاً
محمد	اهلاً و سهلاً . شحالك اليوم ؟
ميك	لا بابس الحمد لله
محمد	الحمد لله . فقلك انت من مين ؟
ميك	انا من _____ A
محمد	من مين في _____ A ؟
ميك	من _____ B

A	B
امريكا	سيااتل
فرنسا	باريس
موريتانية	نواكشوط
سنغال	دكار
المغرب	الرباط

BASIC MATERIAL: Conversation for Practice.

- /mi:k/ - /ahlan/  
 /muhammad/ - /ahlan wa sahlān. sh-hā:l-ak il-yawm?/  
 /mi:k/ - /la ba:s il-hāmdu li-lla:h. wa inta?/  
 /muhammad/ - /il-hāmdu li-lla:h. gutlak, inta min minayn?/  
 /mi:k/ - /ana min \_\_\_\_\_ A \_\_\_\_\_/  
 /muhammad/ - /min minayn vi \_\_\_\_\_ A \_\_\_\_\_?/  
 /mi:k/ - /min \_\_\_\_\_ B \_\_\_\_\_/

A

B

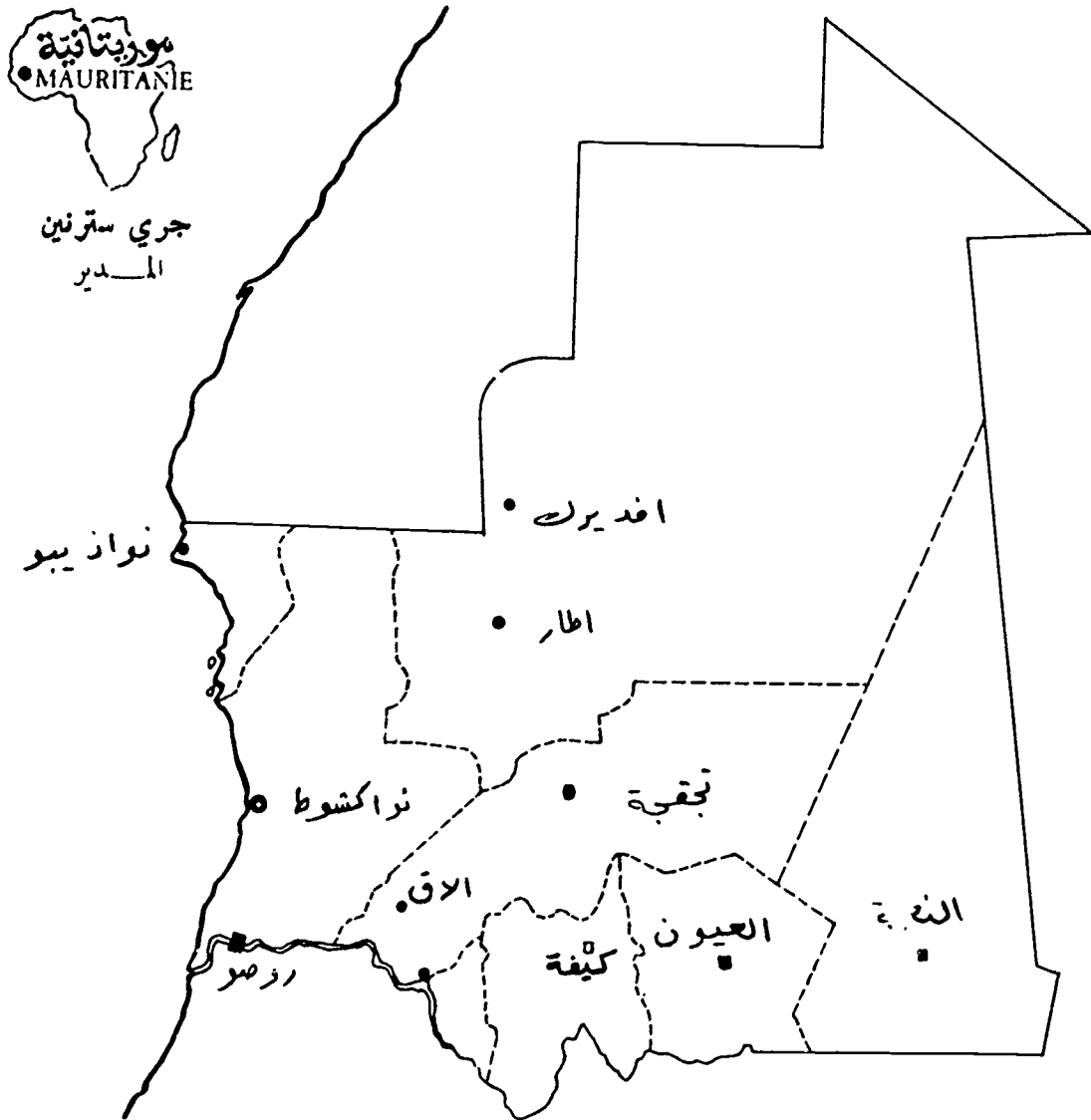
America	/amri:ka/	Seattle	/si:atil/
France	/varansa/	Paris	/bā:ri:s/
Mauritania	/muri:ta:ni:ya/	Nouakchott	/nu:a:kshu:t/
Senegal	/sanaga:l/	Dakar	/daka:r/
Morocco	/il-maghrib/	Rabat	/ir-riba:t/

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:

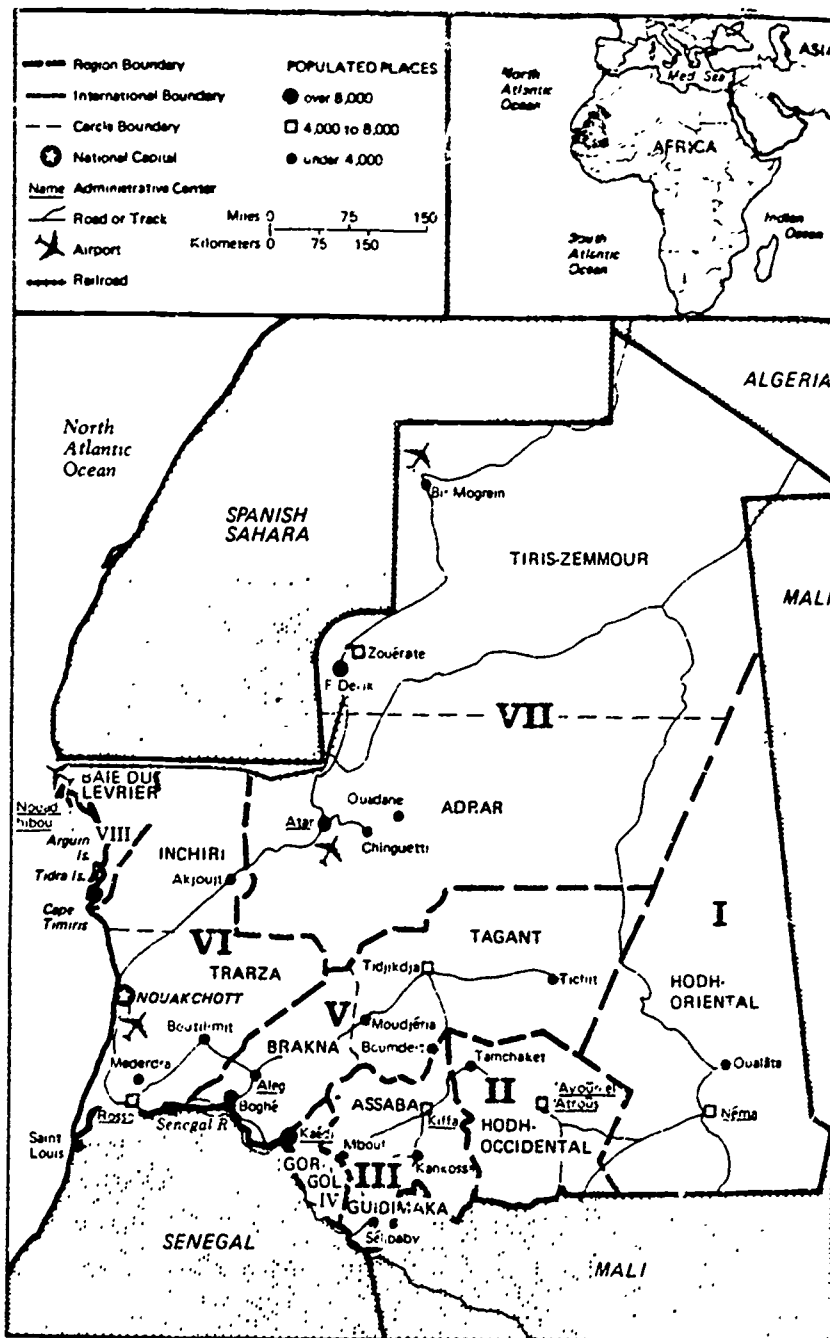
The names of the major cities on this map are written in Arabic. Identify the major cities and towns and then use them in answers to the questions of your classmates.



\*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\*

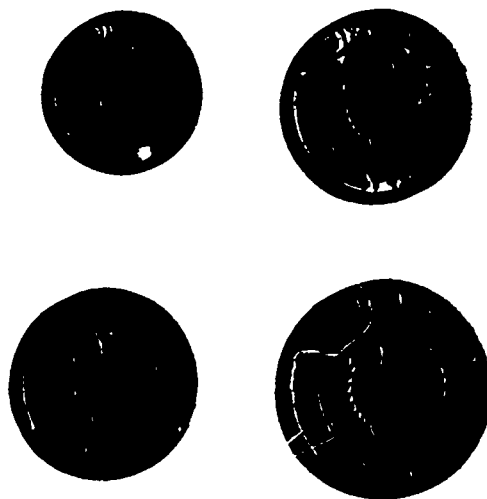
ADDITIONAL MATERIAL:Note on high numbers:

Since there are 45 ougiya to the U.S. dollar you will have to get use 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/	اثنت عشر
13	/thalata <sup>c</sup> sh/	ثلاث عشر
14	/arba <sup>c</sup> ta <sup>c</sup> sh/	اربع 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/	سبعة عشر
18	/ithmanta <sup>c</sup> sh/	اثنان عشر
19	/itisa <sup>c</sup> ta <sup>c</sup> sh/	اتسعة عشر
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.



\*27\*

# AGE, MARITAL STATUS & FAMILY INFORMATION

## Lesson Four

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- 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 متخيمة ؟

خديجة احييه . و انتِ ؟

سوزان ابداء ماني متخيمة

خديجة منين اسرتك ؟

سوزان اسرتي في امريكا

خديجة كم عندك من الافوت و الاضوات ؟

سوزان عندي اربعة

سوزان	انتِ متخيمة ؟
خديجة	اقيه . وانتِ ؟
سوزان	ابدا ماني متخيمة
خديجة	مين اسرتك ؟
سوزان	اسرتي في امريكا
خديجة	كم عندك من الاخوات والافوات ؟
سوزان	عندي اربعة

BASIC MATERIAL: Dialogue for Memorization.

- /su:zə: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 Hasaniya, 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 /<sup>C</sup>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/	يوم الأحد
Monday	/yawm il-ithnayn/	يوم الاثنين
Tuesday	/yawm ith-thala:tha/	يوم الثلاثاء
Wednesday	/yawm il-arba <sup>c</sup> a/	يوم الأربعاء
Thursday	/yawm il-khami:s/	يوم الخميس
Friday	/yawm il-juma <sup>c</sup> a/	يوم الجمعة
Saturday	/yawm is-sibt/	يوم السبت

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	/ <sup>c</sup> ishri:n/	عشْرين
30	/thla:thi:n/	ثَلَاثين
40	/arba <sup>c</sup> i:n/	ارْبَعين
50	/khamsi:n/	خَمْسين
60	/sitti:n/	سِتّين
70	/sab <sup>c</sup> i:n/	سَبْعين
80	/thma:ni:n/	ثَمَانين
90	/tis <sup>c</sup> i:n/	تِسْعين
100	/mi:ya/	مِئَة

Mixed numbers

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

21	/wa:hid u <sup>c</sup> ishri:n/	واحد وعشْرين
22	/ithnayn u <sup>c</sup> ishri:n/	اثْنين وعشْرين
33	/thla:tha u <sup>c</sup> ishri:n/	ثَلَاثَة وعشْرين

\*33\*

- 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, 40, 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 بالحسنية
a little	/shway/	شوي
What does that mean?	/ash ma <sup>c</sup> ana ha:dha?/	اش معنى هذا
Slowly.	/bi-shu:r/	بتشور
It's too expensive.	/ha:dha wa: <sup>c</sup> ir/	هذا واعر
Lower the price a little.	/na:gis shway/	ناقص شوي
Yes! (literally "by God!")	/walla:hi/	والله
enough	/ka:vi/	كافي

## LESSON FOUR

### ADDITIONAL MATERIAL: Additional family vocabulary.

mother	/umm/	أم
father	/ab/	أب
son	/walad/	ولد
sons	/ula:d/	أولاد
daughter	/mint/	بنت
daughters	/amna:t/	بنات
brother	/akh/	أخ
brothers	/akhwat/	أخوة
sister	/ukht/	أخت
sisters	/akhu:t/	أخوات
husband	/zawj/	زوج
wife	/zawja/	زوجة

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# SHOPPING: INQUIRING ABOUT AVAILABILITY

## Lesson Five

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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 rice 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.

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السلام عليكم	مشتاري
وعليكم السلام	تاجر
خالق مارو اليوم ؟	مشتاري
خالق بعد	تاجر
باش الكيلو ؟	مشتاري
تلنعش اوقية	تاجر
ايوا الاله كيلو	مشتاري
هاك	تاجر
شكراً ودعناك الملائنا	مشتاري
ردعناك الملائنا	تاجر

السلامُ عليكم	مستاري
وعليكم السلام	تاجر
خالق مارو اليوم ؟	مستاري
خالق بعد	تاجر
باش الكيلو ؟	مستاري
تنتعش اوقية	تاجر
ايوا الاله كيلو	مستاري
هناك	تاجر
شكراً ودعناك الملانا	مستاري
ودعناك الملانا	تاجر

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:lga/ is the feminine form and /kha:lgi: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." /b<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/	مِية
200	/mi:tayn/	مِيتَيْن
300	/ithlatmiya/	اِثْلَتْمِية
400	/arba <sup>c</sup> miya/	اِرْبَعْمِية
500	/akhamsmiya/	اِخْمَسْمِية
600	/sittmiya/	سِتْمِية
700	/isba <sup>c</sup> miya/	اِسْبَعْمِية
800	/ithmanmiya/	اِثْمَنْمِية
900	/itsa <sup>c</sup> miya/	اِتْسَعْمِية
1000	/alv/	اَلْف

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 khamisa u <sup>c</sup> ishr: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/

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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/	شرب
tea	/atay/	اتاي
water	/ma/	ما
milk	/laban/	لبن
juice	/casi:r/	عصير
coffee	/ka:va/	كافّة
food	/lu:ki:l/	لوكيل
meat	/laham/	لحم
rice	/ma:ru/	مارو
bread	/mburu/	مبرو
sugar	/sukkar/	سكّر
eggs	/baydh/	بيض
matches	/alima:t/	المات
bottle	/bu:sh/	بوش
bag	/mukhla/	مخلة
box	/buta/	بطة

- 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

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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.

\*~\*~\*



شعالك اليوم؟	تاجر
الحمد لله . ندور كيلو تفاح	مستاري
ونقن كيلو مارو و ربع	
كيلو سكر	
وانس؟	تاجر
اهيه . ندور مبورر موئي	مستاري
ايوا خذي ميتين اوقية	تاجر
فاك	مستاري
شكراً	تاجر

شعالك اليوم ؟	تاجر
الحمد لله . ندور كيلو تفاح	مشتاري
و نضن كيلو مارو و ربع	
كيلو سكر	
و اش ؟	تاجر
اعيه . ندور مبررو محوئي	مشتاري
ايوا . هذي ميتين اوقية	تاجر
شاك	مشتاري
سكراً	تاجر

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:gi: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.



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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/	بمديير
carrots	ka.rut/	كارت
lettuce/salad	sala:t/	سلات
tomatoes	'tama:t/	تمات

- 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'	الارنج
bananas	/bana:n/	بنان
grapes	anab/	عنب
lemon (2)	/li.mun.	ليمون
	/si:trun	سيترن
buy	yishri/	يشري
sell	yibi:c/	بيع
pay for	yikhallus/	يخلص



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

ندور  
ادور  
ادوري  
ادور  
ادور  
ندورو  
ادورو  
ادورو

## JOBS AND OCCUPATIONS

### Lesson Seven

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- 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.

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خديجة شنهري شغلتيك ؟

ميري انا طبيبة في الطب

خديجة و صاحبك جون تنهري شغلته ؟

ميري هو قراء شعر اطار

خديجة	شهرى شغلتك ؟
ميرى	انا طبيبة في الطب
خديجة	و صاحبك جون شهرى شغلته ؟
ميرى	هو قراء شور اطار

BASIC MATERIAL: Dialogue for Memorization.

- /khadi:ja/ - /shinhi shughlt-ik?/  
 /mayri/ - /ana t̄bi:ba vi-t-tab/  
 /khadi:ja/ - /wa sa:h̄ib-ik ju:n, shinhi shughlt-u?/  
 /mayri/ - /huwa garra:' shu:r ata:r/

Notes on the Dialogue:

1. /shinhi shughlt-ik?/ means literally "what-job-your?" See Grammar Handbook lesson on Possessives.
2. /t̄bi:ba/ is a noun, in this case describing a woman nurse. A male nurse would be /t̄bi:b?/. See section on Gender in the Grammar Handbook.
3. /tab/ is a Mauritanian word meaning "hospital" or "clinic."
4. /sa:h̄ib/ means "friend". /sa:h̄ib-i/ is "my friend." "My girlfriend" would be /saha:bt̄i/.
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:ʼ/	قرأء
director	, mudir/	مدیر
driver	/shu:fi:r,	شوفیر
secretary	/sikriti:r	سكرتیر
merchant	/ta:jir.	تاجر
minister	/wa:zir/	وزیر
engineer	muhandis	مهندس
president	ra'i:s/	رئيس
Prime Minister	ra'i:s il-uzara	رئيس الوزراء

official ("fonctionnaire")	/mu'adh <u>dh</u> af/	مُوَظَّف
sheikh/elder	/shaykh/	شَيْخ
hairdresser	/halla:g/	مَلَّاق
tailor	/khayya:t/	خَبَّاط
farmer	/valla.h/	فَلَّاح
guard	/gar <u>ddi</u> yan/	كِرْدِيْن

Work places:

clinic, hospital	/tab/	طَب
office	/mak <u>tab</u> /	مَكْتَب
shop	/bu:ti:g/	بُونِيْج
market	/mar <u>sa</u> /	مَرْهَبَة
field	/hag <u>l</u> /	حَقْل
P.M.I. (French.)	/P.M.I./	

Note:

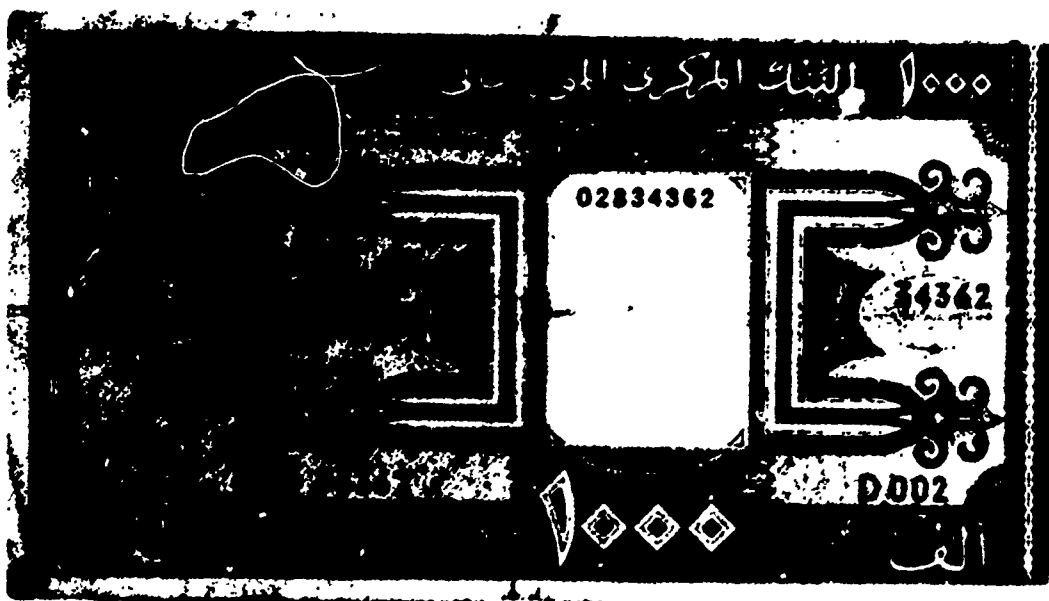
/ya/ is an expression used before a name or a title as a form of address to show people that you are trying to catch their attention. /ya muhammad!/ might translate roughly as "Hey, Muhammed!" Listen for this word to see how people use it.

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

1000	/alv/	الف
2000	/alvayn/	الفين
3000	/ithlatala:v/	اتلاثة الاف
4000	/arba <sup>c</sup> ala:v/	اربعة الاف
5000	/akhamsala:v/	اخمسة الاف
6000	/sittala:v/	ستة الاف
7000	/isba <sup>c</sup> ala:v/	اسبعة الاف
8000	/ithmanala:v/	اثمانية الاف
9000	/itsa <sup>c</sup> ala:v/	اتسعة الاف
10,000	/a <sup>c</sup> sharala:v/	عشرة الاف
1,000,000	/mi:lyu:n/	مليون

- 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,  
 7075, 12500, 500000, 7250, 4520, 105000.



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# TALKING ABOUT DURATION AND LEARNING ARABIC

## Lesson Eight

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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.)

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السَّلَامُ عَلَيْكُمْ	عَبْدُ الرَّحْمَنِ
وَعَلَيْكُمْ السَّلَامُ	سَتِيف
كَمْ لَكَ فِي مَوْرَثَانِيَّةٍ ؟	عَبْدُ الرَّحْمَنِ
شَهْرَ اِرْنُوفِ	سَتِيف
تَتَكَلَّمُ حَسْبِيَّةَ زَيْنِ حَتَّى	عَبْدُ الرَّحْمَنِ
سَكْرًا . نَبْقِي نَتَعَلِّمُ	سَتِيف
تَعْرِو تَكْتَبُ وَ تَقْرَأُ مَحْوَلِي	عَبْدُ الرَّحْمَنِ
اهِيَه . نَعْرِفُ شَعْرِي	سَتِيف
زَيْنِ حَتَّى	عَبْدُ الرَّحْمَنِ

السَّلَامُ عَلَيْكُمْ	عَبْد الرَّحْمَنِ
وَعَلَيْكُمْ السَّلَامُ	سَتِيف
كَمْ لَكَ فِي مَوْرِيْتَانِيَّة ؟	عَبْد الرَّحْمَنِ
شَهْر اُونُوذ	سَتِيف
تَتَكَلَّمُ حَسَنِيَّة زَيْن حَتَّى	عَبْد الرَّحْمَنِ
شُكْرًا . نَبِيْحِي نَتَعَلَّم	سَتِيف
تَعْرِفُ نَكْتَبُ وَ نَقْرَا مَحْوِي ؟	عَبْد الرَّحْمَنِ
اَهِيه . نَعْرِفُ ، شَعْرِي	سَتِيف
زَيْن حَتَّى	عَبْد الرَّحْمَنِ

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 hassaniya zayn hatta/
/sti:v/	-	/shukran. nibqi nit <sup>c</sup> allam/
/abdu-rahman/	-	/ta <sup>c</sup> raf taktub wa tagra mmwalli/
/sti:v/	-	/ahi:h na <sup>c</sup> raf shway/
/abdu-rahman/	-	/zayn hatta/

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 h a: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/	نَتَكَلِّمُ
you speak (m)	/titkallam/	تَتَكَلِّمُ
you speak (f)	/titkallami/	تَتَكَلِّمِي
he speaks	/yitkallam/	يَتَكَلِّمُ
she speaks	/titkallam/	تَتَكَلِّمُ
we speak	/nitkallamu/	نَتَكَلِّمُو
you speak (pl)	/titkallamu/	تَتَكَلِّمُو
they speak	/yitkallamu/	يَتَكَلِّمُو

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

ADDITIONAL MATERIAL: Language learning vocabulary.

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

I forgot.	/nasayt/	نسيت
Arabic	/ <sup>c</sup> arabia/	عربية
Hassaniya	/il-kala:m il-baydha:ni/	الكلام البيضايني
dialect	/lahja/	لهجة
classical	/vusha/	فصحى
English	/ingli:zia/	انجليزية
French (2)	/varansia/	فرنسية
	/vransa:wia/	فرنساوية
Wolof	/wuluf/	ولف
Peular (2)	/pula:r/	بلار
	/itka:ri:r/	اتكارير
write! (to a male)*	/iktub/	اكتب
read! (to a male)*	/igra/	اقرا
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?/

شيعدر ؟

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

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---

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 Arabic?  
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.

\*68\*



Bonjour

محمد

وعليكم السلام

جون

Qu'est-ce que vous voulez?

محمد

ما نتكلم فرنساوية

جون

تكلم عربي ؟

محمد

اهيه . نحاول

جون

Bonjour

محمّد

و عليكم السّلام

جون

Qu'est-ce que vous voulez ?

محمّد

ما نتكلّم فرانسوية

جون

نتكلّم عربيّ ؟

محمّد

اتفه . نحاول

جون

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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".

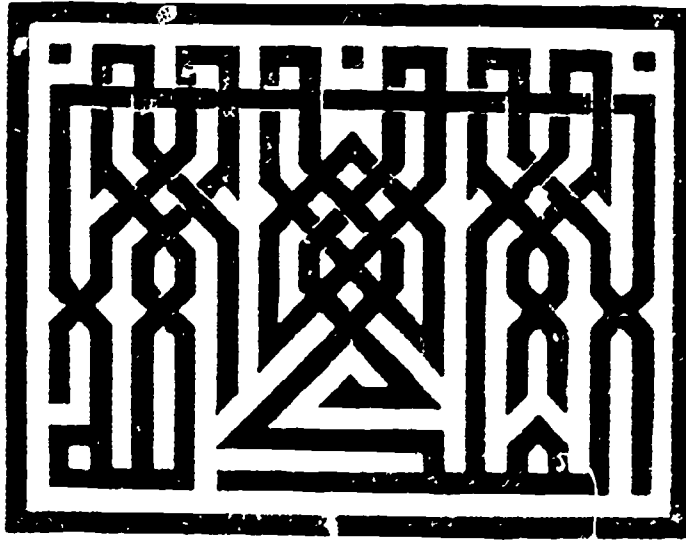
Cultural Note on Language Use in Mauritania:

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/	فوق
below	/taht/	تحت
inside	/wasat/	وسط
without	/min du:n/	من دون
someone	/had/	حد
any/everyone	/kull had/	كل حد
yet	/ma va:t/	ما فات
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/	هائيني
"Let me continue."		
"Wait a bit."	/ha:ni shway/	هاني شوي
"Give me a little more."	/zi:d shway/	زيد شوي

"Leave me alone."	/khalli:-ni	خلييني
"What's happening."	/sh-kha:lig/	شئو لوق
"What's up with you?"	/ma: l-ak?/	مالك
from time to time	/marra marra/	مرة مرة
"This is very important."	/ha·dha muhim <u>h</u> atta/	هذا مهم حتى



## DESCRIBING A SIMPLE OPERATION: MAKING TEA

### Lesson Ten

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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.

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- ١ اشربى ورقه و سكر و نعن
- ٢ املى المقرج بالما و فله يغلي
- ٣ دير الورقة و شوي من الما حامي
- ٤ في البراد يكان بغسل الورقة
- ٥ املى البراد بالما حامي
- ٦ فلي البراد فوق الفرنه دقيقتين
- ٧ زول البراد من فوق لفرنه
- ٨ دير السكر و الننع
- ٩ صب اناي في الكيسان
- ١٠ صب اناي في البراد مرة ثانية
- ١١ ذوق و عطي للناس

- 1 اشري ورقة و سكر و نعنح
- 2 املى المقرج بالما و حله يغلي
- 3 دير الورقة و شري من الما هامي  
في البراد يكان تغسل الورقة
- 4 املى البراد بالما هامي
- 5 فلي البراد فوق الفرنه دقيقتين
- 6 زول البراد من فوق الفرنه
- 7 دير السكر و النعنح
- 8 صب اتاي في الكيسان
- 9 صب اتاي في البراد مرة ثانية
- 10 ذوق و عطى للناس

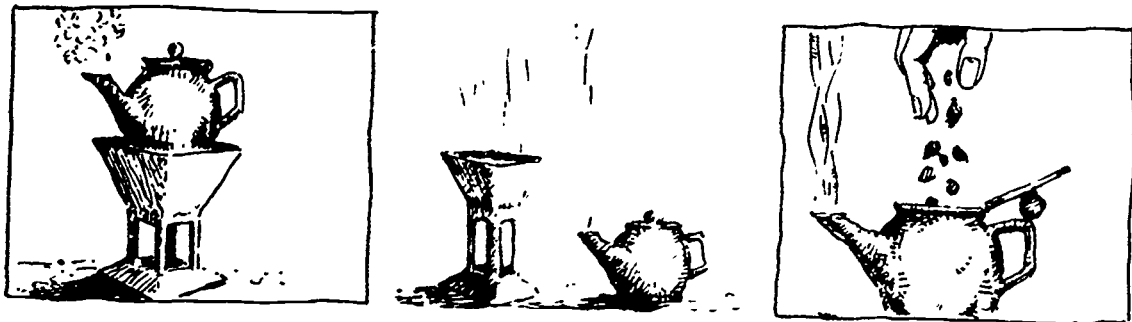
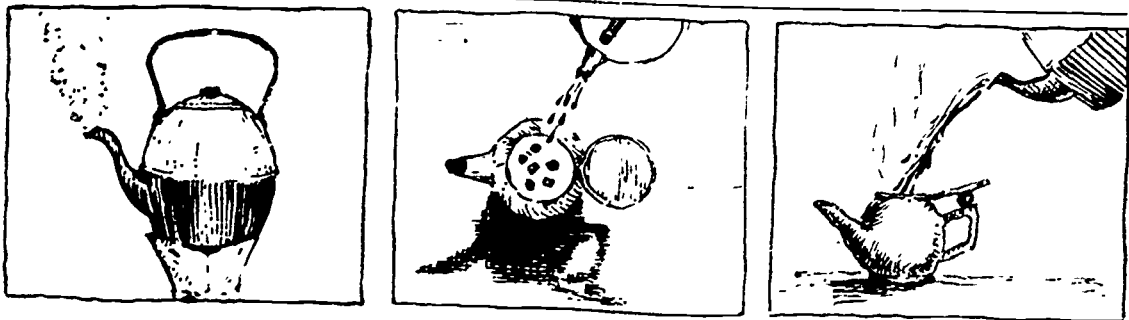


Basic Material: Making tea.

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 <sup>c</sup>ati 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. /<sup>c</sup>ati l-in-na:s/ means literally "give to the people".
8. /lahmu:m/ is a word you will hear, and means "charcoal."



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.

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

repair/fix (2)	/sallih/ /caddil/	صَلِّحْ عَدِّلْ
open	/ivtah/	اِفْتَحْ
close	/igval/	اِقْفَلْ
take	/igbadh/	اِقْبِضْ
turn	/igban/	اِقْبِنْ
work/function (2)	/ishtaghal/ /i <sup>c</sup> mal/	اِسْتَعْمَلْ اِحْمَلْ
stop	/gi:f/	اِقْبِفْ
start	/isnati/	اِسْتَبِئْ

Expressions:

it doesn't work	/ma yistaghal/	مَا يَسْتَعْمَلْ
it doesn't matter	/la ba:s/	لَا بَأْسَ
like this	/bi-ha:l ha:dha/	بِهَذَا
broken	/midagdag/	مَدْفُوقْ
right	/hagg/	صَوِّقْ
wrong	/ghalat/	خَطَا

# TALKING ABOUT WHERE YOU LIVE

## Lesson Eleven

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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.

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نفيسة كم لك في نواكشوط ؟

بتسي شهرين تقريباً

نفيسة مئتين ساكنة ؟

بتسي عندي دار قريبة من  
المسجد الجديد

نفيسة المسجد السعودي ؟

بتسي احيه . هو

نفسية كم يد في نواكشوط ؟

نسي شهرين تقريباً

نفسية من ساكنة ؟

نسي عندي دار قريبة من المسجد الجديد

نفسية المسجد السعودي ؟

نسي اعينه . 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 hagg/

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/	مينين
office	/maktab/	مكتب
restaurant (2)	/mat <sup>c</sup> am/	مطعم
	/rastu:ra:n/	رستوران
hotel (2)	/uti:l/	وتيل
	/fundu:g/	فندق
bank	/bank/	بنك
embassy	/siva:ra/	سفارة
P.O.	/bu:sta/	بوسطة
market	/marsa/	مرسى
hospital (2)	/tab/	طب
	/mustashfa/	مستشفى
cinema	/si:nama/	سينما
ministry	/wiza:ra/	وزارة
school	/madrasa/	مدرسة



LESSON ELEVEN

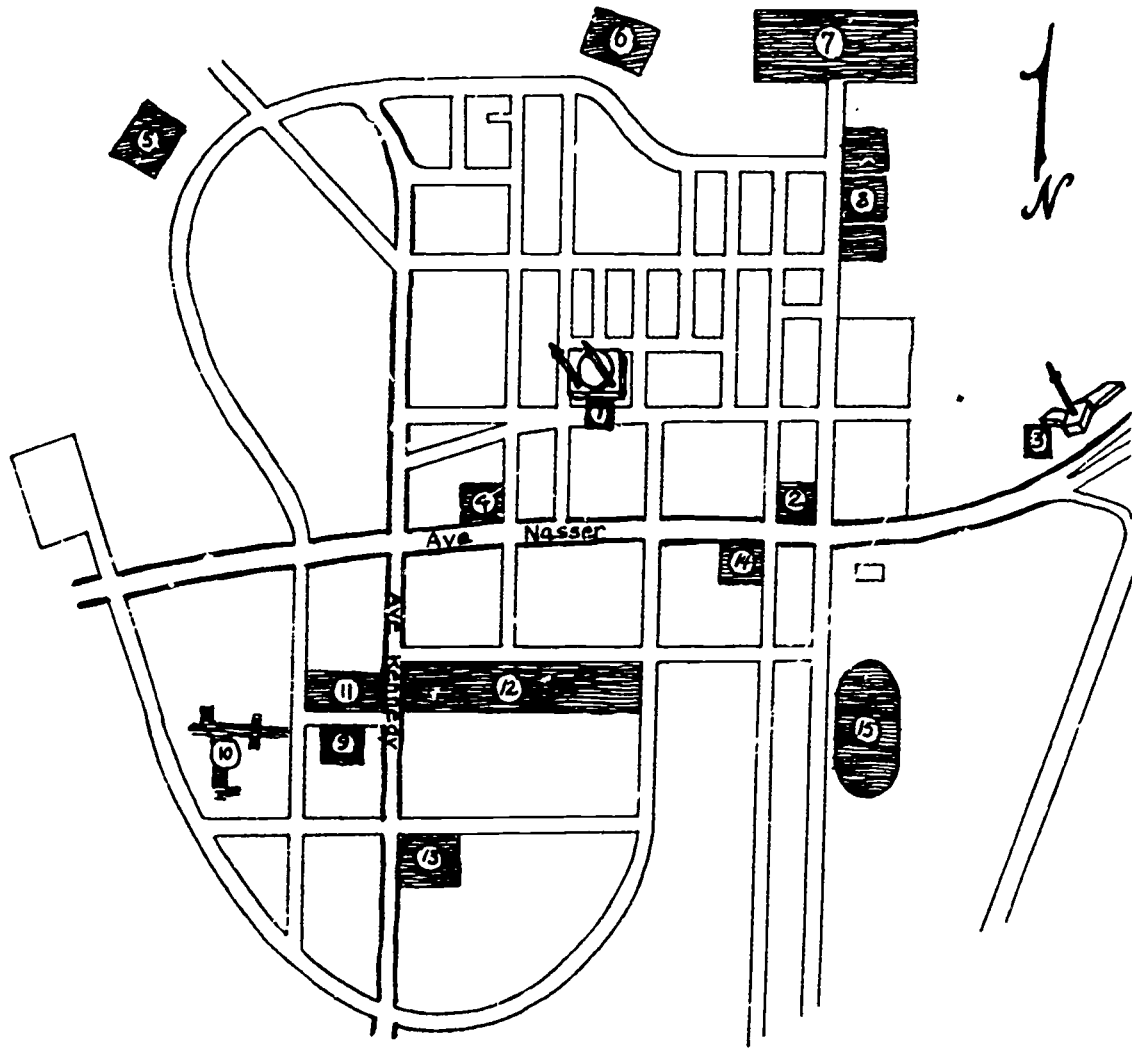
WHERE YOU LIVE:  
PLACE NAMES & LANDMARKS

mosque (2)	/masjid/ /masyid/	مسجد مسيد
airport	/mata·r/	مطار
city (2)	/dashra/ /madi:na/	دسرة مدينة
desert, interior	/ba:diya/	بادية
sea	/bahr/	بحر
port/harbor	/wa:kh/	واخ
company	/shari:ka/	شركة

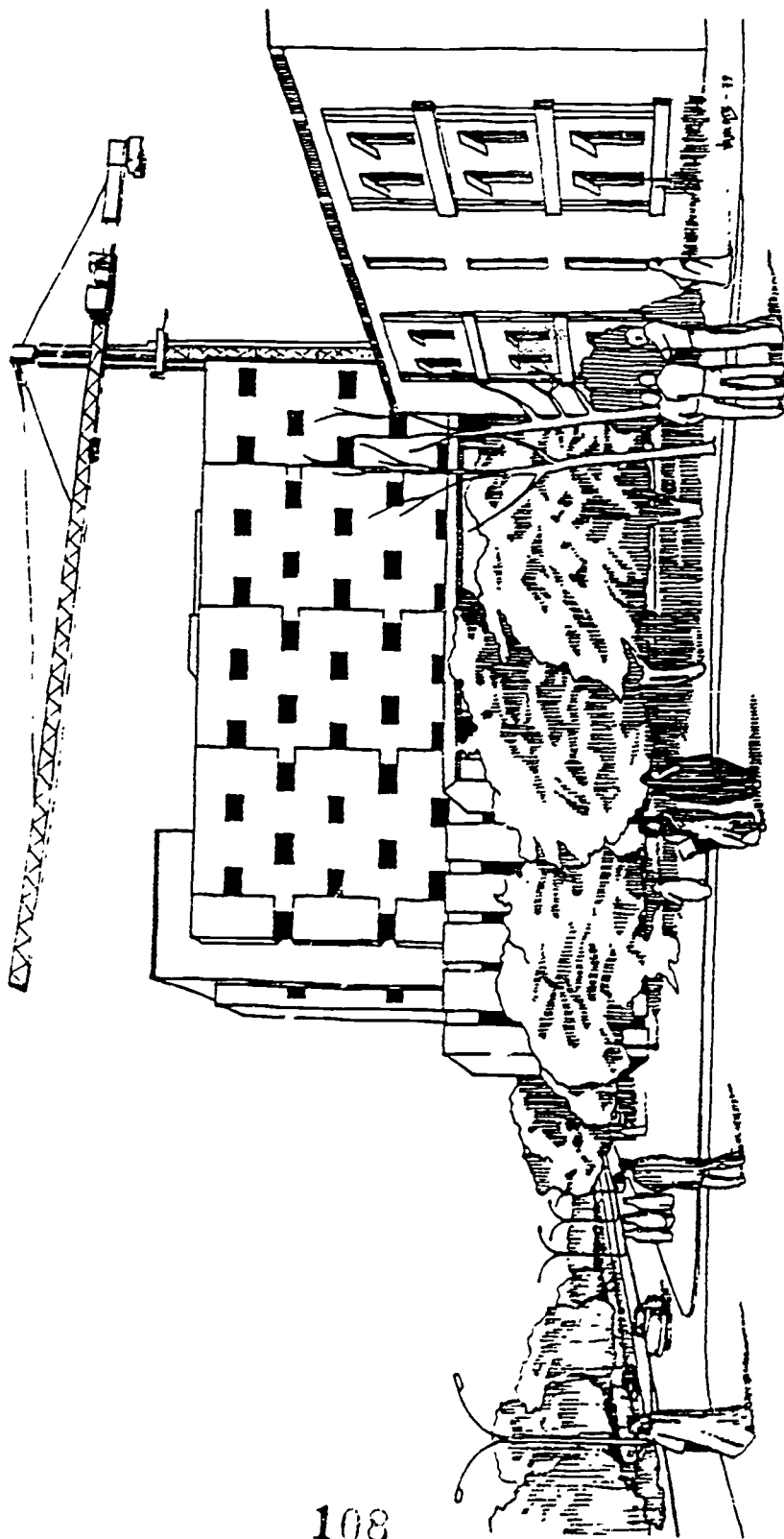
وَمَا مِنْكُمْ مِنْ أَحَدٍ عَمِلَ سَاءً مَعْمَالًا

SUPPLEMENTARY MATERIAL:

*Nouakchott*



- |                  |                      |
|------------------|----------------------|
| ① Saudi Mosque   | ⑨ Peace Corps Office |
| ② Post Office    | ⑩ Fulear 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     |                      |



# TAKING A TAXI

## Lesson Twelve

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Objective 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.

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رندي	تكسي ! تكسي !
تكسي مان	مين واحد ؟
رندي	انا واحد شور 5eme
تكسي مان	ايوا اركب
	بعد شوي
رندي	à droite مع شارع لاهريند
تكسي مان	ايوا
رندي	à gauche فيف نون
تكسي مان	زين . الاه عشرين ارفيه
رندي	عاك شكراً
تكسي مان	ودعناك الملانا

رندي	تکسي : تکسي !
تکسي مان	مين واحد ؟
رندی	انا واحد شور 5ème
تکسي مان	ايوا . اركب
	بعه شور

رندي	à droite مع شارع لاهريڤ
تکسي مان	ايوا
رندي	à gauche قيف هون
تکسي مان	زين . الاه عشرين اوقية
رندي	حاک . شکرأ
تکسي مان	ودعناک الملائنا

BASIC MATERIAL: Dialogue for Memorization.

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

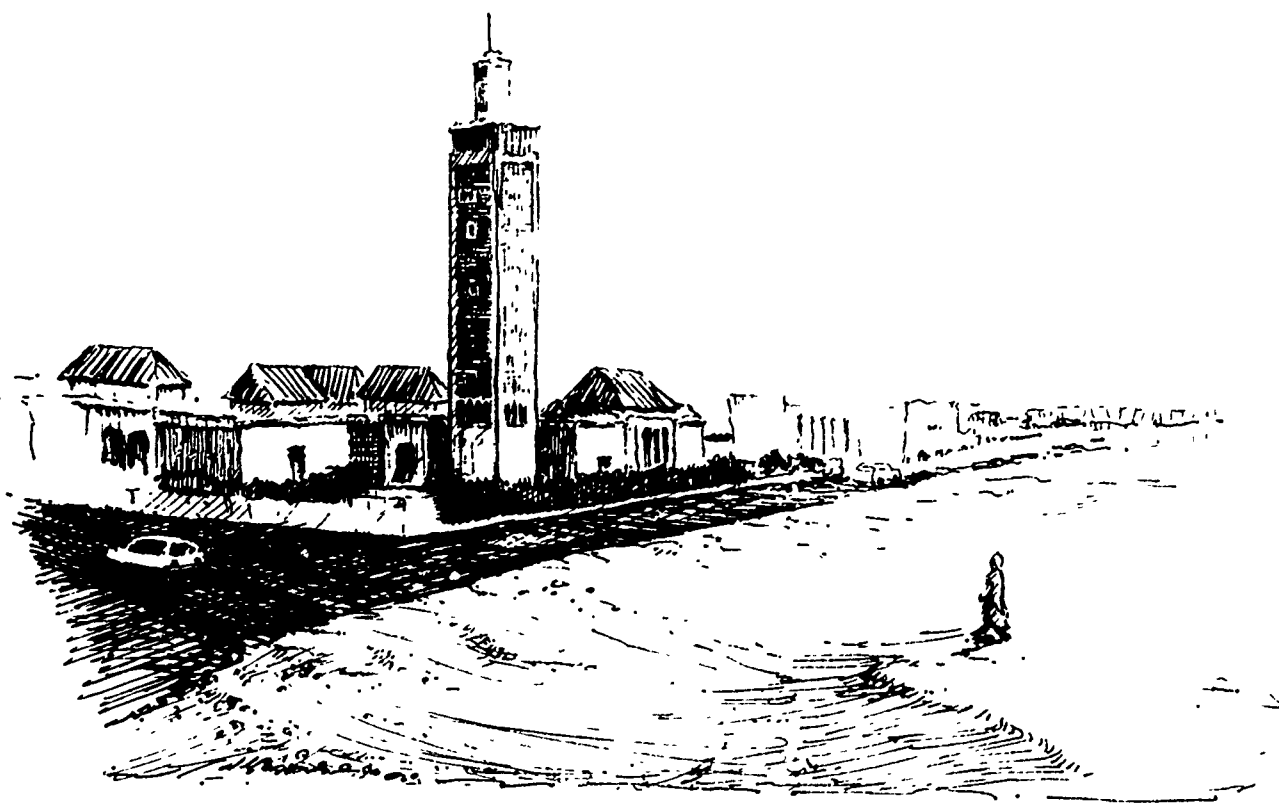
Cultural Note:

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 5ème 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/ /gari:b min/	أمام من قريب من
far from	/ba <sup>c</sup> i:d min/	بعيد من
in front of	/gudda:m/	قدام
behind	/wara/	ورا
beside/next to	/ivzi:r/	إخترير
in	/vi/	في
from	/min/	من
to	/ila/	إلى
at	/ <sup>c</sup> and/	عند
between	/bayn/	بين
straight ahead	/igba:l/ / <sup>c</sup> ala tu:l/	أقبال كلى طول
on the left	/ <sup>c</sup> ala i:d il- <sup>c</sup> asri/	كلى ايد العسري
on the right	/ <sup>c</sup> ala i:d il- <sup>c</sup> irbi/	كلى ايد العربي
here	/hu:n/	هون
there	/hu:k/	هوك





# TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

## Lesson Thirteen

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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.

- ا اش تعذل بي موريتانية ؟ ١
- ب انا متطوع مع هيئة السلام ٢
- ا سنهو نذا ؟ ١
- ب المتطوعين يعاونو ريشنغلو ٢
- مع الشعب
- ا كم يخلصوك ني الشهر ؟ ١
- ب ————— تقرباً ٢
- ا منهو يخلصك ؟ ١
- ب الحكومة الامريكية ٢

- ١ انسى تعدل في موريتانية ؟
- ٢ انا متطوع مع هيئة السلام
- ١ تسهر هذا ؟
- ب المتطوعين يعاونو و يستغلو
- مع الشعب
- ١ كم يخلصوك في الشهر ؟
- ب ————— تقريباً
- ١ منهر يخذبك ؟
- ب الحكومة الامريكية

BASIC MATERIAL: Dialogue for Adaptation and Memorization.

- A: /ash t<sup>c</sup>addal vi mu:ri:ta:niya?/  
 B: /ana mutatawwi<sup>c</sup> ma<sup>c</sup>a: hayyat is-sala:m/  
 A: /shinhu ha:dha?/  
 B: /il-mutatawwi<sup>c</sup>i:n yi<sup>c</sup>a:wanu wa yishtaghalu  
 ma<sup>c</sup>a sh-sha<sup>c</sup>b/  
 A: /kam ykhallasu-k vi sh-shahr?/  
 B: /\_\_\_\_\_ tagri:ban/  
 A: /minhu ykhallas-ak?/  
 B: /il-haku:mat il-amri:kiya/

Notes on the Basic Material:

1. /mutatawwi<sup>c</sup>/, "male volunteer". /mutatawwi<sup>c</sup>a/, "female volunteer".
2. /yi<sup>c</sup>a:wanu/ means "they cooperate".
3. /ma<sup>c</sup>a sh-sha<sup>c</sup>b/ means, "with the people".
4. /ykhallasu/, 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.

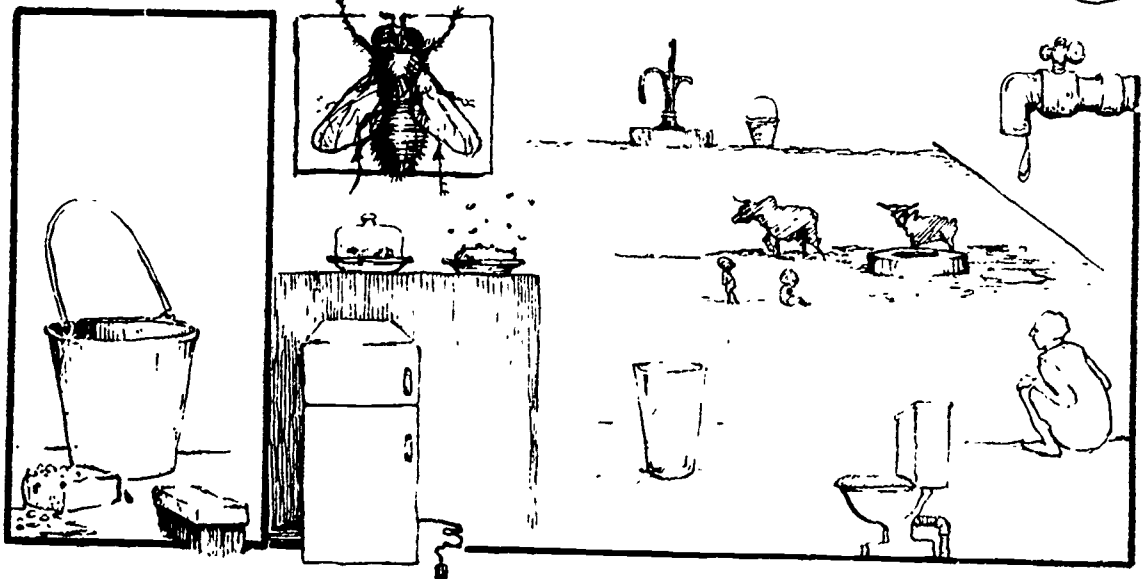
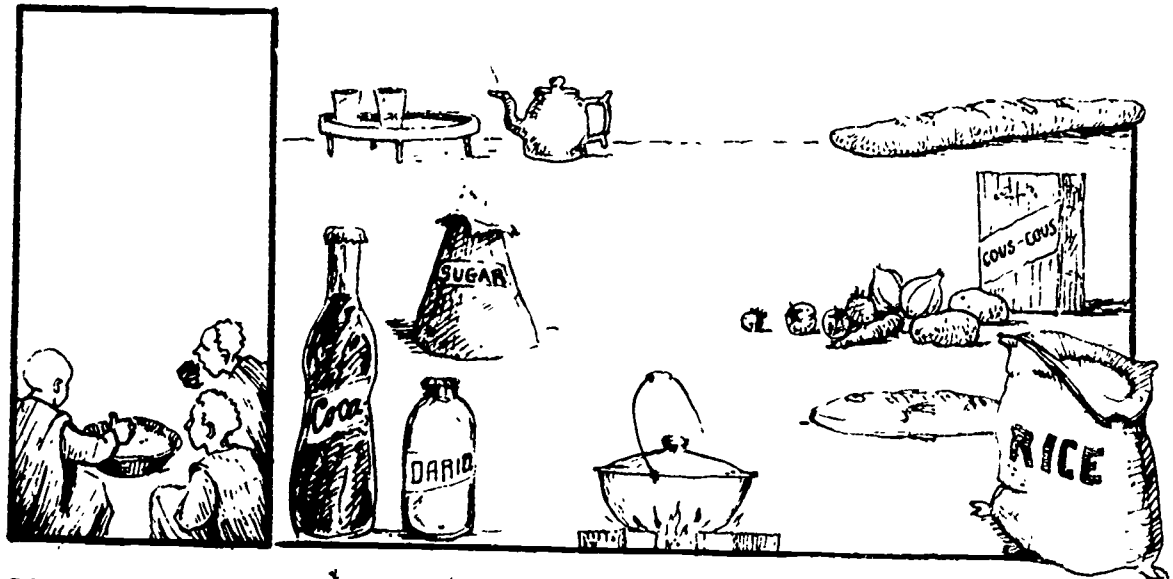
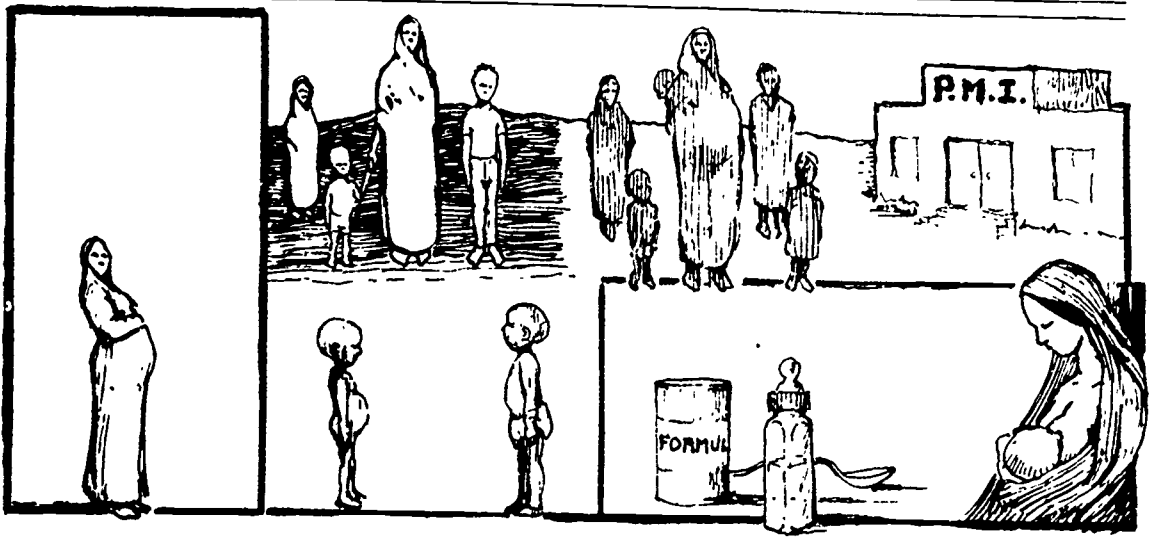
aid, assistance	/ta <sup>c</sup> a:win/	تعاون
development	/tatwi:r/	تنوير
change	/taghyi:r/	تغيير
to provide	/wufara/	وفرة
project	/mashru:c/	مشروع
USAID	/USAID/ (French)	
UNESCO	/UNESCO/ (French)	
UNICEF	/UNICEF/ (French)	
UNDP (UN Development Program)	/UNDP/ (French)	
"coopérants"	/co-operants/ (French)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

"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/	تواصلات
reconstruction	/ <sup>c</sup> a:da il-bana'/	عمارة البناء

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

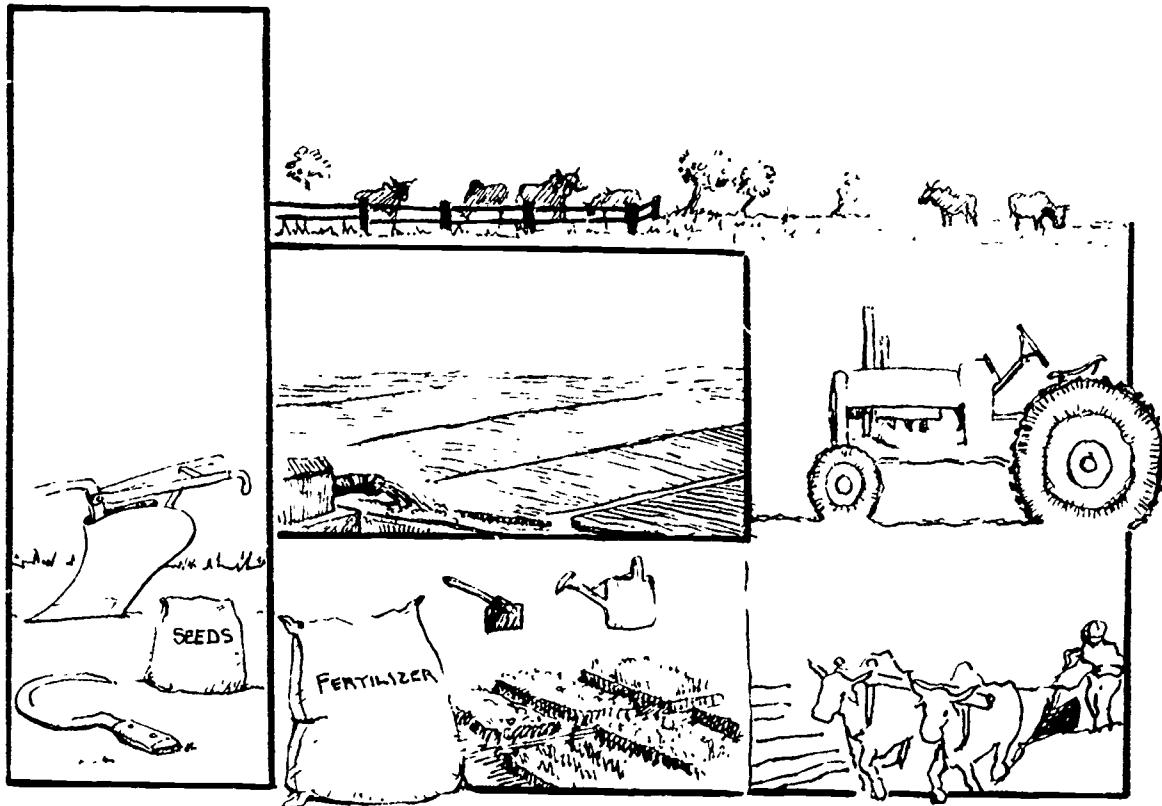
Verily in the messenger of Allah ye have a good example. . . .

(The Qur'an, XXXIII, 21)



\*100\*





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.

## 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\*

انت شنهو الوقت ؟

احمد فذي عشرة و نص

انت نعم ؟

احمد فذي عشرة و نص

انت تشكراً في امان الله

احمد في امان الله

انت	شهر	الوقت
احمد	خذني	عشرة ونص
انت	نعم؟	
احمد	خذني	عشرة ونص
انت	شكراً	ني امان الله
احمد	ني امان الله	

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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:

- i. 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	الساعة واحدة
/is-sa: <sup>C</sup> a thintayn/	2:00	الساعة اثنتين
/is-sa: <sup>C</sup> a thala:tha/	3:00	الساعة ثلاثة
/is-sa: <sup>C</sup> a arba <sup>C</sup> a/	4:00	الساعة اربعة
/is-sa: <sup>C</sup> a khamsa/	5:00	الساعة خمسة
/is-sa: <sup>C</sup> a sitta/	6:00	الساعة ستة
/is-sa: <sup>C</sup> a saba <sup>C</sup> a/	7:00	الساعة سبعة
/is-sa: <sup>C</sup> a thama:niya/	8:00	الساعة ثمانية
/is-sa: <sup>C</sup> a tisa <sup>C</sup> a/	9:00	الساعة تسعة

/is-sa: <sup>c</sup> a <sup>c</sup> ashra/	10:00	الساعة عشرة
/is-sa: <sup>c</sup> a <u>hid</u> <sup>c</sup> ash/	11:00	الساعة أحد عشر
/is-sa: <sup>c</sup> a ithna <sup>c</sup> ash/	12:00	الساعة اثنتي 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/ /gas/	ألا قس
approximately	/tagri:ban/	تقريباً

ADDITIONAL MATERIAL: Time & Duration.

late	/muta:'khar/	متأخر
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/	ايام
week	/isbu: <sup>c</sup> /	اسبوع
weeks	/isa:bi: <sup>c</sup> /	اسابيع
two weeks	/isbu: <sup>c</sup> ayn/	اسبوعين
month	/shahr/	شهر



months	/shuhu:r/	شهور
year	/ <sup>c</sup> a:m/	عام
years	/ <sup>c</sup> ama:n/	سنوات
2 years	/ <sup>c</sup> ami:n/	سنتين
yesterday	/ya:mis/	يا أمس
today	/il-yawm/	اليوم
tomorrow	/is-subh/	الصبح
day after tomorrow	/in-niha:r illi ma:hu is-subh/	النهار الذي ما هو الصبح
last week	/il-isbu: <sup>c</sup> il-fa:yit/	الاسبوع الفاتت
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 الفاتت
next month (2)	/ish-shahr il-ja:y/ /ish-shahr il-muqbil/	الشهر الجاي الشهر المقبل
last year	/il- <sup>c</sup> a:m il-fa:yit/	العام الفاتت
next year (2)	/il- <sup>c</sup> a:m il-ja:y/ /il- <sup>c</sup> 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' alla:h/

إن شاء الله

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

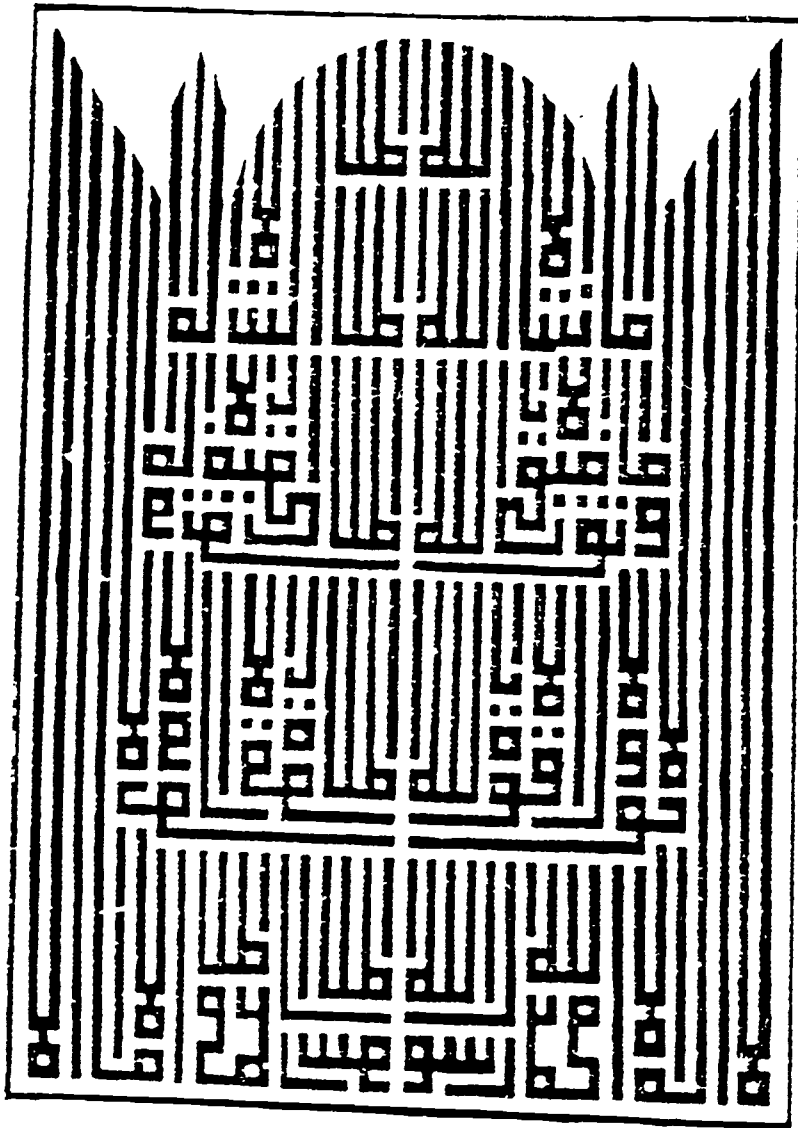
"it doesn't matter"

or

"never mind"

/la ba:s/

لا بأس



## FUTURE APPOINTMENTS

### Lesson Fifteen

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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
ابدا . ماضي هون ذرك .	مؤظف
هي في التسفارة	
اينتا لاهي ترجع ؟	بق
السايه تلاتة إن شاء الله	مؤظف
ابوا . قول لها انا لاسي نجبي	بق
نشوفها في السايه خمسة	
إن شاء الله . مع السلامة	مؤظف
مع السلامة	بق

مدام بام هون ؟	بق
ابدا . مامي هون ذرك	مؤلف
مي في السفارة	
اينتا لاسي ترجع ؟	بق
الساعة ثلاثة إن شاء الله	مؤلف
ايوا . قول لها انا لاسي نبجي	بق
نشرفها في الساعة خمسة	
إن شاء الله . مع السلامة	مؤلف
مع السلامة	بق



## DAILY ACTIVITIES

Lessor. Sixteen

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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.

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ستعدن كل نهار عادة ؟

عادة	نقوم
مرة مرة	نتنصّل
دائماً	نتلبس
أبداً	نشرب اتاي
عاقب ذاك	نصطبع
ورا ذاك	نمشي
تقريباً	نقيس الشغلة

### جملات

عادةً نقوم السبعة  
ورا ذاك نتنصّل و نتلبس  
نشرب اتاي دائماً  
مرة مرة نصطبع في المطعم  
نقيس الشغلة الثمانية تقريباً  
نقيس المكتب  
نمشي الى الطب

منتعد كل نهار عادة ؟

كأدة	نقوم
مرة مرة	ننغسل
دائماً	ننلبس
أبداً	نشرب أناي
ورا ذاك	نصطبع
كأقب ذاك	نمشي
تقريباً	نقيس الشغلة

جملات

كأدة نقوم الشبعة  
 ورا ذاك ننغسل و نلبس  
 نشرب أناي دائماً  
 مرة مرة نصطبع في المطعم  
 نقيس الشغلة الثمانية تقريباً  
 نقيس أه كتب  
 نمشي الى 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/

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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?

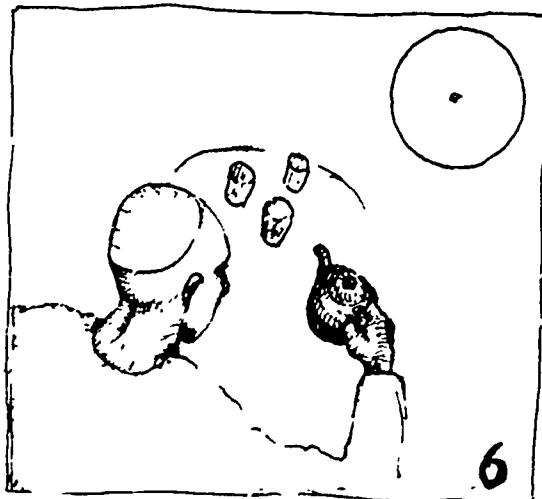
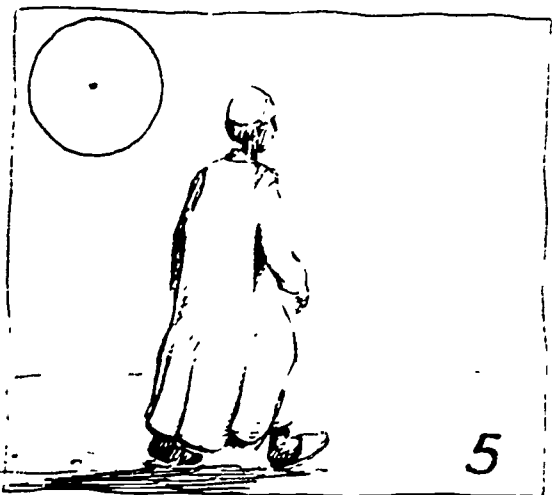
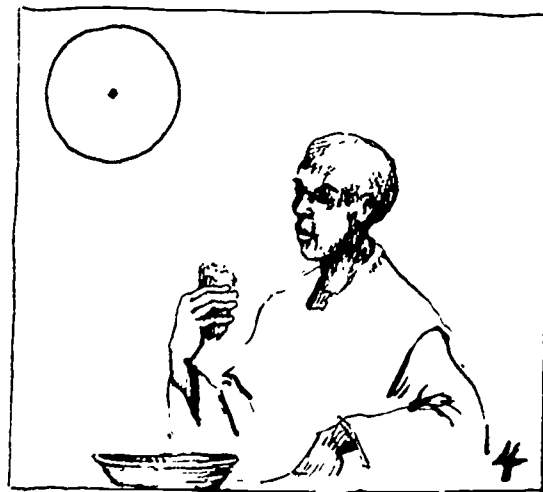
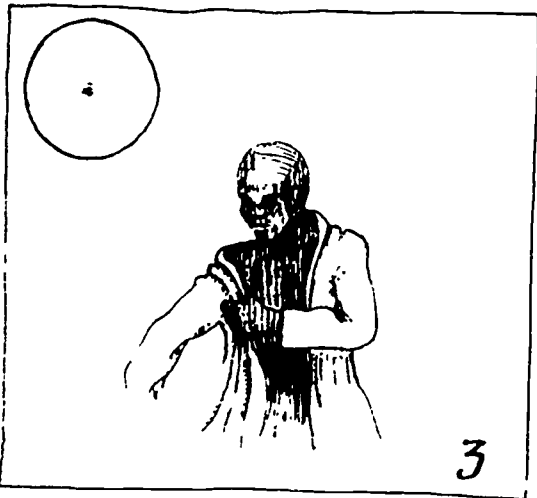
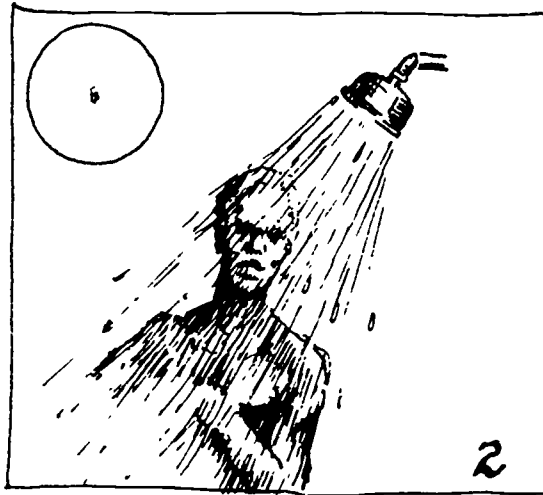
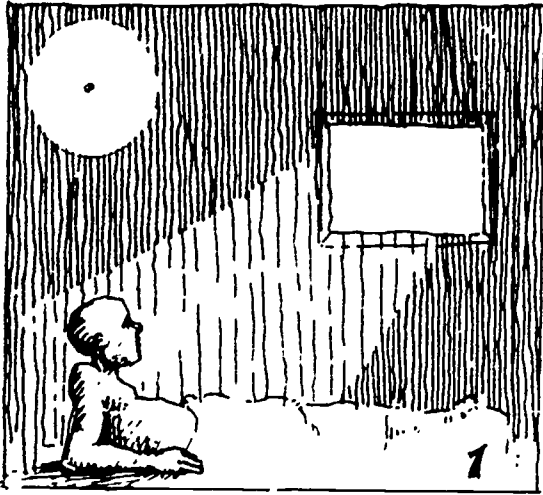
When do you go to work?

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.



## DESCRIBING OBSERVATIONS

### Lesson Seventeen

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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.

Translation  
of Basic  
Material:

New Vocabulary:

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.

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سورة	حامل
راجل	لابس
رغال	تساري
مراد	دراية
عليان	هولي
سما	نعابل
اخضر	سردال
ابيض	تركي
لباس	امغير
ياسر من	اكبير
	ملحفة

جملات

1. التّاجل على ايد العربي لابس دراية
2. التّاجل على ايد اليسري لابس دراية و  
نعابل و هولي
3. المراد لابسة الملحفة
4. خالق ياسر من الناس في المرصة

صدره	حامل
راجل	لابس
رجال	شاري
مراء	دراعة
عليات	هولي
سمااء	نعايل
اغضر	سروال
ابيض	تركي
لباس	اصغير
ياسر من	اكبير
	ملحفة

جملات

1. اتر اهل على ايد العربي لابس دراعة
2. اراجل على ايد اليسري لابس دراعة و نعايل و هولي
3. المراء لابسة الملحفة
4. فائق ياسر من الناس في المرصة



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> lya:t/	/hawli/
/sima.ʼ/	/na <sup>c</sup> a:yil/
/akh <sup>h</sup> dhar/	/sirwa:l/
/abya <sup>h</sup> d/	/tirki/
/liba:s/	/isghi:r/
/ya:sir min/	/ikbi:r/
	/malah <sup>h</sup> fa/

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: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-malah<sup>h</sup>fa/
4. /kha:lig ya:sir min in-na:s vi-l-marṣa/

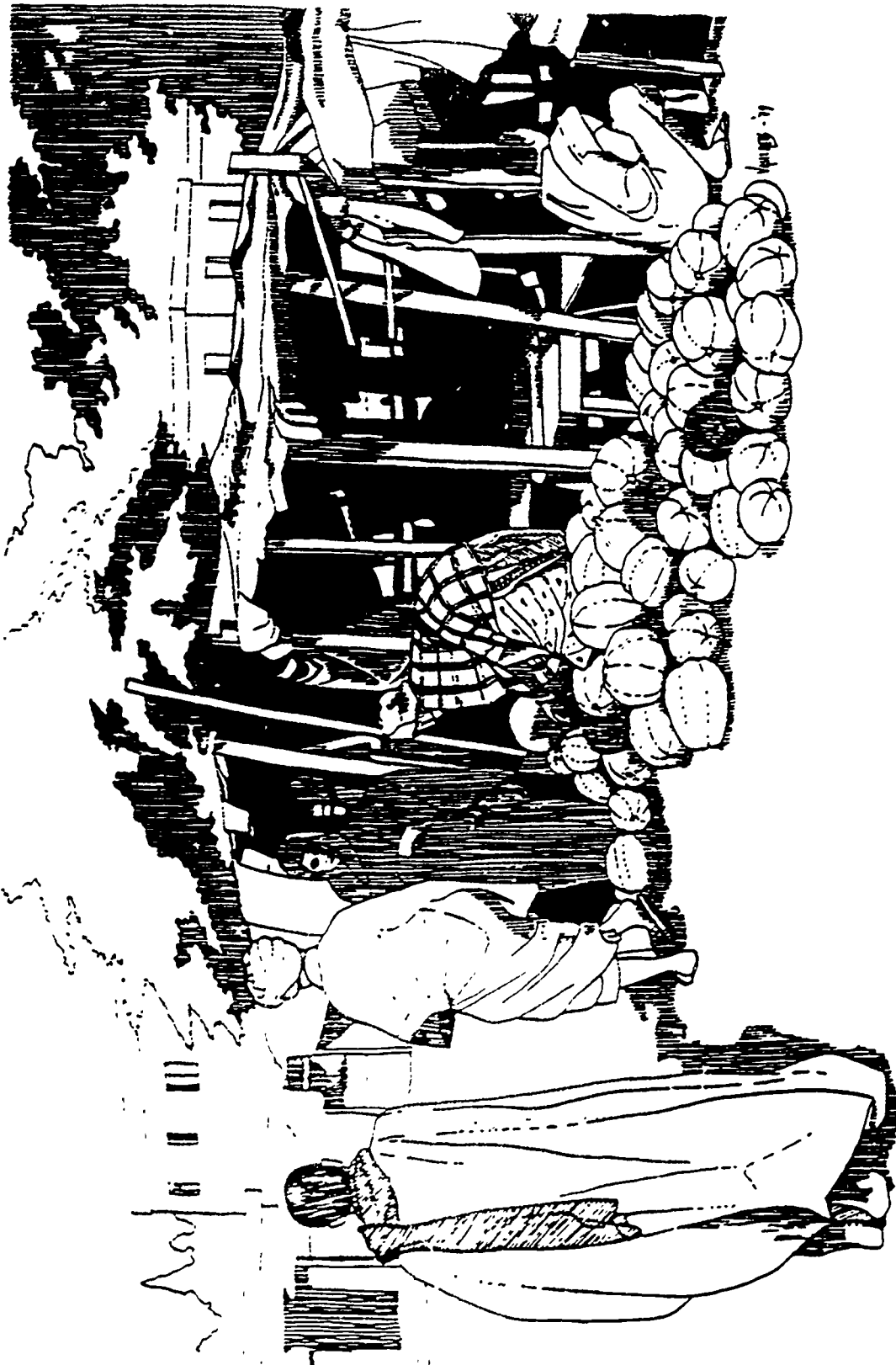
- 
- 
- Activities:
1. Learn the words in the vocabulary list accompanying the illustration. Be able to describe features in the illustration to your classmates. Prepare a 20-30 second narrative description which you will deliver to the group.
  2. Make a "chain description" of this or another illustration, 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>lyɑ: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/	يُوقِفُ
ask	/yisuwwal/	يَسْأَلُ
look for	ylawwad/	يَلْتَوَدُّ

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.



DESCRIBING OBSERVATIONS:  
ADJECTIVES

LESSON SEVENTEEN

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

red (m)	ahmar	أحمر
(f)	hamara	حمراء
(pl)	hamar	حمر
green blue (m)	akh <sup>h</sup> dar	أخضر
(f)	khad <sup>h</sup> ara	خضراء
(pl)	khud <sup>h</sup> ar	خضر
yellow (m)	asfar	أصفر
(f)	safara	صفراء
(pl)	safar	صفر
black (2) (m)	akhal	أكحل
(f)	kahala	كحلاء
(pl)	kahal	كحل
		aswa:d/ أسود
		sawada/ سواد
		sawad/ سود
white (m)	abyadh	أبيض
(f)	baydha	بيضاء
(pl)	bayadh	بيض

## LESSON SEVENTEEN

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brown (m)

adkhan

أدخن

(f)

dakhana

دخنا

(pl)

dakhan

دخن



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

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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 s 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.



منطوق  
اهلاً يا براهيم . ياك الخير ؟  
لاهي نسرف محمد اليوم ؟

براهيم  
اهيه . لاهي نفيس داره  
الليلة خذي

منطوق  
اقبض البرارة خذي و عطيتها له  
اينتا تشوخه

براهيم  
طيب

منطوق  
وسلم على أسرته متي

براهيم  
إن شاء الله

منظوع	احلاً يا براهيم . يا ك الخير ؟ لاهي تسوف محمد اليوم ؟
براهيم	اهيه . لاهي تقيس داره الليلة هذي
منظوع	اقبض البراهه هذي و عطيها له اينتا تشوفه
براهيم	طيب
منظوع	و سلم على أسرته مني
براهيم	ان شاء الله

BASIC MATERIAL: Dialogue for Memorization.

/mutatawwi <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/
/mutatawwi <sup>c</sup> /	-	/igbadh il-bra:wa ha:dhi wa <sup>c</sup> ati:ha-l-u aynta tshu:v-u./
/brah:hi:m/	-	/tayyib./
/mutatawwi <sup>c</sup> /	-	/wa sallim <sup>c</sup> 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. /<sup>c</sup>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 <sup>c</sup>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.



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## 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 muadhhdhin, 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.

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The Qur<sup>c</sup>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/

الإفطار

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:

/c:i:d il-fitr/

عيد الفطر

or

/c:i:d is-saghi:r/

عيد الصغير

This holiday usually lasts for three days. It is customary to wear new clothes (or one's best) for this /c: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

/ˈi:ɪd il-ˈadħa/

عيد الاضحية

or

/ˈi:ɪd il-ˈkabi:r/

عيد الكبير

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!")

/ˈi:ɪd muba:rak/

عيد مبارك

(variations)

/ˈi:ɪd-ak muba:rak/

عيدك مبارك

/ˈi:ɪd muba:rak ˈalayk/

عيد مبارك عليك

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

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/	راس السنة
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Common New Year greetings are:

Happy New Year!

/kull sana wa intum bi-khayr/	كُلُّ سَنَةٍ وَأَنْتُمْ بِخَيْرٍ
-------------------------------	----------------------------------

/kull sana wa intum tayyibi:n/	كُلُّ سَنَةٍ وَأَنْتُمْ طَيِّبِينَ
--------------------------------	------------------------------------

/kull <sup>c</sup> a:m wa intum bi-khayr/	كُلُّ عَامٍ وَأَنْتُمْ بِخَيْرٍ
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SUPPLEMENTARY RELIGIOUS VOC' BULARY:

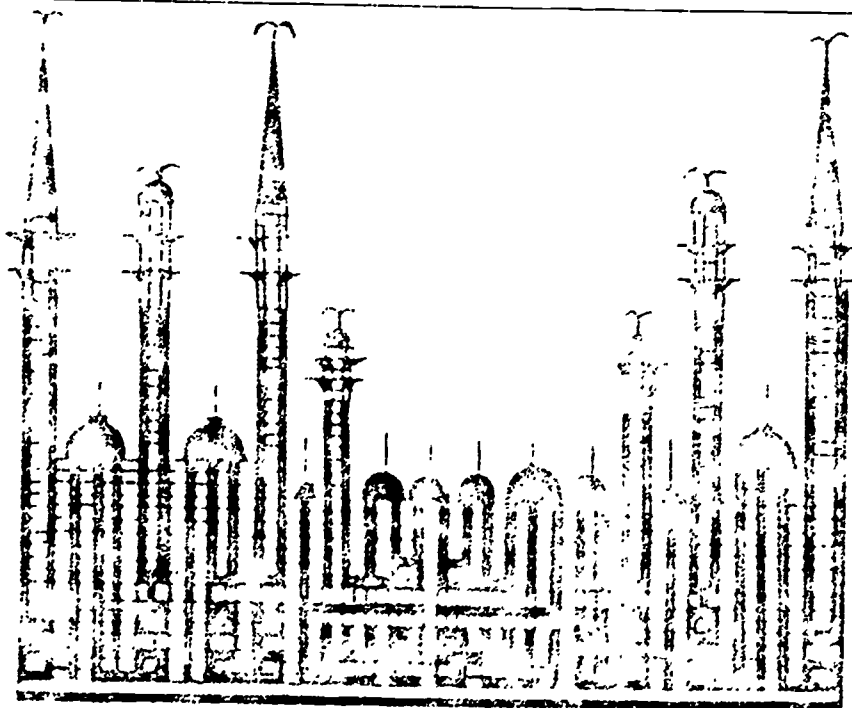
religion	/di:n/	دين
God	/alla:h/	الله
prophet	/nabi/	نبي
	/rasu:l/	رسول
Islam	/il-islā:m/	الاسلام
prayer	/ṣala:a/	صلاة
he prays/ is praying	/iṣalli/	إصلي
Quran	/qur'a:n/	قرآن
alms	/il-zaka:/	الزكاة
pillars	/qu:a: <sup>c</sup> id/	قواعد



church	/kani:sa/	كنيسة
Christian	/naṣra:ni/	نصراني
Christians	/naṣa: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	/iṣu:m/	إسوم

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

اشهد أن لا إله إلا الله و محمد رسول الله  
/ashhadu ann la ila:h illa alla:h wa Muḥammad rasu:l alla:h/.



# TALKING ABOUT RELIGION IN THE U.S.

## Lesson Twenty

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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 جالقين مسلحين من امريكا ؟
- ب ابيه خالقين يا غير اغلب الناس نصارى
- ا انتم تصلّو ؟
- ب بعض الناس . انا نصلي كل يوم الحمد في الكنيسة .
- ا و تصومون في رمضان ؟
- ب ما خالق رمضان عندنا
- ا قرئت القرآن الكريم ؟
- ب ابيه . يا غير بالانجليزية

- ا فالحقن مسلمين في امريكا ؟
- ب ابيه فالحقن يا غير اغلب الناس في مدارس
- ا انتمما تصلو ؟
- ب بعض الناس . انا نصلي كل يوم الحمد في الكنيسة .
- ا و تصومو في رمضان ؟
- ب ما خالق رمضان عندنا
- ا قرئت القرآن الكريم ؟
- ب ابيه يا غير 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:

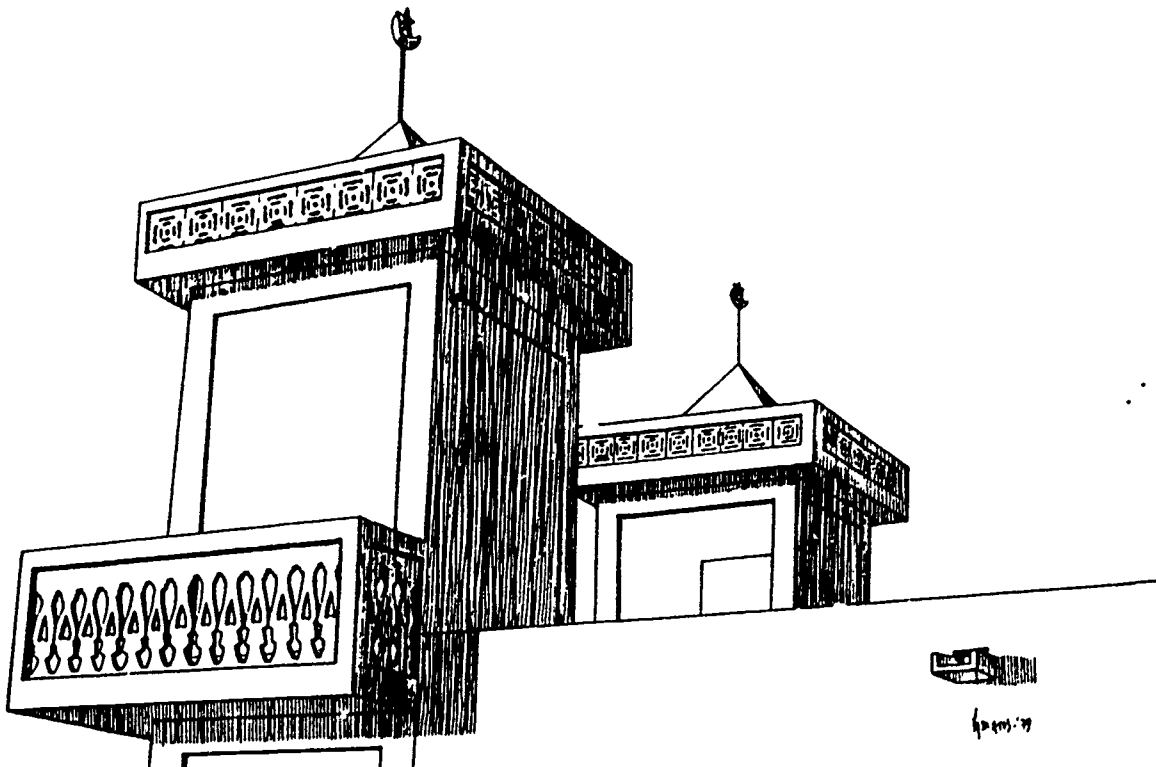
1. /aghlab/ means "majority", or "most of". This is a superlative form. See Grammar Handbook for further information on comparatives and superlatives.
2. /nasa:ra/ - a word of Middle Eastern origin, designating the Nazarenes, the disciples of Jesus of Nazareth, and by extension, Christians or Europeans 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	/ˈi:sə/	عیسی
Christian	/ˈmɑ:si:hi/	مسیحی
Mary	/ˈmɑ:riəm/	مریم
holy war	/ˈdʒi:hɑ:d/	جہاد

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."

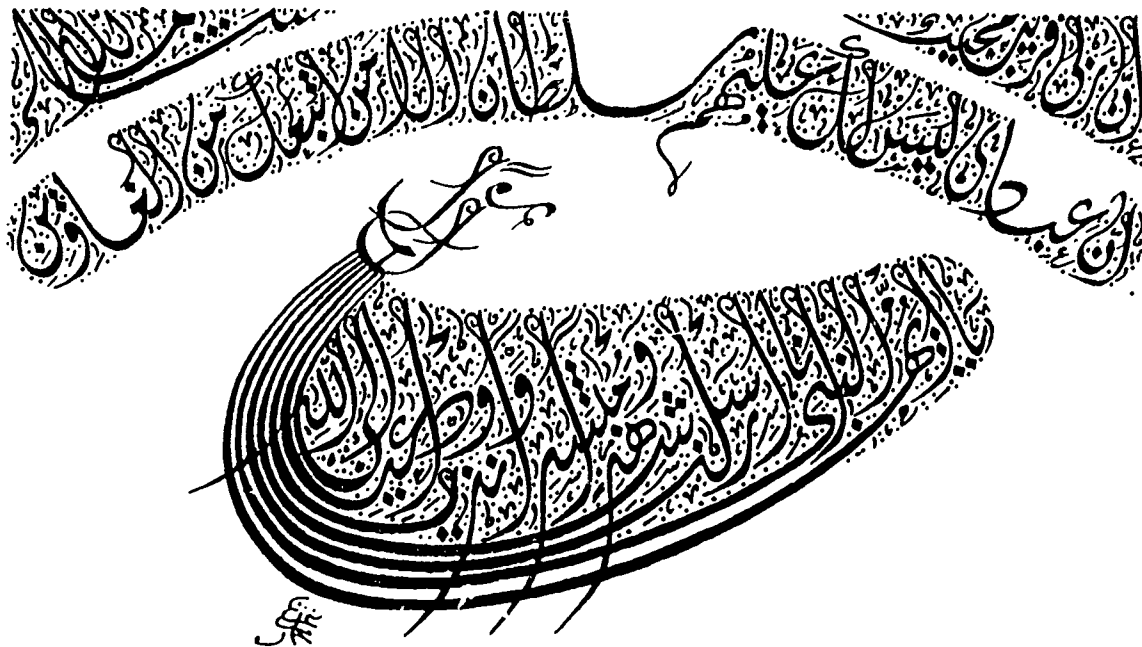


Cultural Note: #2.

You have learned that the Arabic word for "Christian" or "European" (including North Americans) is /nasra:ni/, which is derived from "Nazerenes". 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

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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.



يَوْمَ الْخَمِيسِ الْمَاضِي مَشَيْتُ نَشْرُوفَ صَاحِبَتِي

الَّتِي تَسْكُنُ فِي ——— . مَشِينَا فِي وَاتَّةٍ

وَصَلْنَا فِي هَدَعَشِ الصَّبْحِ . زَرْنَا صَاحِبَتِي

فِي الطَّبِّ وَتَكَلَّمْتُ مَعَ مَدِيرِهَا .

وَرَأَى ذَلِكَ تَغْدِينَا كَامِلِينَ وَرَجَعْنَا سُرُورًا

نَوَاسِطًا فِي الْمَسَاءِ

كَلِمَاتٌ

رَجَعْنَا	زَرْنَا
تَغْدِينًا	وَصَلْنَا
كَامِلِينَ	الَّتِي

يَوْمَ الْخَمِيسِ الْمَاضِي مَشَيْتُ نَشْرُودَ سَاجِبَتِي

الَّتِي تَسْكُنُ فِي ——— . مَسِينَا فِي وَاثَةِ

و وَسَلْنَا فِي حُدُودِ الصَّبْحِ . زَرْنَا سَاجِبَتِي

فِي الطَّبِّ وَ تَكَلَّمْتُ مَعَ مَدِيرِهَا .

وَرَا ذَاكَ تَغَدَّيْنَا كَامِلِينَ وَ رَجَعْنَا نَشْرُودَ

نَوَاكْسِرُوطَ فِي الْمَسَاءِ

كَلِمَاتُ

رَجَعْنَا

زَرْنَا

تَغَدَّيْنَا

وَسَلْنَا

كَامِلِينَ

الَّتِي

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:-na vi wa:ta wa wasal-na vi hid<sup>c</sup>ash is-subh.  
zir-na sa:hibt-i vi-t-tab wa takallamt ma<sup>a</sup> mudi:r-ha. wra dha:k  
tagaddi:na ka:mili:n wa 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/.



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/	تكلّمت
you spoke (m.)	/tkallamt/	تكلّمت
you spoke (f.)	/tkallamti/	تكلّمتي
he spoke	/tkallam/	تكلّم
she spoke	/tkallamat/	تكلّمت
we spoke	/tkallamna/	تكلّمنا
you spoke (pl.)	/tkallamtu/	تكلّمتو
they spoke	/tkallamu/	تكلّمو

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/	شفتي
he saw	/sha:v/	سافر
she saw	/sha:vat/	شافت
we saw	/shivna/	شفتنا
you saw (pl.)	/shivtu/	شفتو
they saw	/sha:vu/	سافرو

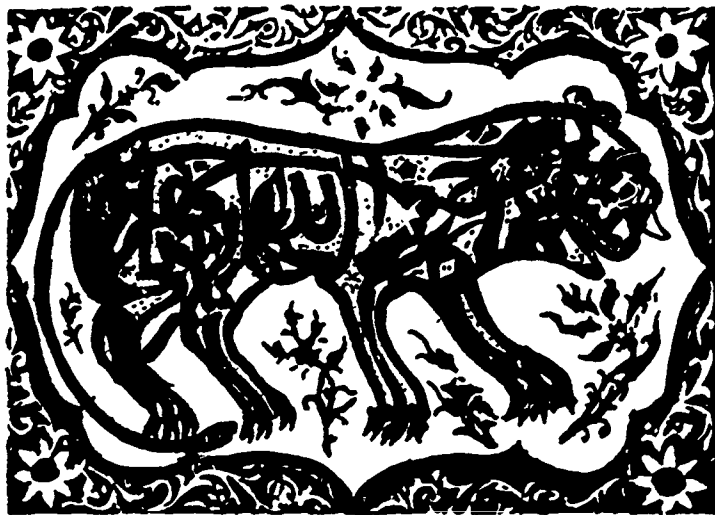
Check with your teachers the other verbs you have encountered that follow this pattern. Note that the suffixes indicating the different persons never change.

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/	مشيتي
he went	/masha/	مشى
she went	/mashat/	مشت
we went	/mashi:na/	مشينا
you went (pl.)	/mashi:tu/	مشيتو
they went	/mashaw/	مشرو

(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

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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     (year)     in     (place)     .
- 2) I lived in     (place)     for     (no.)     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     (year)     and I work in              .
  - a) the agricultural project in                      .
  - b) the clinic in                      .
  - c) the school in                      .
  - d) the health center in                      .

- 1 خلقت في في \_\_\_\_\_  
 2 سكنت في في \_\_\_\_\_  
 3 كنت تلميذي في \_\_\_\_\_  
 مدرسة ماثوية  
 كلية  
 جامعة  
 مدرسة ننية

- 4 درست \_\_\_\_\_  
 الزراعة  
 الطب  
 اللغات  
 الصحة  
 التعليم  
 الاداب

- 5 وحيث اتي موريبانية في عام \_\_\_\_\_  
 و نشتغل في \_\_\_\_\_  
 المشروع الزراعي في \_\_\_\_\_  
 لطب في \_\_\_\_\_  
 المدرسة في \_\_\_\_\_  
 مركز الصحة في \_\_\_\_\_

- 1 خلقت في في \_\_\_\_\_
- 2 سكنت في في \_\_\_\_\_
- 3 كنة تحبذ في في \_\_\_\_\_
- مدرسة نانوت
- كلية
- جامعة
- مدرسة خديجة

4 درست \_\_\_\_\_

الزراعة  
الطب  
اللغات  
الصحة  
التعليم  
الاداب

5. وبيت الى موريتانية في عام \_\_\_\_\_

و نشتغل في \_\_\_\_\_

المسروع الزراعي في \_\_\_\_\_

الطب في \_\_\_\_\_

المدرسة في \_\_\_\_\_

مركز الصحة في \_\_\_\_\_



BASIC MATERIAL: Recitation for memorization.

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

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

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

a) /madrasa tha:nawjya/

b) /kulliya/

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

d) /madrasa fanniyya/

/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:niya 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-madrasa 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 equivalents 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	/ <sup>c</sup> ilm/	علم
the sciences	/il- <sup>c</sup> ulu:m/	العلوم
biology	/biu·lujiya/	بيولوجية
chemistry	/ki.miya/	كيمياء
physics	/fi:si:ka/	فيزياء
math	/hisa:ba:t/	حسابات
engineering	/handasa/	هندسة
history	/ta:ri:kh/	تاريخ
geography	/jiu:gra:fiya/	جغرافية
languages	/lugha:t/	لغات
health	/is-sihha/	الصحة
agriculture	/iz-zira: <sup>c</sup> a/	الزراعة
medicine	/it-tibb/	الطب
education	/it-ta <sup>c</sup> li:m/	التعليم
music	/musi:ga/	موسيقى

## WEATHER, CLIMATE & SEASONS

### Lesson Twenty-Three

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- 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.)

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رندي اليوم حامي حنّي .  
شكيف هوا في الشتاء ؟

حسن الحمان ما يشبه اليوم  
وخالق امزون و غبار

رندي في بلدي خالق اختلاف .  
كبير بين الشتاء والقيف

حسن خالق البرد ؟

رندي اهيه و خالق ياسر من المطر

رندي اليوم حامي هتي  
شكيف الهواء في الشتاء ؟

حسن الحمان و بتببه اليوم  
و فالح اعزوز و غبار

رندي في بلدي فالح اختلاف  
كبير بين الشتاء و الصيف

حسن فالح البرد ؟

رندي اهيه و فالح ياسر من المطر

BASIC MATERIAL: Narrative for memorization.

- /ray/ - /il-vawm 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:ʻ/	الشتاء
the spring	/ir-rabi:c/	الربيع
the summer	/is-sayv/	الصيف
the autumn	/il-khari:v/	الخريف
humid/wet	/mablu:l/	مبلول
How's the weather?	/ki:f il-hawa?/	كيف الهواء؟
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/	كادي
dry	/ya:bis/	يابس
drought	/jiva:v/	جفاف
storm	/za <sup>c</sup> vi:g/	زعيق
dawn	/fijr/	فجر
sunset	/maghrib/	مغرب
star	/najm/	نجم
stars	/nuju:m/	نجوم
sky	/sima:ʔ/	سما

## TRIP TO BOUTILIMIT

### Lesson Twenty-Four

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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.

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يا مسر مسينا انا و جين شور برتيلاميت

و مي طارق . سنعنا ياسر في الاجمال في

الباديه . اينتا و سلعنا شور الفرقه .

ام شيخ كاس تعذر التريق و

ابوه كان يشري لحم في المرصه .

بعدين قعدنا كاملين تحت الخيمة و

كلنا كسكس و شربنا انا .

اينتا و فينا الكليل المنات تحنو

ياسر مشينا انا و بين شور بوتلميت

و بي لارق سنفا ياسر من الاحمال في

البارية . اينتا و سلنا شور الفرقة

اتم شيخ كانت تعدل الزريق و

ابوه كان يشري لحم في المرسة .

بعدين قعدنا كارلين تحت الخيمة و

كلنا كسكس و شربنا انا .

اينتا و حينا اللكيل المئات تحنو

BASIC MATERIAL: Narrative for Memorization.

/ya:mis mishi:na ana wa jayn ɛnu:r bu:ti:limi:t wa vi ta:rig shivna ya:sir min il-ijma:l 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 ka:n yishri laham vi l-marsa. 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:l il-mina:t th<sup>h</sup>annu./

Notes on the Basic Material:

1. /ya:sir min il-ijma:l/ 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. /ka: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 th<sup>h</sup>annu/ - "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/	خيمة
desert	/ba:diya/	بادية
goat	/ʕanz/	عنز
camel (m)	/ijmal/	اجمل
(f)	/na:qa/	ناقة
(pl)	/ijma:l/	اجمال
encampment	/fʕirga/	فرقة
fire	/na:r/	نار
chief	/shaykh/	شيخ
tribe	/gabi:la/	قبيلة
mat	/hasi:ra/	حصيرة
family (3)	/ahl/	اهل
	/usra/	اسرة
	/ʕa:ila/	كائلة
relatives	/aga:rib/	اقارب
wind, breeze	/ri:h/	ريح

LESSON TWENTY-FOUR

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## PARTS OF THE BODY

### Lesson Twenty-Five

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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).

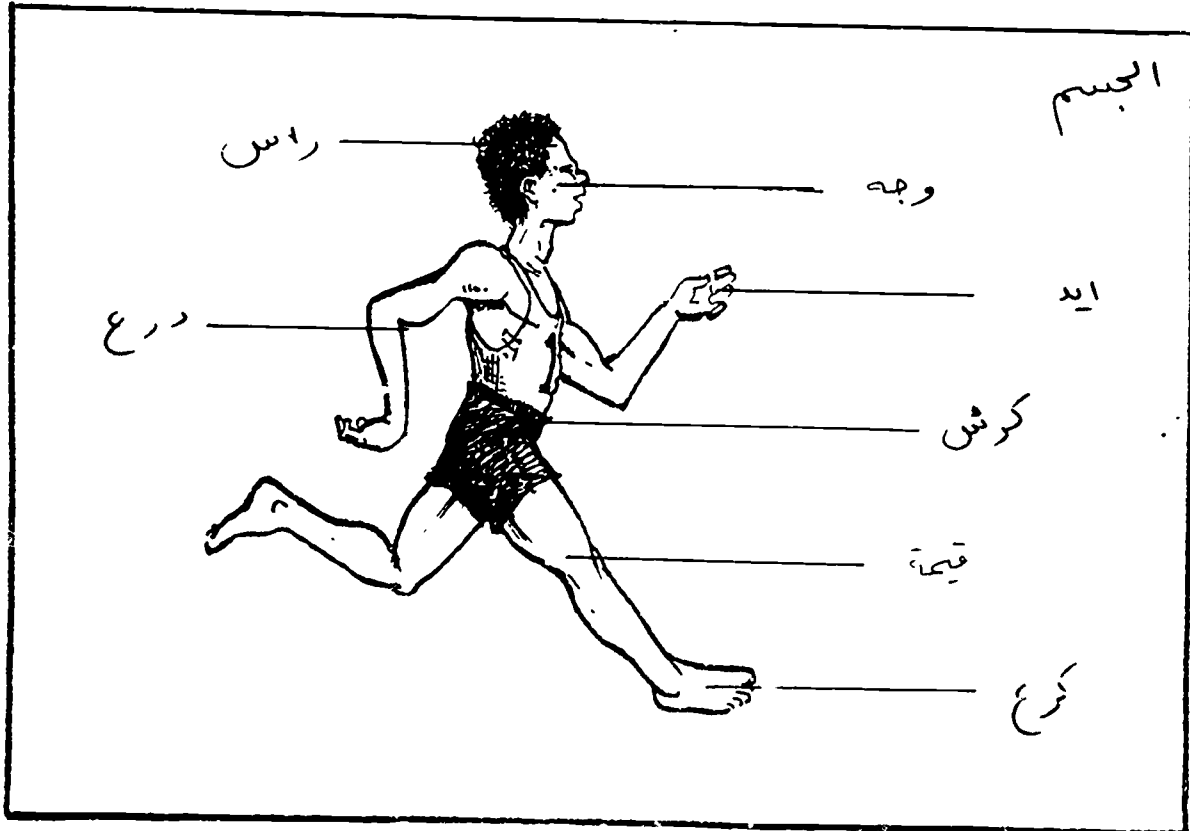
head	body	tongue
eyes	arm	neck
nose	hand(s)	teeth
ear	mouth	legs
shoulder	foot	chest
stomach		

- 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.

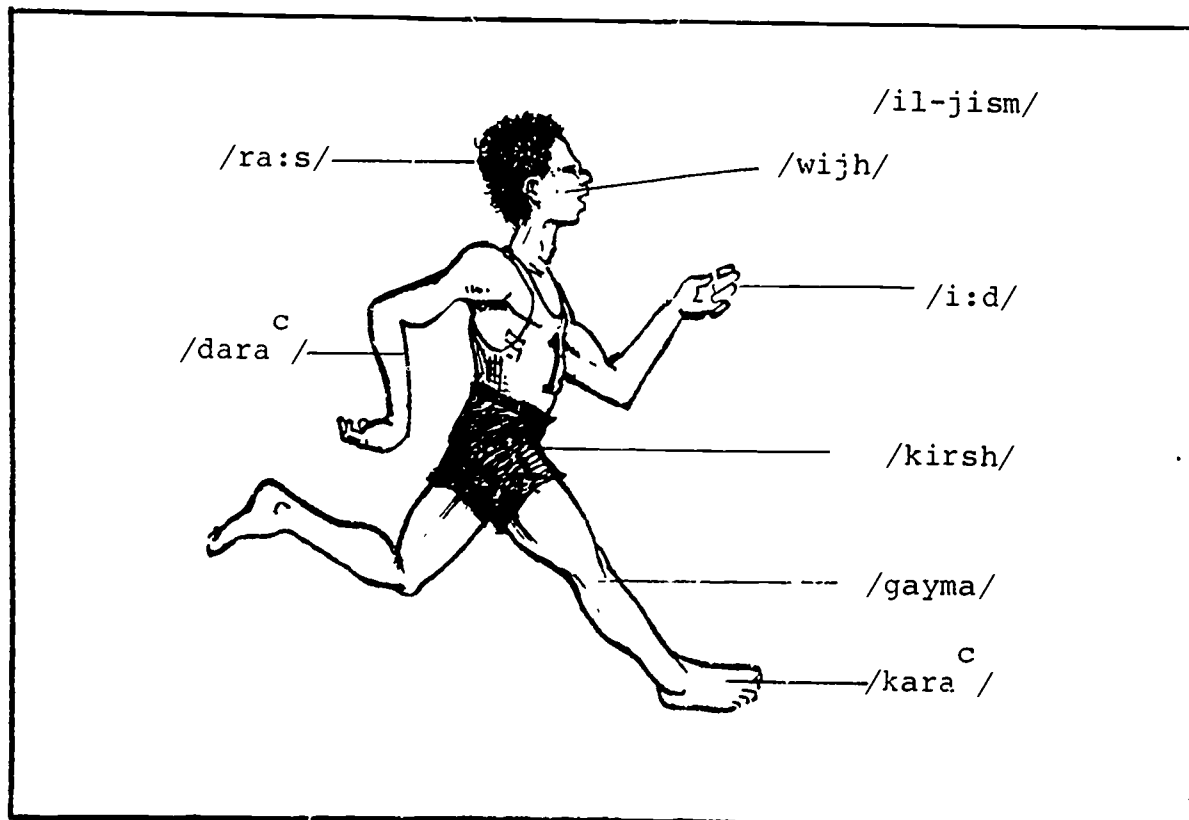
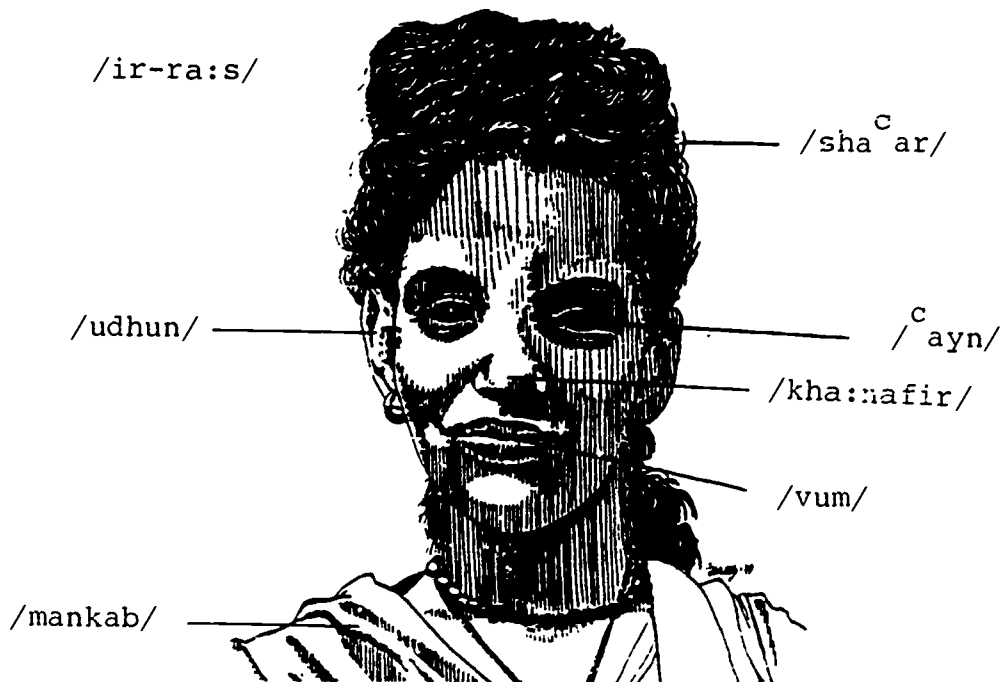
- Suggestions for Use:
1. Make a point of saying the Arabic names for parts of the body to yourself as you go through your daily routine (washing your face, putting on your shoes, etc.)

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ADDITIONAL MATERIAL: Useful words and phrases.

What's the matter*...		
with you (m.)	/ma:l-ak/	مالك
with you? (f.)	/ma:l-ik/	مايك
with him?	/ma:l-u/	ماله
with her?	/ma:l-ha/	مالها
Does anything		
hurt you? (m.)	/yu:ja <sup>c</sup> -ak shi?/	يو جعك شي؟
hurt you? (f.)	/yu:ja <sup>c</sup> -ik shi?/	يو جعك شي
Are you in pain?		
(to a woman)	/inti muju: <sup>c</sup> a?/	انت مجوعة؟
(to a man)	/inta muju: <sup>c</sup> ?/	انت مجوع؟
I have a head ache.		
("my head hurts me.")	/yu:ja <sup>c</sup> -ni ra:s-i/	يو بعني راسي
I have a stomach ache.		
("my stomach hurts me.")	/tu:ja <sup>c</sup> -ni kirsh-i/	تو بعني كرشتي
I have a tooth ache.		
diarrhea, cramps	/waja <sup>c</sup> il-kirsh/	يو بعني سني
a cough	/kahha/	و بع الكرش
a cold	/barda:n/	كحة
		بردان

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

nausea	/igla:b/	إقيلا
fatigue	/ta <sup>c</sup> ab/	تعاد
weight	/wazan/	وزن
fever	/huma/	حمى
worms, parasites	/du:d/	درد
urine	/bu:l/	بول
injection	/dagga/	درة
pill	/habba/	حبة
pills	/habb/	حب

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

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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.

- جيب السلام عليكم
- جيب
- جيبًا وعلينم السلام . ناك لا باس ؟
- جيب
- لا بنس الحمد لله . ندورك  
تخط لي جوب
- جيبًا جيتي الخنت معاك ؟
- جيب
- اهبه وهاك سورة . ندور مني  
مثل مندي ياغير شوي اطول
- جيبًا ايرا . ارجعي بعد اسبوع
- جيب
- إن شاء الله مع استلاوه
- جيبًا مع التسلامة

- بين السلام عليكم
- فيناك وعليكم السلام . ياك لابس ؟
- بين لابس الحمد لله . ندورك  
خيطا لي هو .
- فيناك بيتي الخنت معاك ؟
- بين ابيه رهك سورة . ندور سي  
مثل طذي ناغير تنوي الارز
- فيناك ايوا . اربعي بعد اسبوع
- بين ان ساء الله . مع السلاوة
- فيناك مع السلاوة

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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, - /ahi:h wa ha:k su:ra. ndu:r shi mithl  
 ha:dhi yaghi:r shway utwil/  
 /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. /utwil/ means "longer" See the Lesson on Comparatives and Superlatives in The Grammar Handbook.

ADDITIONAL MATERIAL: Material and sewing words.

material (cloth)	/khant/	قنط
rayon, nylon	/tirgha:l/	ترغال
cotton	/gutun/	قطن
silk	/hari:r/	حرير
wool	/su:v/	سوف
linen	/bazan/	بزن
polished cotton	/wa:kh/	واخ
embroidery	/zakharava/	زخرفة
yard	/yarad/	يرد
meter	/maytar/	ميتر
"pagne" (wrap around cloth)	/pan/	بن
thread	/silk/	سلك
needle	/ibra/	ابرة



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## HOUSE AND BASIC FURNISHINGS

### Lesson Twenty-Seven

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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.

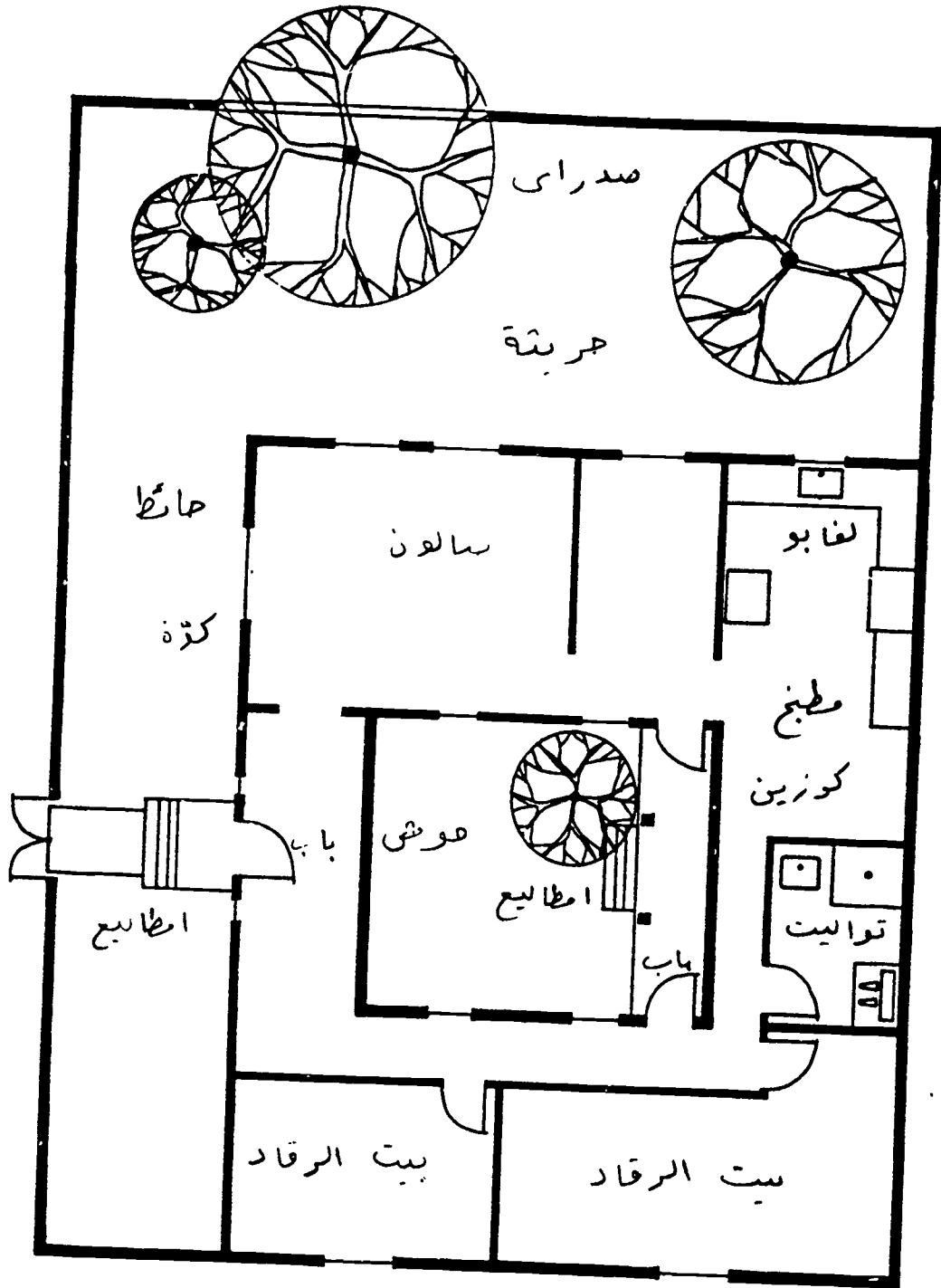
Basic

Material:

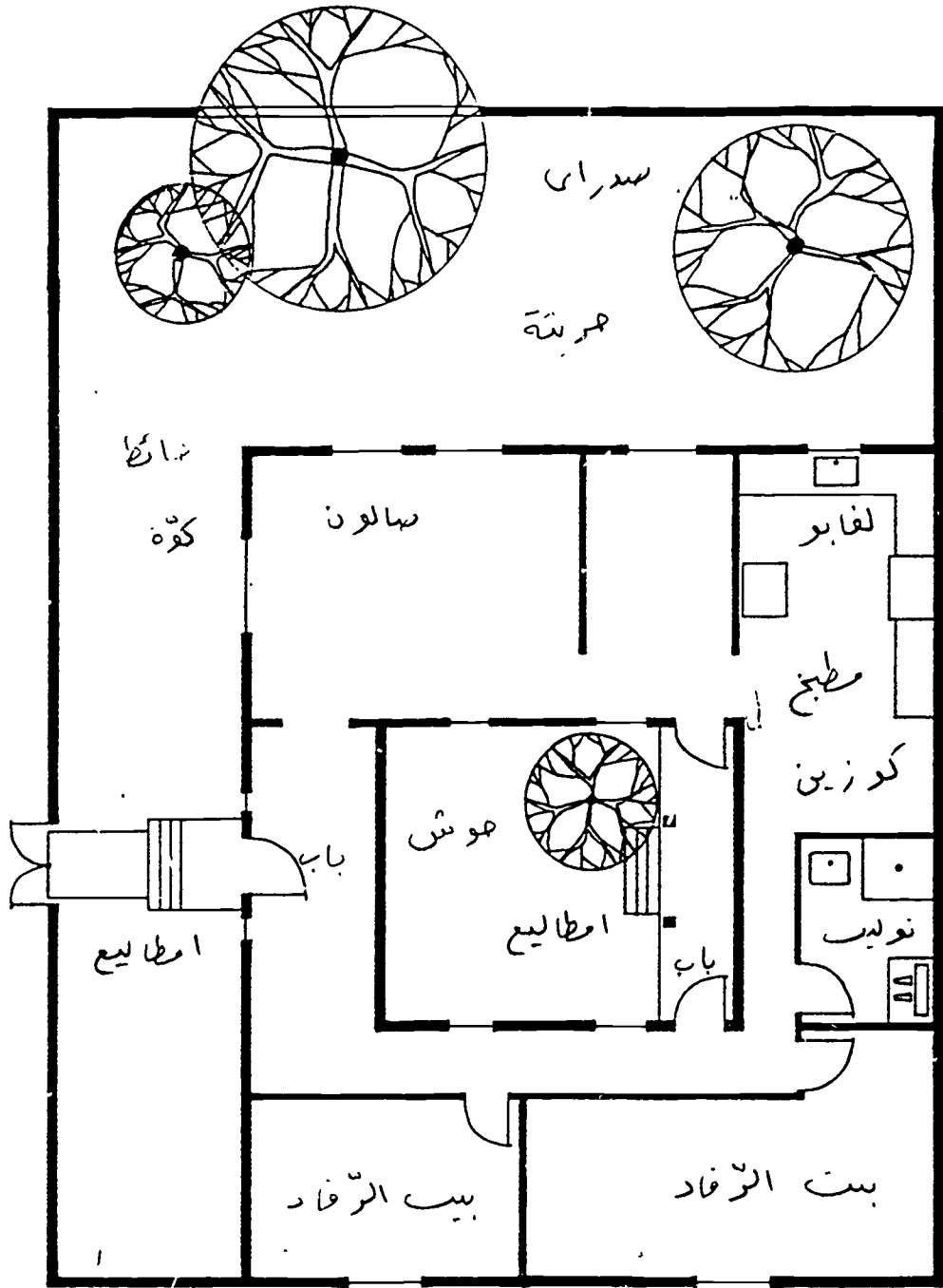
Parts of a House.

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 blackboard 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

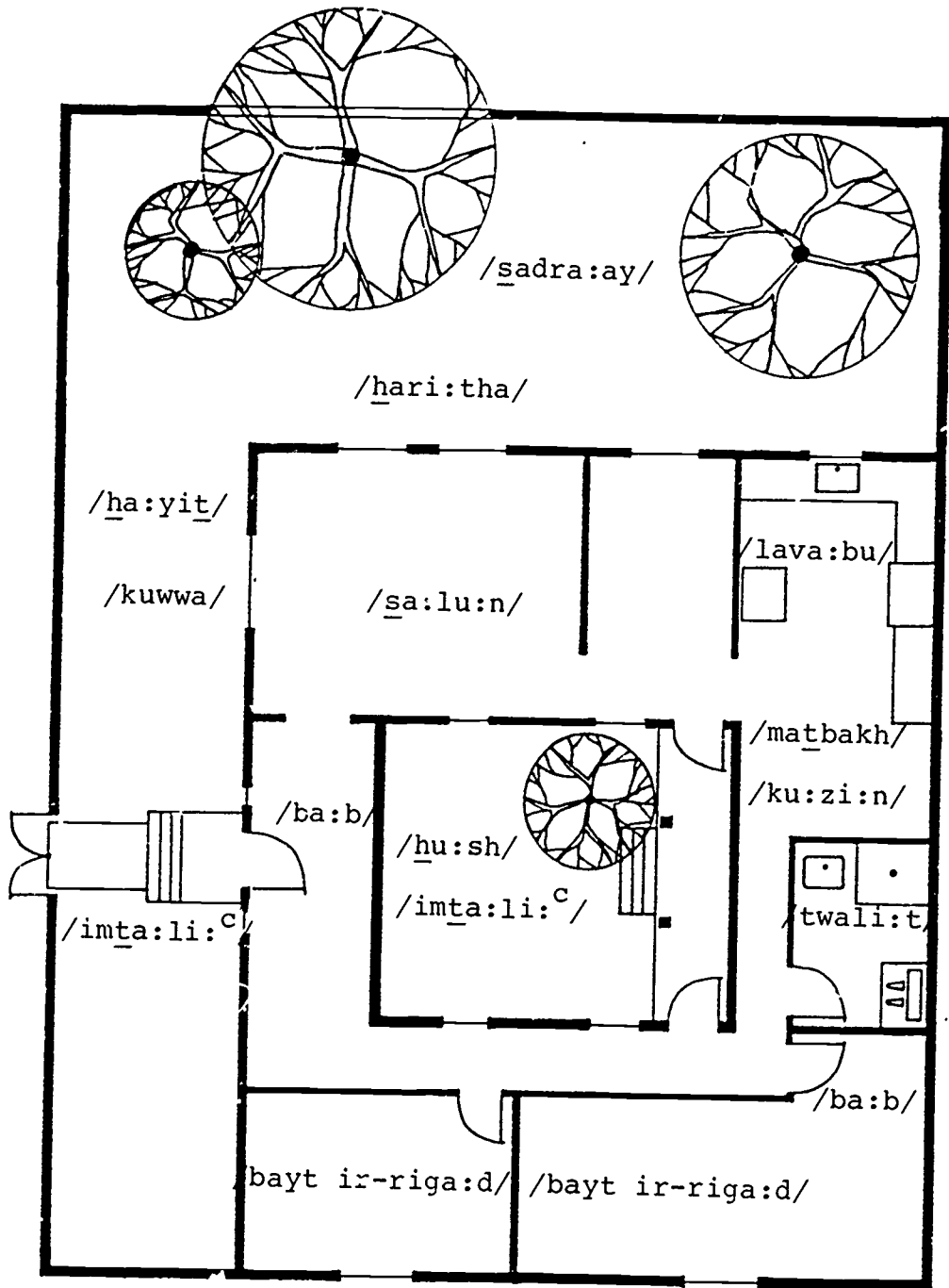


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٤٤ - ٤٥٣ ١٤٧٩

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.

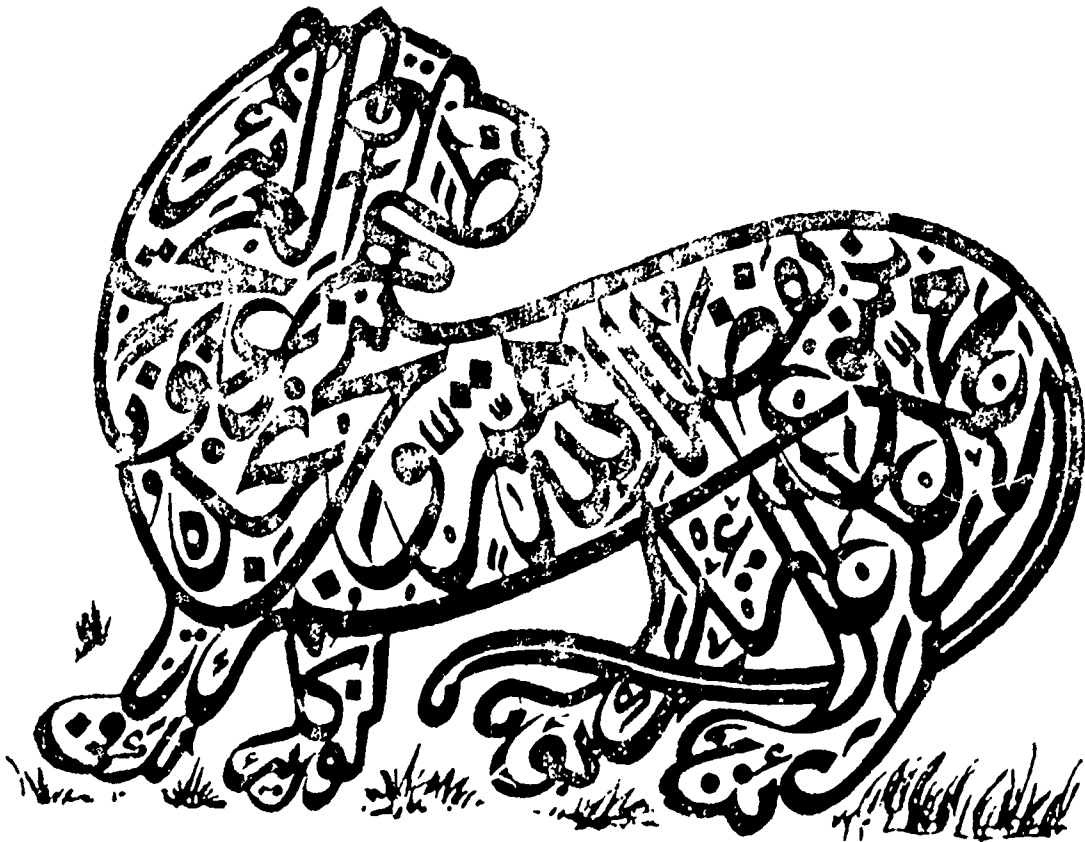
chair	/mag <sup>c</sup> ada/	مقعدة
sink	/lava:bu/	لفابو
tap	/rubina/	ربنة
cooker/stove	/il-buwi/	البوي
fridge	/fri:ji:dayr/	فريجيدير
cupboard	/armu:r/	ارمور
tub	/si:wa/	سيوة
bucket	/dalu/	دلو
spoon	/kiddu/	كدر
fork	/fu:rshat/	فورشت
knife	/mus/	مس
platter	/tab <sub>s</sub> i:l/	تبسيل
bowl (small)	/ji:ra/	جيرة
plate	/plat/	بليت
cup	/ka:s/	كاس
broom	/balayya/	بلية
sheet	/dra/	درا



mattress	/matla/	مطلة
bed	/macka/	مكة
teapot	/barra:d/	براد
electricity	/kahraba/	كهربا
well	/ha:si/	حاسي

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

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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 ؟	طبيبة
عز فلق في عام 1974	أم
ماله ؟	طبيبة
عنده التمس و يوجعه كرسه	أم
من ايننا ؟	طبيبة
من اسبروع	أم
اش يوكل عادة ؟	طبيبة
هو يوكل مارو و بمدنير و مورو	أم
واجب عليك تبديلي له لوكيل .	طبيبة
يحتاج ياسر من البروتين	
تشنهرو من لوكيل ؟	أم
اهسن شي البيض و لحم والحوت	طبيبة
و لبن	

طفلك عنده كم سنة ؟	طبيبة
شو هلق في عام ١٩٦٤	أم
فاله ؟	طبيبة
عنده الحمى و يوجعه كرسنه	أم
من ايننا ؟	طبيبة
من اسبوع	أم
اشن يركل عادة	طبيبة
هو يركل مارر و بديتير و بورر	أم
واجب عليك تبدي له لوكيل .	طبيبة
يحتاج ياسر من البروتين	أم
شهر من لوكيل ؟	أم
امسن شي البيض و لحم والحوت	طبيبة
و لبن	

BASIC MATERIAL: Dialogue for memorization.

- /ṭabi:ba/ : /ṭful-ik <sup>C</sup>and-u kam sana:ʔ/
- /umm/ : /huwa khlag vi <sup>C</sup>a:m 1974/
- /ṭabi:ba/ : ma:l-u?
- /umm/ : <sup>C</sup>and-u il-humma wa yu:ja<sup>C</sup>-u kirsh-u/
- /ṭabi:ba/ : /min aynta?/
- /umm/ : /min isbu:<sup>C</sup>/
- /ṭabi:ba : /ash yu:kil <sup>C</sup>a:datan?/
- umm, /huwa yu.kil ma:ru wa bumdiayr wa mbu:ru/
- /ṭabi: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?/
- ṭabi:ba : ahsan shi il-baydh wa laham wa l-hu:t wa laban/

Notes on the Basic Material:

1. /ṭful/ is a young boy. Another word you will hear is /wild/.
2. /<sup>C</sup>and-u kam sana:ʔ/ 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:ti:n/	بروتين
vitamins	/vi:ta:min/	فيتامين
energy	/ta:qa/	طاقة
fatigue	/ta <sup>c</sup> ab/	تعب
anemia	/ifru:g id-damm/	افترق الدم
malnourished	/su:' it-taghdhiya/	سوء التغذية
sickness	/maradh/	مرض
health	/sihha/	صحة
sick	/mar:dh/	مريض
well	/shi:h/	صحيح
nutriments	/ghitha':i/	غذاء

General Medical:

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

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

Disease specific:

intestines	/mu <sup>s</sup> a:ri:n/	وسارين
bladder	/imabu:la/	امبوله
urine	/bu:l/	بول

breast	/bazu:la/	برولة
vagina	/rah <u>a</u> m/	م
abortion (2)	/ijha:d/ اجهاد /ta <sup>c</sup> ji:l/	تعجيل
miscarriage	/iti:h il-kirsh/	اطيح الكرش
smallpox	/jidri/	جدري
tuberculosis (2)	/su <sup>c</sup> la/ سعة /sil/	سل
measles	/buhaymuru:n/	بجيمرون
tetanus (2)	/tata:nus/	تتانهص
	/dagit musma:r/	دقت مسمار
whooping cough	/tashta:g/	تشتاق
dehydrated	/mustahim/	مستحم
hepatitis	/alam il-kibd/	ام الكبد
cholera	/ku:li:ra/	كوليرا
jaundice	/asfa:r/	اصفار
malaria	/tawja:d/	توجاد
microbes	/mi:kru:b/	ميكروب
worms	/du:d/	دود
parasites	/du:d/	دود
wound	/jarah/	جرح

Pregnancy and child birth:

contraception	/ta <sup>c</sup> qi:m/	تعقيم
conception/ pregnancy	/h <u>a</u> ml/	حمل
sexual intercourse	/jima: <sup>c</sup> /	جماع



LESSON TWENTY-EIGHT

GLOSSARY OF MEDICAL AND  
NUTRITIONAL TERMINOLOGY

uterus	/rah <u>a</u> m/	رحم
sperm	/ma <u>n</u> i/	مني
eggs	/ba <u>y</u> dh/	بيض
fetus	/ja <u>n</u> i:n/	جنين
ovary	/ba <u>y</u> dh/	بيضة
birth	/il-wila:da/	الولادة
delivery	/khla:s/	خلاص
placenta	/shaba:t ishi:r/	صبيحة اشير
umbilical cord	/habl is-sarra/	حبل القتر
labor	/ <sup>c</sup> amal/	عمل
contractions	/ingaba:d/	انقباض

Other miscellaneous:

height	/tu:l/	طول
weight	/wazan/	وزن
feces	/limakhraj/	لمخرج
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

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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.

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١ سنهيو تزرعو في \_\_\_\_\_ ؟

ب تزرعو \_\_\_\_\_ .

١ تزرعو الحنطار ؟

ب شوي في القبلة

١ ابنتا نغرسو ؟

ب في \_\_\_\_\_

١ و ابنتا تحرتو ؟

ب نصدو في \_\_\_\_\_

ا شهر تزرعوني — ؟

ب تزرعوني —

ا تزرعوني الخضار ؟

ب تسوي في القبلة

ا اينتا تخرسو ؟

ب في —

ا و اينتا تخرثو ؟

ب فصدر 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 tih<sup>r</sup>rathu?/

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". /tih<sup>r</sup>rathu/, 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)	/harth/	حرث	/ahra:th/	اھرات
fence	/azri:t/			ازريت
fertilizer	/ <sup>c</sup> ars/			عرص
grass	/arbi: <sup>c</sup> a/			اربيعة
weeds	/agli: <sup>c</sup> arbi: <sup>c</sup> a/			اقليع اربيعه
hoe	/igja:y/			اقجاي
shovel	/abi:l/			ابيل
rake	/rachu/			رشو
plow	/wati:r/			وتير
yoke	/awati:l/			اونيل
irrigation canal	/gasb lis-sagi/			قصب لسسي
pipe/pipes	/gasb/	قصب	/agsa:b/	اقصاب
pump	/abu:nb/			ابرنب
motor	/muti:r/			عتير
generator	/jini:ra:ti:r/			جنيراتير

## LESSON TWENTY-NINE

## AGRICULTURAL TALK

soil/earth	/trab/	تراب
stone	/ <u>h</u> ajara/	حجر
valley (2)	/sahl/	سهل
	/gu:d/	قرد
dune (2)	/ <sup>c</sup> alb/	كلب
	/zi:ra/	زيرة
mountain	/jabal/	جبل
sack	/asgi:b/	اسقيب
two kilos	/mudd/	ك٥
100 Kgs.	/bari:ga/	بريقة

Names of crops:

peanuts	/il-gart/	القرت
millet, sorghum	/il-azra <sup>c</sup> /	الازرع
maize/corn	/il-makka/	الملكّة

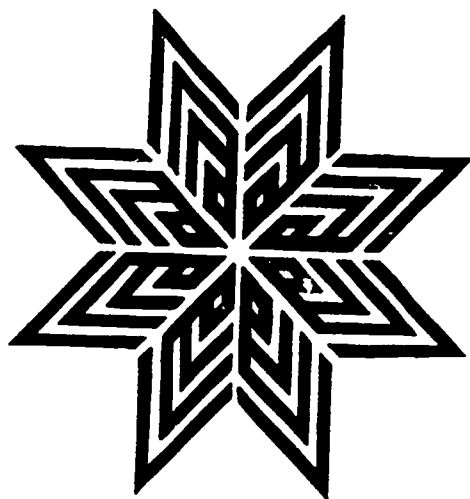
wheat	/il-gamh/	القمح
pepper	/abu:bar/	ابوبر
beet	/bitra:v/	بنراف

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

to cultivate (2)	/yizra <sup>c</sup> /	يزرع	/yih <sup>rath</sup> /	يحرث
to grow	/yinbat/			ينبت
to die	/imu:t/			اموت
to water	/yisgi/			يسقي
to harvest (2)	/yih <sup>sad</sup> /	يحصد	/yih <sup>rath</sup> /	يحرث
to store	/yilam/			يلم
to destroy	/yihdam/			يهدم
to eat	/yukil/			يكل
to plant	/yigharras/			يفرس
to dig	/yijhar/			يجهر
to hoe	/yigbi/			يفبي
to plow	/yuti:1/			يتيل



to pull	/yintur/	يَنْتِر
to kill	/yigtal/	يَقْتَل
to fertilize	/idi:r il- <sup>c</sup> ars/	ادير العرص
to rain	/yimtar/	يَمْطَر
to transplant	/yigharras/	يَغْرِس



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

ADDITIONAL VOCABULARY: Names of Months.

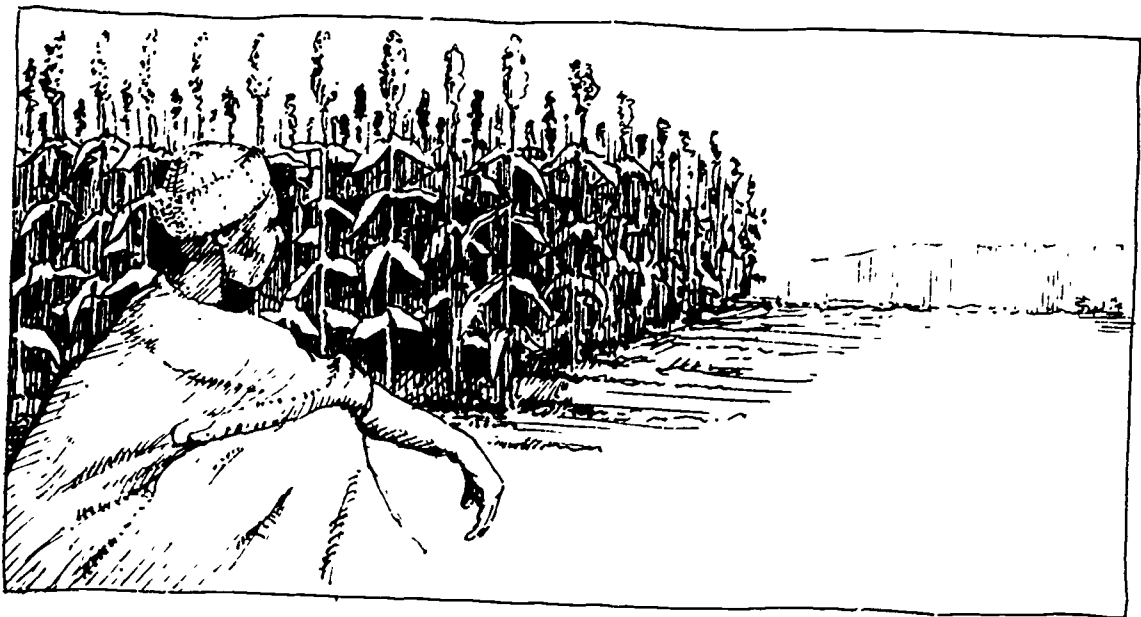
January	/yana:yir/	يناير
February	/fibra:yir/	فبراير
March	/ma:rs/	مارس
April	/abri:l/	ابريل
May	/mi:h/	مايه
June	/yu:ni/	يونى
July	/yu:li/	يولي
August	/aghasht/	اغشت
September	/s:ibtimbi:r/	سبتمبر
October	/uktu:bi:r/	اكتوبر
November	/nuvimbi:r/	نوفمبر
December	/disimbi:r/	ديسمبر

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

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## IN THE FIELD

### Lesson Thirty

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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.

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سام السلام عليكم . اش عرّست عون ؟

احمد زرعت براف عون و الله نوک

سام درت الاثقرابي فوق الامرات ؟

احمد ابدأ . ماغو خالق في هذي المنطقة

سام الا استعملته النبات نبت احسن

احمد الا هبت لي شري نديره

سام لاني نتلّم مع مديري الصبح .

الا ما هبته لك قبلة الجمعة واعي

شور المكتب ني نواكشوط و لاعبي

نعطيك اسقيب منه

سام السلام عليكم . انش تترست عون ؟

احمد زرعت بنراف عون والمكة عوك

سام درت الانقراي فوق الاهران ؟

احمد ابدأ . ما عو فائق في هذي المنطقة

سام الا استعملته الشتات نبت احسن

احمد الا جيت لي شوي نديره

سام لا عي نتكلم مع مديري الصبح .

الا ما جينه لك قبلة الجمعة واهي

شور المكتب في نواكشور و لا عي

نعطيك اسقيب 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 hu:k/  
 /sa:m/ - /dirt il-angray vawg il-ahra:th?/  
 /ahmad/ - /abda. ma:hu kha:lig vi ha:dhi l-minta:ga/  
 /sa:m/ - /illa sta<sup>c</sup>milt-u in-nabata:t tinbat ahsan/  
 /ahmad/ - /illa jibt l-i shway ndi:r-u/  
 /sa:m/ - /lahi nitkallam ma<sup>c</sup>a mudi:r-i is-subh. illa ma  
 jibt-u l-ak gubla il-juma<sup>c</sup>a wahay shu:r il-  
 maktab vi nua:kshu:t 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 ماعون وأَسُو مامت يكا بون  
"Always trust your mother, even if she is a hyena."
3. أَسُو السَّبِيحِ الْمَتَكِ آلَ مَا سَفَى أَفَيْرَاشِ الْوَايْفِ  
"An old man who is lying down can often see better (more clearly) than a young person who is standing up."
4. اللَّحْمَ لِأَخْرَتِ مَا تَجَمَّلَهُ كُونِ أَخْلَهُ  
"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. نَهْرُوبِ كَيْبِلِ الْحَوِيْ  
"If you want to run away, get going before your pursuer catches up with you."
6. الْمَا يَسْمَلِكِ مَا تَنْفَعِ  
"You can't do anything good for a person who doesn't obey you."

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7. ال ما شاف السماء لا تنعتون

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

8. الشرف ما يمل الجوف

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

9. ركيل ما آتج فاللبس

"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. ال يظ عظ لحنس بئع تحبل

"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. ألكلام من فم ملاه أهل

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

12. ال اجبر أم ما يرظع حدات

"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.

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

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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 a 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	تعين	اجهاد
about		عن
above (upstairs)		فوق
accept (v.)		اقبل
account		حساب
accounts (n. pl.)		حسابات

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act (behave)		صرفت
act (take action)		عمل
action (n.)		عمل
add		عدّ
address (n.)		عنوان
admit		ادخل
afraid		خائف
after	ما قبل	بعد
afternoon		ظهري
again		مرة ثانية
against		ضد
ago		
agree		وافق على
agriculture		زراعة
agricultural project		مشروع زراعي
aid (n )		تعاون

aid (v)	عاون
air	هوا
airplane	طير
airport	مطار
all	كل
allow (v.)	فنى
all right; O.K.	ابوا
almost	تقريباً
alms (religious)	زقات
alone	وحد
along	على طول
a lot of	باسر من
already	ذرك
also	موتى
although	مع ان
always	دائماً

America	امريكا
American	امريكى
among	بين
amount	عدد
and	و
anemia	افروق الدم
animal	حيوان
another	ثاني
answer (n.)	جواب
anyone	حد
anything	شي
appear	ظهر
apple	تفاح
approximately	تقريباً
April	ابريل
Arabic (n.m.)	عربي

area	منطقة
arm	درع
army	جيش
around	مدور
arrive	وصل
art	فن
as	
ask	سأل
assistance	تعاون
aspirin	اسبرين
at (near)	عند
August	أغسطس
autumn	خريف
<u>B</u>	
baby	اطفيل
back (n)	ظهر



bacteria			بكتيريا
bad	شين	راخ	ماعو زين
bag (n)			صك
baggage			متاع
ball		تود	تاق
bananas		كرة	بنان
bank		بنك	مصرف
barber			ملاق
basket			سلة
bathroom		مرفق	حمام
battery			اغمار
beach			شاطبي
beat (v.)			اقلب
beautiful			زين
because			بيهل
become			اعود

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bed	غراش	متكة
bedroom		بيت ارقاد
beer		بيرة
beet		بتراف
before	سابق	اقبل
begin	تسنت	بدأ
behind		اورا
believe		ظن
belong		ل
below		تحت
belt		محزن
beside		احد
best		افير
better		افير
between		بيني
big		اكبير

biology	بولوجية
bird	طير
birthday	عيد اخلاق
black	الكل
blackboard	سبورة
bladder	مبولة
blade (razor)	لنست
blanket	اميجو
blood	دم
blood pressure	الضغط الدموي
blue	ايفر
boat	سفينة
body	جسد
boil (v)	جلى
bone	عظم
book	كتاب

born (v.)	اخلق
borrow	اعر
both	لتنين
bou-bou	دراة
bowl (n)	تبسيل
box	بطي
boy	اطفل
brazier	فرنة
bread	اجبور
break (v.)	كشر
breakfast	اصبوح
breast	صدر
breeze	ريح
bridge	صال
bring	جيب
broken	مدقدق

broom		بليّة
brother		اخ
brush (n)		سّراح
bucket		سبيوة
build		بني
building	بناء	عمارة
bureau		مكتب
burn		حرق
bus		باص
business		شؤون
busy	مشغول	مشغول
but	لكن	ياخير
button		بنتون
buy		اشتر
by		احد

C

cab (taxi)	تاكسي
cable (telegram)	تلغرام
call (v.)	مَدَّ
called, named	اقال
camel (n.m.)	اجمل
(n.f.)	ناقة
(pl.)	اجمال
camera	مَلِينَة الصُّوْبِر
can (able) (v.)	قد
can (tin) (n)	بطري
can opener (n)	فتاح
cancel	ألغى
capital (n)	عاصمة
car (auto)	وارة
care (for) (v.)	تَدَلَّف
careful	حاذر

carpet		زرابي
carrots		كروت
carry	احمل	ارغد
case		حال
cash	ذات	فضة
cassette (tape)		مسجلة
catch (v.)		اكد
cause (n)		سبب
ceiling		سقف
cell (biological)		خلية
center (n)	وسط	مركز
centimeter		سنتيمتر
century		قرن
certain	وحدين	قرش
chain (n)		سلسلة
chair		كرسي

chalk	طبشیر
chance (n)	مناسبة
change	بدل
charcoal	لحموم
charge (v.)	كلف
cheap	هين
cheese	اجبن
chemistry	كيمية
chief	شيخ
child	اشير
cholera	كوليرا
choose	اختار
Christian(s)	مسيحيين
church	كنيسة
cigarette	سجارت
cinema	سينما



circle (n)		دائرة
city	مدينة	مدينة
class	قسم	فصل
classical		فصحي
classroom		قسم
clean		انظف
clean (adj.)		مستقر
cleanliness		نظافة
clear (adj.)	ظاهر	صافي
clever		عاقل
climb		اطلع
clinic, hospital		طب
clock		ساعات
close (v.)		اقفل
closed		مقفول
cloth		فنت

clothes	الباس
cloud	مزن
cocktail	كوتيل
coffee	كافة
coin	فضة
cold (n.)	برد
cold (adj.)	بارد
college	اعدادية
color	لون
comb (n.)	سراح
come	جاء
come back (v.)	رجع
comfortable	ترريح
common	كادي
communications, transport	نواصلات
company (business)	شركة

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

corner (n.)		ماشبي
cost (v.)		يسق
cotton		قطن
cough (n.)		كوة
could (v.)		ايد يمكن
count (v.)		احسب
counterpart, colleague		زمل
country		بلاد
course (n.)	درس	قسم
court		ساعة
cousin		ولد عم
cous-cous		كسكس
cover (v.)		انطى
cow		بقرة
cramps		وجع الكرش
cross (v.)		اقطع

crowd (n.)	ناس	جماعة
cry		بكي
cultivate		زرع
customer		مشتاري
cut (v.)		قطع
<u>D</u>		
dance (v.)		رقص
dark	ظلمة	امظلم
date (eating) (n.)		تمر
daughter		بنت
dawn (n.)		فجر
day		يوم
dead (adj.)		نيت
deal (n.)		مهمة
December		ديسمبر
decide	عزم	قرر

deep	طويل	عميق
dehydrated		مستحيم
delay (v.)		تأخر
delivery		خلاف
dentist		طبيب الاسنان
desert (n.)		بادية
desire (v.)		ابقى
desk		مكتب
destroy		هدم
development		تطوير
dialect		لهجة
diarrhea	لسي	وجع الكرش
die		مات
difference		اختلاف
different		ما يشابه
difficult		واحد

dig (v.)		بحر
diningroom		بيت لوكيل
dinner		عشاء
direct (adj.)		مباشر
director		مدير
dirty		اموشخ
discover		التشف
dish (n.)		بيرة
distance		مسافة
district, region		منطقة
do		عمل
doctor (m.)		طبيب
dog		كلب
dollar		دولار
door	ضم	باب
double		امدربل

doubt (v.)		تريب
down		تحت
downstairs/under		تحت
draw (v.)		اصنف
dry (adj.)		يابس
dream (v.)		اهلم
dress (v.)		اليس
dress (n.)		رمباي
drink (n.)		شراب
drink (v.)		شرب
drive	اھرک	اسوق
driver		شوفير
drought		مفاف
dune	زيرة	علب
during		مدة
dust (n.)		قبرا



duty	واجب	مهمة
<u>E</u>		
each/every		كل
ear		اذن
early		بالعجلة
earth		اتراب
easy		سهل
eat		اوكل
education		التعليم
egg		بيض
eggs (reproductive)		بيض
eight		ثمانية
eighteen		اٹمئعش
eighty		تمنين
electricity		كهرباء
eleven		احدعش

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 شي
eyes	عيون
example	مثال
expensive	واغر
extension worker	مشغال

F

face (n.)		وجه
fact	امر	معدّل
factory		مصنع
fair (equal)		استقيم
faith		إيمان
fall (v.)		إطبع
family	اسرة	عائلة
famous		شايح
far		ابعيد
farmer		فلاح
fast (v.)		صام
fast (adj.)		بالعجل
fat		أسمين
father		بو
fatigue		تعيب

favor (n.)		الخير
favorite	أخير	أشبه
fear (v.)	إذل	انخلع
February		فبراير
aces		فخراج
feel (v.)		إحس
feet		كرين
fence		صايق
fertilizer	عصرى	انجوى
fetus		جسن
fever		همى
few		إخليل
field	هرت	مقل
fifteen		اخمستعش
fifty		خمسين
fight (v.)		تعارك

figure (v.)		أوجه
fill (v.)		اعلى
film (n.)		فلم
finally	أخيراً	من تال
find (v.)		أجبر
fine (well) (adj.)	متونك زرين	لا باس
finger (n.)		أصبع
finish (v.)		توف
finished over		وفات
fire (n.)		نار
first		لؤل
fish (n.)		هوت
fit (v.)		تقرک
five		خمسة
fix repair	عدل	صاع
flavor		مسك

floor	التحت	فتراب
flower		نّوّار
fly (v.)		إِظير
follow	إِتلب	تبع
food		عيس
foot		كرع
for to		لَ
force (n.)		قوّة
foreign		اجنبي
forest		غاب
forget		نسى
fork		فرست
form (n.)		شکل
forty		أربعين
forward		القدام
four		أربعة

fourteen		أربعتعش
free (no cost) (adj.)	مجاناً	بذيل الحال
French		فرنساوي
fresh		بارد
Friday		يوم الجمعة
friend		صاحب
from		من
front		قدام
fruit		ثمرة
fun	مرفح	لعب
funny		إضحك
full		إملاذ
function work (v.)	عمل	نسنفل
future		مستقبل
<u>G</u>		
game		لعب

gasoline	إصانص	وقيد
gas station		مطة الوقيد
garden (n.)		بستان
gate	مدفل	باب
general (adj.)		عام
generator		جنيرتير
geography		جيوغرافية
get (v.)		إحصل على
get in (v.)		إركب
get up		إقوم
ghost		ظهور
gift		هدية
girl		بناية
give		اعطى
glad		فرحان
glass (drinking)		كاس



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

green	أخضر
grocery	بقالة
group (n.)	اجماعة
grow	كبر
growth	نمو
guard (n.)	كردن
guide (n.)	قود
gun	مدفع
<u>H</u>	
hair	رغب
haircut	تحسن
hairdresser	ملاق
half	نص
hand (n.)	ايد
hang	علق
happen	اغلاق

happy	مسرور	فرمان
hard	أمتين	واغر
hat		هولي
have (v.)		مند
have breakfast		اصطبح
have dinner		اتعشى
have lunch		اتغدى
head		راس
headache		وجع الراس
health		صحة
hear		اسمع
heart		قلب
heat (n.)		ممان
heavy		ثقيل
height		طول
help (v.)		ماون

here		هون
high		طويل
hill		ارتفاع
hire	الترى	أكر
history		تاريخ
hit (v.)		بط
hold (v.)		کرد
hole		قار
holy war		جهاد
home		أهل
hope (v.)		تحمي
horse		فوس
hospital		طب
hot		حامي
hotel	فندق	اوتيل
hour		ساعة

house		دار
how		كيف
how many		كم
how much		باش
however		لكن
human		انسان
humid	رطب	مبلول
hundred		مئة
hundred kilos		مئتيق
hungry		جعان
hunt		صيد
hunter		صنّاد
hurry (v.)		أعجل
hurt (v.)		إعظب
husband		زوج

I		
I		انا
ice		اقلاص
idea	تفصيم	فكرة
if		إلى
ill	مريض	مريض
important		مهم
in		في
include		ضمن
increase (v.)		ازيد
industry		صناعة
infection		تلوث
in front of		قدام
inhabitant		سكان
injection		دقة
in order to		يكان

insect		هشيرة
insecticide		انسكيتسيد
inside		وسط
instead		بدل من
instructions		تعليمات
interest (n.)	مصلحة	اهتمام
intestines		معدين
into		داخل
iron (n.)		غير
irrigation canal		قصب لسقي
Islam		اسلام
island		جزيرة
it		هو
<u>J</u>		
January		يناير
Jesus		عيسى

## GLOSSARY

## ENGLISH-HASSANIYA

job	شغلة	عمل
join		اخلط
joke (n.)	نكتة	هوق
joy		فرح
juice		عصير
July		برلي
June		يونى
<u>K</u>		
keep		حرس
kettle		براد
key		فتاح
kill (v.)		انتل
kilo		كيلو
kilometer		كيلو ميتر
kind (n.)	شكل	نوع
king		ملك



kinsperson			اقارب
kiss (v.)	صافح	قبّل	عانق
kitchen		كوزين	مطبخ
knee			ركبة
knife		مدية	موس
know			اعرف
Koran			قرآن
<u>L</u>			
labor (v.)			عمل
labor (birth) (n.)			عمل
laborer			عامل
lake			بحيرة
land (n.)			تراب
language			لغة
large			اكبر
last (adj.)			اخير

late		متأخر
laugh (v.)		ضحك
laundry		ألباس
law	شرع	قانون
lay (out) (v.)		إمط
lead (v.)		قاد
learn		تعلم
least		الأقل
leave		امشي
left (direction)		يسار
leg		فأتم
lemon		ليمون
length		طول
less		أقل
lesson		درس
let (v)		اسمع

letter (mail)		بر اوة
lettuce salad		سلط
lie (tell a) (v.)		كذب
life		حياة
lift (v.)	رفد	ارفع
light (v.)		تقب
lighter (n.)		موقد
like (v.)		ابقى
line (n.)		خط
linen		بنز
lips	شوارب	شوارب
listen	سنت	انصت
literature		اداب
litile		اسفير
live (v.)	كاش	سكن
livingroom		صالون

locust		جرار
long (adj.)		طويل
look (v.)		فهرس
look at		نظر
look for		الورد
lose	مر	وقد
lost	ضايع	واقف
love (v.)	حب	ابقى
lover		حبيب
low		قارا
lower (v.)	خفض	انقص
lunch		غداء
lungs		رئة
<u>M</u>		
machine		مكنة
magazine		مجلة

majority most of		أغلب
make (v.)		عدل
malaria		ملاريا
malnourished		سوء التغذية
n an		راجل
manner	صفة	حالة
many		ياسر
map		خريطة
March		مارس
mark (n.)		مرك
market		مرصة
marry	تختيم	تزوج
married	تقرس	متخيم
mat		مهيئة
matches		علمت
material		مواد

maternal uncle		عمم
math		حسابات
matter (n.)	شأن	أمر
mattress		فراش
May		مايه
mean (v.)		عنى
measles		مخبرون
meat		لحم
medicine		دوا
meet		أجبر
meeting	مؤرد	ميعاد
member		عضو
men		رجال
merchant		تاجر
meter		متر
method		لريقة

microbes	ميكروبات
middle	وسط
midwife	قباض
might (v.)	يمكن
milk (n.)	لبن
millet	ازرع
million	مليون
mind (n.)	عقل
mine	ليبي
minister	وزير
ministry	وزارة
mint (plant)	نعنع
minute (n.)	دقيقة
miscarriage	اطيح الكرش
miss (v.)	تو عس
Miss	انيسة

نظام

Mr. (Mister)		سيّد
Mrs. Ms.		سيّدة
moderate		معتدل
modern	متمدّن	حديث
moment		وقت
Monday		يوم الاثنين
money		فضّة
month		شهر
moon		قمر
more		أكثر
morning		صباح
mosque	جامع	مسجد
mosquito		ناموس
most	أغلب	الأكثر
mother		أمّ
motor		منور



mountain	جبل	كدي
mouse		فار
mouth		فم
move (v.)		حرك
movie		سينما
much		ياسر
music		موسيقى
Muslim(s)		مسلمين
must (v.)		واجب
<u>N</u>		
name (n.)		اسم
named called		انقال
napkin		زيت
nation	أمة	وطن
national		وطني
natural	طبيعي	كادي

nature		طبيعة
nausea		اقلاب
near	اقريب	احد
nearly		حكماً
necessary	ضروري	لابد من
neck (n.)		رقبة
need (v.)		فاضل
needle		إبرة
neighbor		جار
neither		إلا
never	محال	أبداً
new	طاري	اجديد
news	طواري	اخبار
newspaper		جريدة
next	جاي	مقبل
next to/beside		احد

nice		متعدل
night	الليلة	المساء
nine		تسعة
nineteen		اتسعت عشر
ninety		تسعين
no		لا ابدى
none		ما عو شي
north		تل
nose		اخنافر
not		ما
notebook	دفتر	كرنة
nothing	والو	ما عو شي
notice (v.)		لا حظ
November		نوفمبر
now		ذرك
number (n.)	عدد رمز	رقم

nurse (n.)		طبيبة
nursing		الطب
nutriments		عتاي
<u>O</u>		
ocean	بحر	بحر
October		أكتوبر
of		من
of course		طبعاً
off		خارج
offer (v.)	يعطي	إمّة
office	بيرو	مكتب
officer		ضابط
official		موظف
often	ياسر فيه	كثيراً
oil (n.)		بطن
okay		ايوا

old	كهل
on	على
once	مرة
one	واحد
onion	بصل
only	انوف
open (v.)	افتح
open (adj.)	مفتوح
opinion	نظر وجهة تخمين راي
or nor	ولا
oranges	أدرانج
order (n.)	أمر
other	أخر
ought	واجب على
outside	مرفق
ovary	بيض

over (on top of)		فوق
over finished		وفات
own (v.)		امتلك
<u>P</u>		
pack (n.)		صك
page	اوجه	صفحة
pain (n.)	الم	وجع
paint (v.)		تسبغ
pair	إثنين	بير
palm tree		نخلة
panties		سلب
pants		سروال
paper	ناغظ	ورق
parasites worms		دود
part (n.)		قسم
party (n.)		حفلة

pass (v.)		اخطّ
past (n.)		الماضي
paternal uncle		عم
pay (v.)		خلى
peace		سلام
Peace Corps		هيئة السلام
peanuts		قرت
pen		قلم
period (n.)		مدة
period (menstrual)		حيض
people	شعب	ناس
pepper		ابوبر
perhaps		ممكن
person	مد	شخص
physics		فيسيكة
pick (choose)		اختار

pick up (n.)		لقط
picture (n.)		صورة
piece (n.)		طمن
pilgrimage		حج
pill(s)	حبوب	حبّة
pillars (Muslim)		قواعد
pillow		اساد
pineapple		اناناس
pipe		قصب
place (n.)	بلد	مكان
placenta		اسل
plan (n.)		تخطيط
plant (n.)		نبات
plant (v.)		تقرّس
plate		طاس
platter		طاس



play (v.)		لعب
pleasure (n.)		متعة
plow (v.)		اتيل
plow (n.)		وتير
point (n.)		نقطة
police officer		بوليس
poor		فقير
population		سكان
port		ميناء
position		موقف
possible	واصح	ممكن
postage		تيمبر
post card		بطاقة بريدية
post office	بوسطة	بريد
potatoes		بمدتير
pour (v.)		صوب

power	اقد
practice (v.)	طبق
praise (n.)	حمد
pray	اصلى
prayer	صلاة
prayer caller	اذان
pregnancy conception	حمل
prepare	امضر
present (here) (adj.)	ماضر
president	رئيس
pretty (adj.)	زين
prevention	وعاية
price (n.)	ثمن
Prime Minister	رئيس الوزراء
probably	وازن
problem	مشكلة

produce (v.)		انتج
project (n.)		مشروع
promise (v.)		وعد
prophet	نبي	رسول
protein		بروتين
prove		برهن
provide (v.)		اعطى
province	ولاية	منطقة
public	ناس	جمهور
pull (v.)		انتره
pump		ابونب
pupil		تلميذ
purpose		هدف
put (v.)		أدير
<u>R</u>		
radio		راديو

rain (n.)	سحاب	مطر
raise (v.)		رفد
rake (n.)		رشو
rat		فار
razor		رزوار
razor blade		لنست
reach (v.)		الحق
read (v.)		اقرا
ready (adj.)	ما صل	مستعد
real	سحيح	واقع
realize		افطن
really	حق	صفيحة
reason (n.)		سبب
receive		تلقي
record (phonograph)		دسك
red		احمر

refrigerator		فریجیڈیر
refuse (v.)		امتنع
region; district		منطقہ
religion		دین
remain		اھن
remember	اتھیل	تذکر
rent (v.)		اکرن
repair; fix	تدیل	صلح
repeat		عل
reply (v.)		جاوب
require	تھم	وجب علی
resemble		سینا
rest (v.)		استرااح
restaurant	رستوران	مطعم
result (n.)		نتیجہ
resume (v.)	تھیں	لخص

return (v.)		رجع
rice		مارو
rich	اسمين في الدنيا	نخي
ride (v.)		اركب
right (correct)	صحيح	صالح
right (direction)		يمين
rise (v.)		رفع
river		نهر
road		طريق
rock		صخرة
room		بيت
rope		حبل
rub (v.)		امسح
rug		زرابي
rule, regulation (n.)		قاعدة
run (v.)		جري

rush (v.)

اعجل

S

sack

اسقيب

safe

مانع افرور

saiad lettuce

سلطاً

salt

ملح

same

مشاور

sand

لحي

اراب

sandals

نعائل

Saturday

يوم السبت

save

اسدر

saucer

قدح

Saudi

سعودي

saw (n.)

قطاعة

say (v.)

قال

say hello

سلم على

schedule (n.)	تقسيم
school	مدرسة
science	علم
sea	بحر
season (n.)	فصل
seat (n.)	مقعد
second	ثاني
secretary	سكرتير
see (v.)	شاف
seem	سابه
sell	باع
send	أرسل
sentence	جملة
September	سبتمبر
serve (food)	ناول
servant	مخد

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service (n.)	عمل	خدمة
set (v.)		جعل
seven		سبعة
seventeen		سبععتش
seventy		سبعين
several		عدة
sex (n.)		جنس
sexual intercourse		جماع
shall		لاعي
shape (n.)	شكل	ماله
share (v.)	شا طر	قسم
sharp		حاد
shave (v.)		حشن
sheet (bed)		ادرا
sheikh chief		شيخ
ship (n.)		سفينة

shirt		تركي
shoe		نعالة
shop (n.)		بوتيق
shopkeeper		تاجر
short (adj.)		قصير
should (v.)		مال
shoulder		منكب
shovel		ابيل
show (v.)		نعت
shower (n.)	اسحوم	دوش
sick	مرجوع	مریخی
sickness		مریخی
side (n.)	زر	جانب
sign (n.)		رمز
silk		میریر
silver		فضة

simple	بسيط
since	من
sink (kitchen)	لفابو
sing	غنى
single	عازب
Sir	سيد
sister	أخت
sit	عقد
sitting room	سالون
six	ستة
sixteen	ستعش
sixty	ستين
size	قاعة
skin	جلد
skirt	حوب
sky	سماء

slacks		سروان
sleep (v.)		رقو
slip (v.)		سال
slow (adj.)		رايي
slowly		بشور
small		اسقىر
smallpox		جدري
smell (v.)		نشم
smile (v.)		تبسم
smoke (v.)		الكي
so		اذا
soap		صابون
sock		شوست
soft	املس	كذب
soil (n.)		أرض
sold		بيوع

soldier		صندري
someone		همد
something		شيء
sometimes		مرة مرة
son		ولد
song		غناى
soon		قريباً
sorghum		ازرع
sort (n.)		نوع
soul		النفوس
sound (n.)		سموت
south		جنوب
space (n.)	فضاء	مكان
speak		تلايم
special		خاص
spend		دبى

sperm		مني
spirit		العقل
spoon		خبي
spot (n.)		نقطة
spring (season)		ربيع
square		مربع
stamp (postage)		تيمبر
stand (v.)		وقف
star (sky)		نجم
start (begin)	تسنت	ابدا
state (nation)		دولة
station	استا سيون	محطة
stay (remain)	احنا	أرتب
step (n.)		خطوة
stick (n.)		دبوس
still		مازال

stomach		كرش
stomachache		وجع الكرش
stone (n.)		صخرة
stool (feces)		المخرج
stop (v.)		وقف
store (n.)		مخزن
storehouse		مخزن
storm (n.)	نوف	استحاب
story		رواية
stove		فرقة
straight		استقم
strange		غريب
stream (n.)	ابحير	نهر
street	طريق	شارع
strength		قوة
strong	امتين	قوي

study (v.)		درس
success		نجاح
such	مثال	كيف
sudden		بالعجل
sugar		سكر
suit (clothes)		اتسناير
suitcase		واليس
summer		سيف
sun		شمس
Sunday		يوم الحد
sunset		مغرب
supply (v.)	مد	اعطى
suppose		اعتقد
sure (adj.)		امقرش
surprise (n.)		مفأة
sweet (adj.)		حلو



system

نظام

T

table

طابلا

tailor

خبّاط

take (v.)

اقبض

talk (v.)

نكلم

tall

لويل

tape recorder

مسجلة

taste (v.)

ذاق

teach

قرّ

tea

ورقة

اناي

teapot

مفرج

tear (rip) (v.)

سّق

telegram

برق

telephone (n.)

هاتف

television

تلفزيون

tell (v.)		قال ل
ten		عشرة
tent		فيمة
than		من
thank		شكر
the		إل
then (so)	ثم	اورا ذاك
there		حوك
these		تقدول
thin (adj.)		إرقيق
thing		شي
think		تختم
third		ثلث
thirsty		عطشان
thirty		ثلاثين
this		غذا عذي

those		ذوك
though		امع كون
thought (n.)		تخمينة
thousand		الف
thread		ضبط
three		ثلاثة
through		نقر
ticket		تذكرة
tie (v.)		اعزم
time (clock) (n.)	زمن	وقت
tip (n.)		كري
tire (n.)		الكرع الواتة
tired		فتران
to (towards)	الى	شور
together		فيلد
tooth		سن

toothache	او جميع السنين
toothbrush	بروشى
tobacco	منبج
today	اليوم
toe	اصبع الكراع
toilet	كبينة
tomorrow	الصبح
too	مماي
top (n.)	القمة
touch (v.)	مس
toward	شور
towel	زيق
town	دشرة
toy (n.)	لعبة
trade (v.)	بدل
train (n.)	قطار

translate		ترجم
travel (v.)		سافر
tree		صدراية
trip (voyage) (n.)		سفر
truck		كهيون
true		حق
trust (v.)		ودع
truth		الحق
try		حاول
turn (v.)		قلب
twelve		اثن عشر
twenty		عشرين
two		اثنين
typewriter	مطبوعة	مكينة كتابة
<u>U</u>		
umbilical cord		حبل القرة

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
<u>v</u>	
vagina	رحم

valley	وادي	قود	سهل
value (n.)			قيمة
vegetables			خضار
very			كثير
view (n.)		مشوفاة	نظرة
village			دشيرة
visit (v.)			زار
vitamins			فيتامين
voice (n.)		صوت	صوت
volunteer (n.)			متطوع
<u>W</u>			
wagon			واعة
wait (v.)	عنا	انتظر	استنا
wake up (v.)			اوعى
walk (v.)	اسدر	اتوالهى	امشى
wall			حيط

wallet		كلم	كذب
want (v.)			ابغى
war (n.)	ديقة	فتنة	مرب
warm			دافى
wash (v.)			غسل
watch (v.)			مرصو
watch (wrist)		ساعة	وقنة
water (n.)			ماء
wave (sea) (n.)			موجة
way (road)			طريق
wear (clothes) (v.)			البس
weather			الجو
Wednesday			يوم الاربعة
weeds			اقليع اربعة
week			اسبوع
weight			وزن



well (water)	حاسي
well, good	زين
west	ساحل
wet	مبلول
what	أش
wheat	قمح
when (question word)	متين
where (question word)	اينتا
whether	لو كان
which (question word)	اينتا
while	محدن
white	ابيض
who (question word)	من
who (relative pronoun)	اللي
whole	كامل
whooping cough	تسوق

why (question word)	عليش
wide	واسع
wife	زوجة
will (shall)	لاهي
wind (breeze)	ريح
window	مروء
wine	خمر
winter	شتاء
wish (v.)	تمنى
with	مع
within	نقر
without	بدون
Wolof	والوف
woman	مرء
wonder (v.)	عن دري
wonderful	عجيب

wood	خشب	فشب
wool		صوف
word		كلمة
work (v.)	استغل	عمل
work; job (n.)	عمل	شغلة
world		عالم
World Bank		البنك الدولي
worms parasites		دود
worst		التردي
worth (v.)		تسوى
would (v.)	يمكن	اقد
wound (n.)		جرح
write (v.)		كتب
wrong (adj.)		غلط

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

شاب

اسفير

Z

zero

سرو

صفر

zipper

IDIOMS AND EXPRESSIONS

A

All right, OK

طيب

زين

ايوا

Anything else?

واش

B

By God!

والله

By the way

قتلا

D

Don't interrupt, let me continue

شوي

حيني

Day after tomorrow (the)

إنتهار اللى ما هو الصبح

E

Excuse me? pardon me?

اش قلت

يا

نعم

F

From time to time

مرة مرة

Fine

معلوم

لا باس

زين

\*298\*

## G

Give me

عطيتني الاله

Give me a little more

زيدني شوي

God willing

ان شاء الله

Good-bye

ودعناك الملانا

مع السلامة

Good afternoon

مساء الخير

Good morning

صباح الخير

## H

Happy Holiday!

عيد مبارك

Happy New Year!

كل عام وانتم بخير

Hello

السلام عليكم  
اعلا

Here you are, here you go

تاك

Hey (name) !

يا \_\_\_\_\_

How are you?

ياك لا بأس 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 هوا

I

I can't \_\_\_\_\_

I don't understand

I forgot

I have a headache

I have a stomach ache

I'm glad to meet you

Isn't that so? It's certainly true.

It doesn't work

It doesn't matter

ما نقد

ماني فاصم

نسيت

يو بعني راسي

تو بعني كرشتي

تسترفنا

حق

ما يمشي

لا باس

L

Last month

Last week

Last year

Leave me alone

Like this

الشهر الفايث

الاسبوع الفايث

العام الفايث

ظليتي

بالحال عذا

N

Never mind

New Year

Next month

Next year

Next week

لا باس

راس السنة

الشهر الجاي

السنة الجاي

الاسبوع الجاي

\*300\*

O

Of course

Okay, all right

"Our house is your house"

طيب

زين

بيتكم

طبعاً

ايوا

بيتي

P

Pardon me? Excuse me?

Please

نعم  
من فضلك

S

Say, tell me, by the way

Slowly

Something like this

Straight ahead

اقبال

هذا

مثل

طول

قلك

بشور

شي

على

T

Tell me...

Thank you

Thank God!

That's all, enough

There isn't any

This is very important

To the left

To the right

قول لي  
شكراً  
الحمد لله  
كافي  
ما هو خالق  
هذا مهم حتى  
على ايد العسري  
على ايد العربي

\*301\*



W

Wait a bit

What does that mean?

What time is it?

What's going on? (happening)

What's that?

What's the news?

What's wrong with you?

Where is...

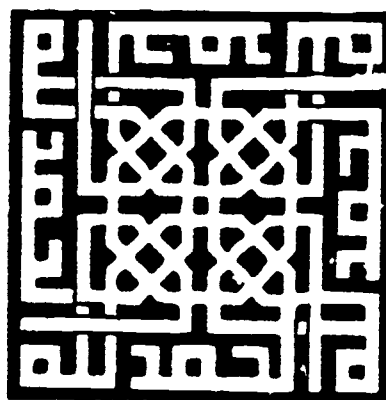
هاني شوي  
اش معنى هذا  
شنيو الوقت  
سخالق  
شنيو هذا  
اش طاري  
مالك؟  
مين؟

Y

Yes

نعم

اھيه



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

GPO 868-149

\*302\*

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