



# MAURITANIAN ARABIC

## Communication and Culture Handbook



PEACE CORPS  
LANGUAGE HANDBOOK SERIES

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

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

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

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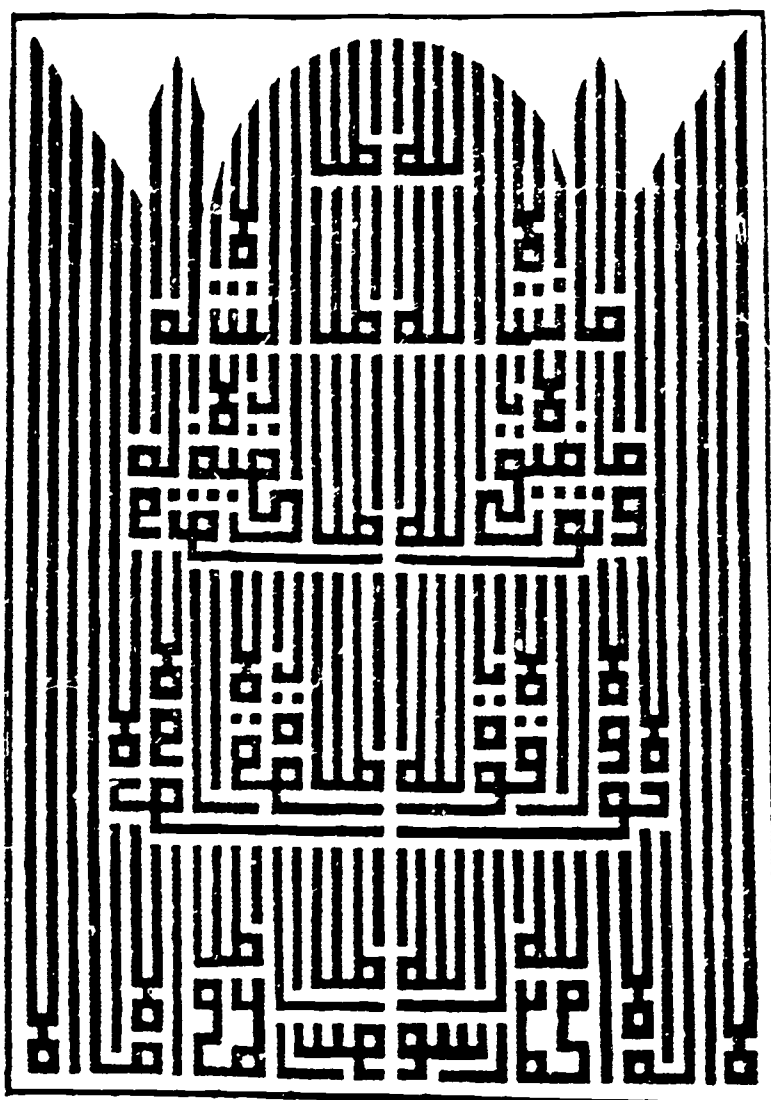
MAURITANIAN ARABIC  
COMMUNICATION AND CULTURE HANDBOOK

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Acknowledgements

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

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



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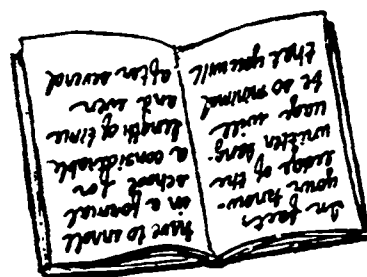
## Preface To The Learner

### 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.



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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.

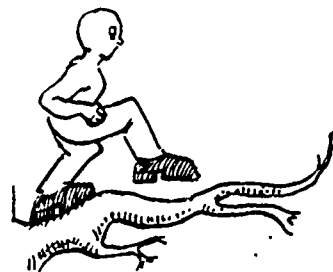
Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily 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.



... taste it if you can...

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.



...go out on a limb...

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?

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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.

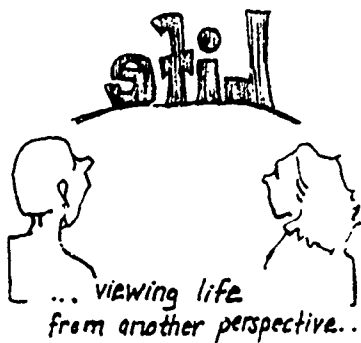
Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.



*...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?



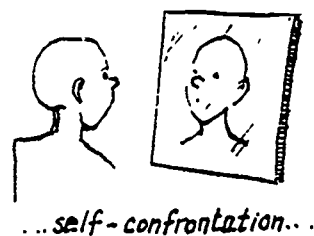
Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. 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

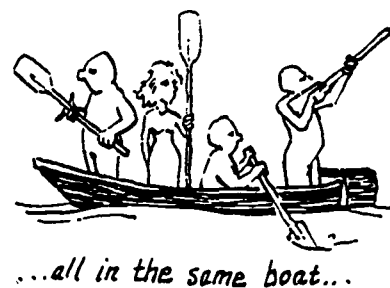
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books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, 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 نَقْسُل 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 قَلْب 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: ك. It is important to note that the two shifts غ /ghayn/ to ق /qa:f/ and ق /qa:f/ to غ /ghayn/ never combine to produce the double transition of غ /ghayn/ to /qa:f/ to /g/.
4. Generally, ف /fa:ʔ/ is pronounced as /v/. Thus a Hassaniya speaker would pronounce the word فَرَنْسَا 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, الضَّالِّينَ /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.

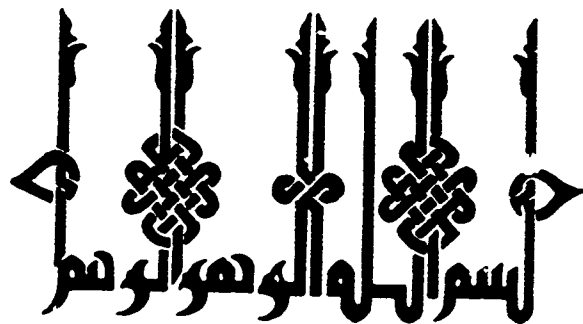
The Basic Material is the heart of the lesson. It may be presented in several ways. Sometimes it may be a dialogue; sometimes it may be a paragraph; sometimes it may be only key words and phrases. The Teacher's Handbook describes various techniques that you can use for teaching dialogues and other ways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



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



MAHATMA IN APAR  
CIVIL DISOBEDIENCE AND CULTURAL 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

وعليكم السلام

جون

ياك لا بأس ؟

احمد

لا بأس الحمد لله

جون

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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 السلامُ عليكم

جبن و عليكم السلام

فاطمةُ ياك الخير ؟

جبن ألا الخير الحمد لله

فاطمةُ الحمد لله

فاطمةُ السّلامُ عليكم

حينٍ و عليكم السّلام

فاطمةُ ياك الخير ؟

حينٍ الا الخير الحمد لله

فاطمةُ الحمد لله



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BASIC MATERIAL: Dialogue for Memorization.

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

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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.)

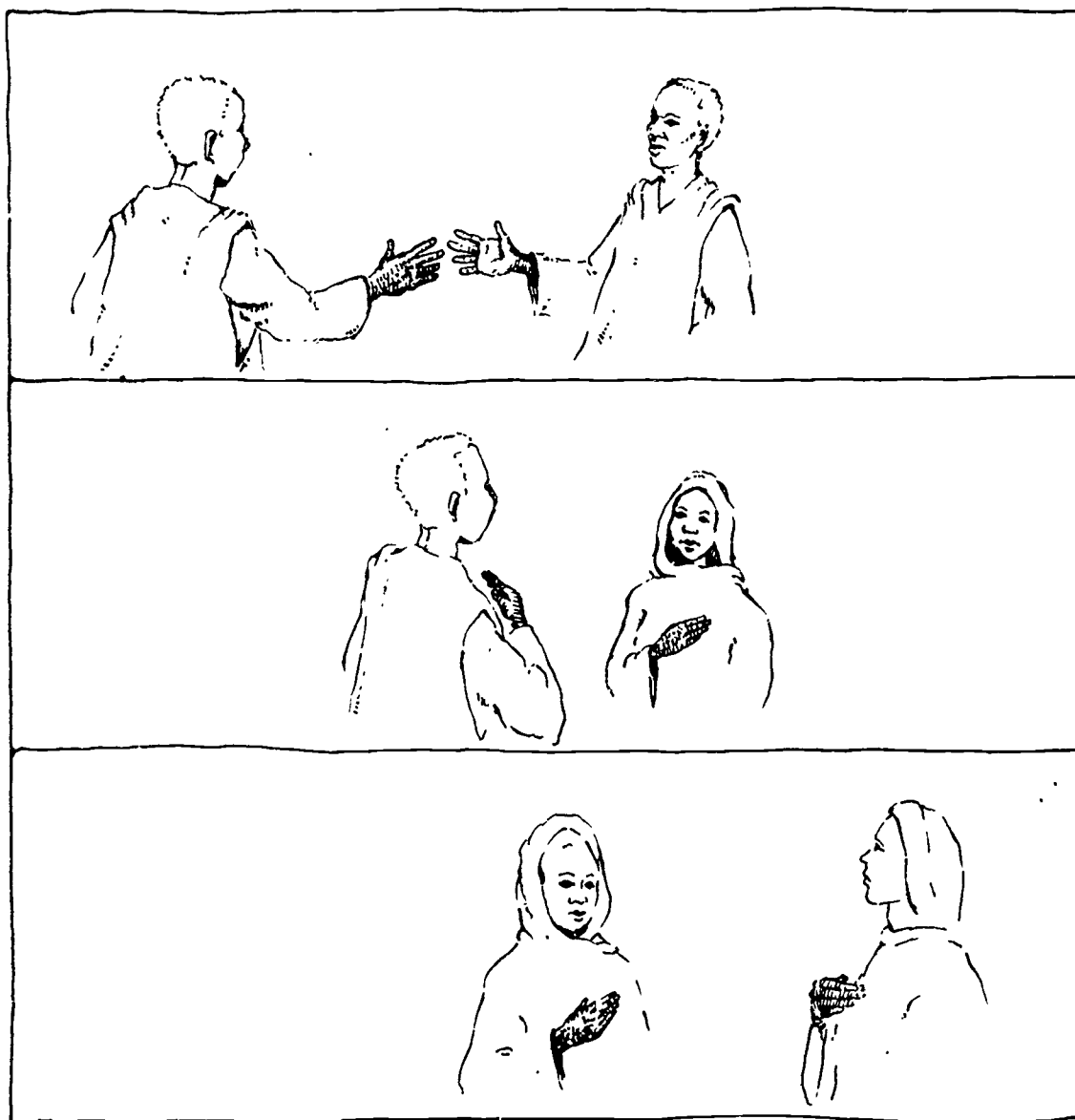
Good evening.      /<sup>c</sup>alay-na wa <sup>c</sup>alay-kum/  
(response)

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.

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فاطمةُ : اشي طاري ؟

عبي : ما طاري شي

فاطمةُ : شنهو اسمك

عبي : اسمي عبي . و شنهو اسمك انت ؟

فاطمةُ : اسمي فاطمةُ

فاطمةُ      اش طاري ؟

جين      ما طاري شقي

فاطمةُ      شنهو اسمك ؟

جين      اسمي جين . رشنهو اسمك انت ؟

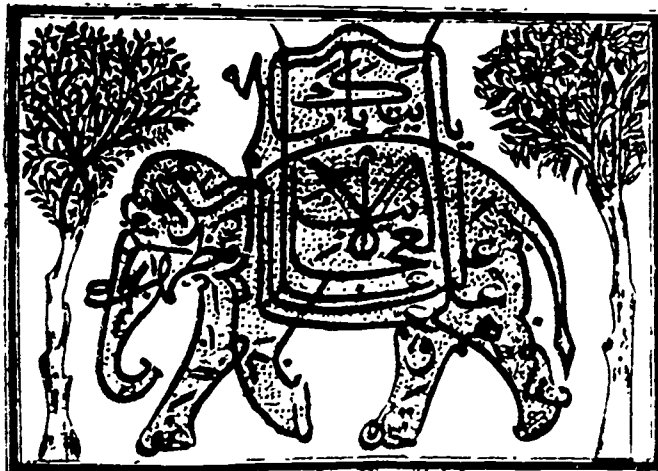
فاطمةُ      اسمي فاطمةُ

BASIC MATERIAL: Dialogue for Memorization.

- /fa:timatu/ - /ash ta:ri?/  
/jayn/ - /ma ta:ri shay/  
/fa:timatu/ - /shinhu ism-ik?/  
/jayn/ - /ism-i jayn. wa shinhu ism-ik inti?/  
/fa:timatu/ - /ism-i fa:timatu/

Notes on the Dialogue:

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



\*15\*



ADDITIONAL MATERIALWords and phrases.

<u>English</u>	<u>Transliteration</u>	<u>Hassaniya</u>
Yes	ahi h	اھيه
No	abda	ابدا
Goodbye	wadda'na-k i-mula na	ودعناك املانا
	ma'a s-sala ma	مع السلامة
Good	dayn	زين
Very good all night	dayn ganna	زين حتى
Bad	ma hu dayn	ما هو زين
Please	min fadi-ak	من فضلك
	min fadi-ak	من فضلك
Thank you	sh-shran	شكراً
You're welcome for a service rendered	la shakr 'ala wa qit	لا شكر على واجب
Is that true? Really?	hays allan	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?	summa ha na	شمنهو هذا
Parham! Excuse me!	ya' ash qit na'am	يا اش قلت نعم

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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 سـو	٠
1	/wa:hid/	واحد	١
2	/ithnayn/	اثنـين	٢
3	/thala:tha/	ثلاثـة	٣
4	/arba <sup>c</sup> a/	اربـعة	٤
5	/khamsa/	خمسـة	٥
6	'sitta/	ستـة	٦
7	saba <sup>c</sup> a/	سبعـة	٧
8	/thama:niya/	ثمانـية	٨
9	/tisa <sup>c</sup> a/	تسعـة	٩
10	/ <sup>c</sup> ashra/	عشرـة	١٠

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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.
Tél	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.



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## BASIC PERSONAL INFORMATION

### Lesson Three

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

Translation of Dialogue:

Mike: Hello.

Mohammed: Hello  
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.

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

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

ميك	اهلاً
محمد	اهلاً و سهلاً . شحالك اليوم ؟
ميك	لا بابس الحمد لله
محمد	الحمد لله . فتلک انت من مين ؟
ميك	انا من _____ A
محمد	من مين في _____ A ؟
ميك	من _____ ٢

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

BASIC MATERIAL: Conversation for Practice.

- /mi:k/ - /ahlan/  
 /muḥammad/ - /ahlan wa saḥlan. sh-ḥa:l-ak il-yawm?/  
 /mi:k/ - /la ba:s il-ḥamdu li-lla:h. wa inta?/  
 /muḥammad/ - /il-ḥamdu li-lla:h. gutlak, inta min minayn?/  
 /mi:k/ - /ana min \_\_\_\_\_ A \_\_\_\_\_/  
 /muḥammad/ - /min minayn vi \_\_\_\_\_ A \_\_\_\_\_?/  
 /mi:k/ - /min \_\_\_\_\_ B \_\_\_\_\_/

A

B

America  
 France  
 Mauritania  
 Senegal  
 Morocco

/amri:ka/  
 /varansa/  
 /muri:ta:ni:ya/  
 /sanaga:l/  
 /il-maghrib/

Seattle /si:atil/  
 Paris /ba:ri:s/  
 Nouakchott /nu:a:kshu:t/  
 Dakar /daka:r/  
 Rabat /ir-riba:t/

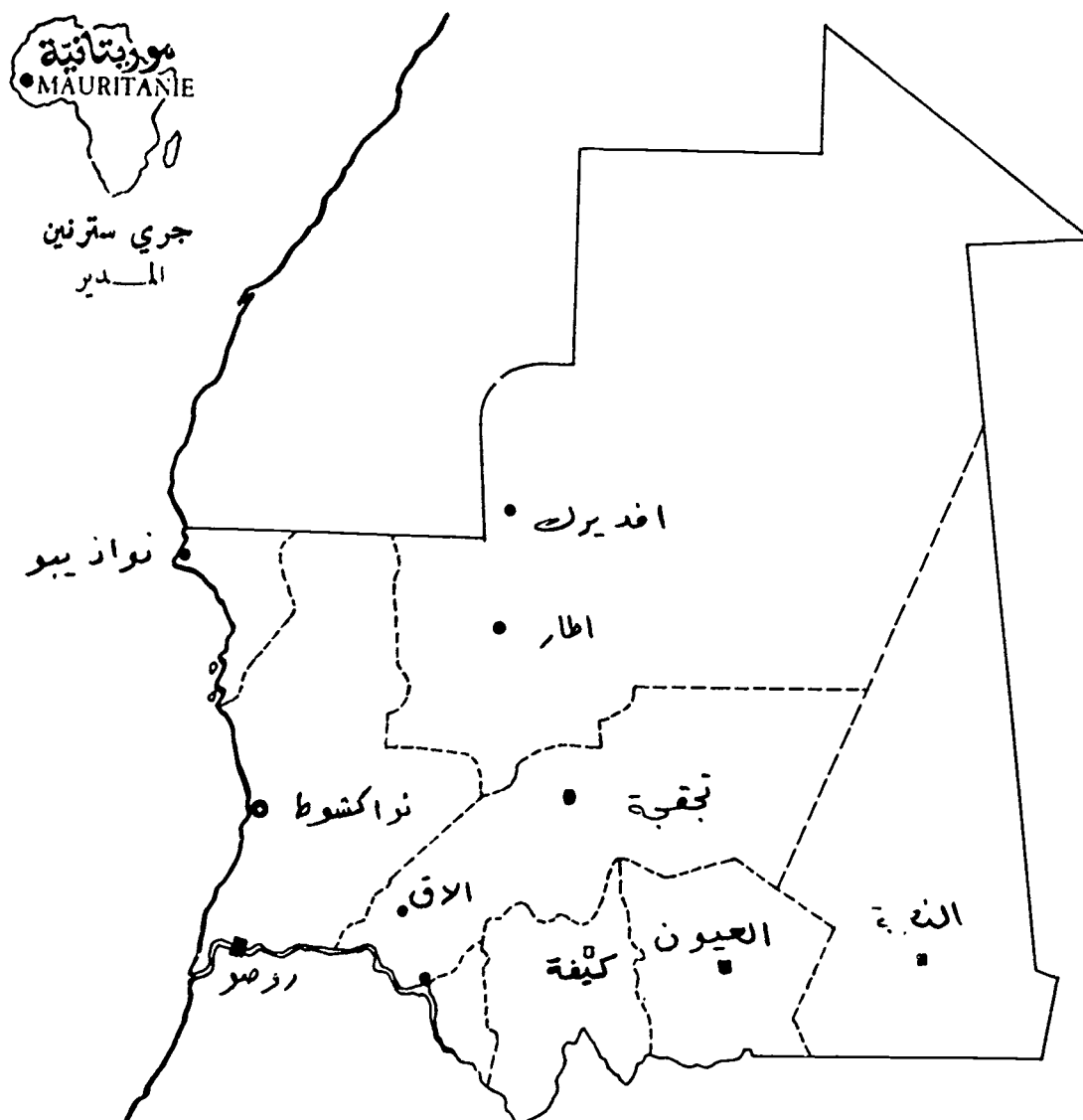
Notes on the Dialogue:

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:

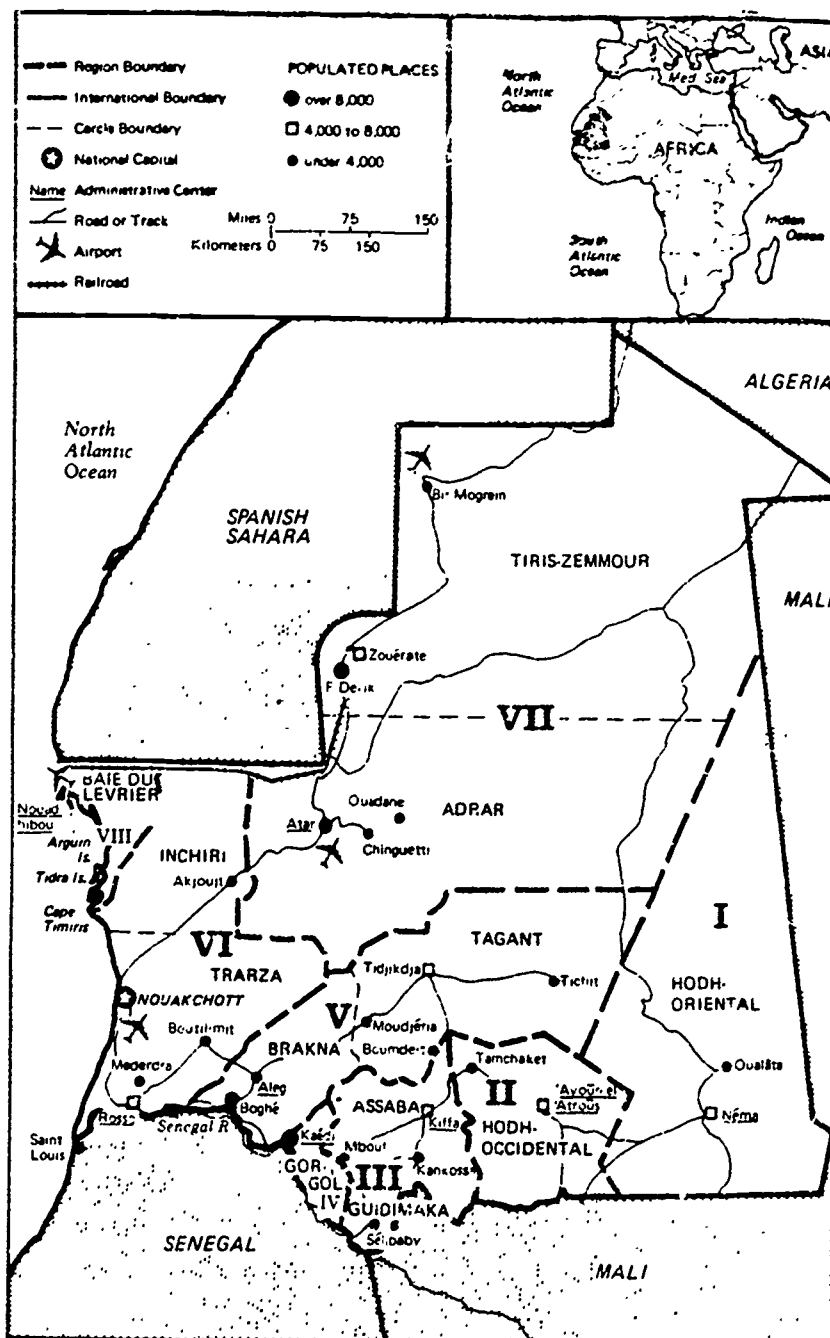
The names of the major cities on this map are written in Arabic. Identify the major cities and towns and then use them in answers to the questions of your classmates.



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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.



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ADDITIONAL MATERIAL:Note on high numbers:

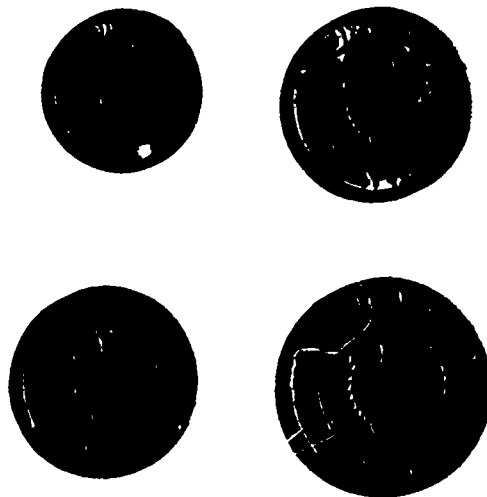
Since there are 45 ougiya to the U.S. dollar you will have to get use to dealing with much higher figures when dealing with the cost of things. A relatively small shopping list will cost you several hundred, if not a thousand ougiya. Concentrate on learning to use and understand high numbers quickly. 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.

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سوزان انتِ متخّمة ؟

خديجة احييه . وانتِ ؟

سوزان ابداء ماني متخّمة

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 ؟
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	/ʿishri:n/	عشرين
30	/thla:thi:n/	ثلاثين
40	/arbaʿi:n/	اربعين
50	/khamṣi:n/	خمسين
60	/sitti:n/	ستين
70	/sabʿi:n/	سبعين
80	/thma:ni:n/	ثمانين
90	/tisʿi:n/	تسعين
100	/mi:ya/	مائة

Mixed numbers

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

21	/wa:ḥid u ʿishri:n/	واحد وعشرين
22	/ithnayn u ʿishri:n/	اثنتين وعشرين
33	/thla:tha u ʿishri:n/	ثلاثة وعشرين

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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 بالحسانية
a little	/shway/	شوي
What does that mean?	/ash ma <sup>c</sup> ana ha:dha?/	اش معنى هذا
Slowly.	/bi-shu:r/	بشور
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

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

السلام عليكم	مستاري
وعليكم السلام	تاجر
خالق مارو اليوم ؟	مستاري
خالق بعد	تاجر
باش الكيلو ؟	مستاري
تتعتش 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:sh 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/	اِثْلَتَمِية
400	/arba <sup>c</sup> miya/	اِرْبَعَمِية
500	/akhamsmiya/	اِخْمَسَمِية
600	/sittmiya/	سِتَمِية
700	/isba <sup>c</sup> miya/	اِسْبَعَمِية
800	/ithmanmiya/	اِثْمَنَمِية
900	/itsa <sup>c</sup> miya/	اِتْسَعَمِية
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/

\*40\*

Activities:

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

550, 890, 1500, 1750, 1979, 423

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

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

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



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

ADDITIONAL MATERIAL: Common necessities.

drink	/shara:b/	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

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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
ونقش كيلو مارو و ربع	
كيلو سكر	
وانس؟	تاجر
اهيه . ندور مبورر مولي	مستاري
ايوا خذي ميتين اوقية	تاجر
هاك	مستاري
شكراً	تاجر

شمالك اليوم ؟	تاجر
الحمد لله . ندور كيلو تفاح	مشتاري
و نض كيلو مارو و ربع	
كيلو سكر	
و اش ؟	تاجر
اويه . ندور مبررو محوئي	مشتاري
ايوا . هذي ميتين اوقية	تاجر
عاك	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/	بمدتير
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/	ارنج
bananas	/bana:n/	بنان
grapes	/ <sup>c</sup> anab/	عنب
lemon (2)	/li.mun/	ليمون
	/si:trun	سيترون
buy	yishri/	يشري
sell	yibi: <sup>c</sup> /	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

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## 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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خدِيجَة      شَنَهِي شَغَلَتِك ؟

ميري      انا طَبِيبَة فِي الطَّب

خدِيجَة      و صَاحِبِك جُون تَنَهِي شَغَلَتُه ؟

ميري      هُو قَرَّاء شَوْرر اَطَار

سنهني سغلتك ؟

خديجة

انا طبيبة في الطب

ميري

و صاحبك جون سنهني سغلته ؟

خديجة

هو قراء شور اطار

ميري

BASIC MATERIAL: Dialogue for Memorization.

- /khadi:ja/ - /shinhi shughlt-ik?/  
 /mayri/ - /ana t̥bi:ba vi-t-tab/  
 /khadi:ja/ - /wa sa:h̥ib-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. /t̥bi:ba/ is a noun, in this case describing a woman nurse. A male nurse would be /t̥bi:b/. See section on Gender in the Grammar Handbook.
3. /tab/ is a Mauritanian word meaning "hospital" or "clinic."
4. /sa:h̥ib/ means "friend". /sa:h̥ib-i/ is "my friend." "My girlfriend" would be /sah̥a:bt̥i/.
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:ʔ/	قراء
director	, mudi:r/	مدير
driver	/shu:fi:r,	شوفير
secretary	/sikriti:r	سكرتير
merchant	/ta:jir,	تاجر
minister	/wa:zir/	وزير
engineer	muhandis	مهندس
president	ra'i:s/	رئيس
Prime Minister	ra'i:s il-uzara	رئيس الوزراء

official ("fonctionnaire")	/mu'adhdhaf/	مُؤَدِّف
sheikh/elder	/shaykh/	شَيْخ
hairdresser	/halla:g/	مَلَّاق
tailor	/khayya:t/	خَبَّاط
farmer	/valla.h/	فَلَّاح
guard	/garddiyan/	كَرْدِين

Work places:

clinic, hospital	/tab/	طَب
office	/maktab/	مَكْتَب
shop	/bu:ti:g/	بُونِج
market	/marša/	مَرْهَة
field	/hagl/	مَقْل
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.

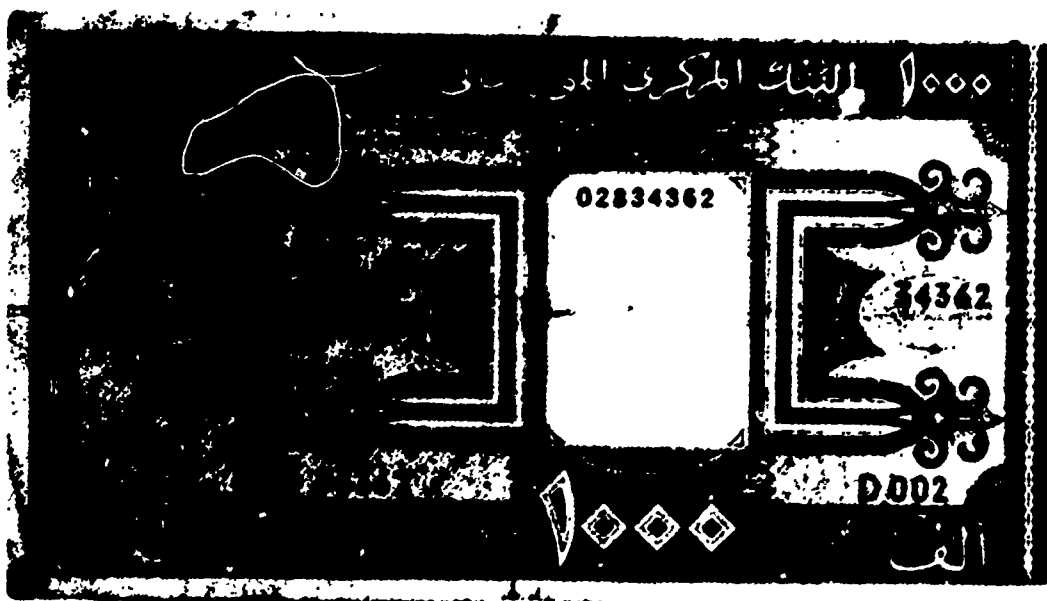
ADDITIONAL MATERIAL: Cardinal numbers 1000-1,000,000

1000	/alv/	الف
2000	/alvayn/	الفين
3000	/ithlatala:v/	اثنائه 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,

7675, 12500, 500000, 7250, 4520, 105000.



# 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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السّلامُ عليكم	عبد الرّحمن
و عليكم السّلام	ستيف
كم لك في موريتانية ؟	عبد الرّحمن
شهر ارنوف	ستيف
تكلّم حسنية زين حتى	عبد الرّحمن
سكراً . نبقى نتعلّم	ستيف
تعرو تكتب و تقرا محوّل	عبد الرّحمن
اهيه . نعرف شوى	ستيف
زين حتى	عبد الرّحمن

السَّلَامُ عَلَيْكُمْ	عبد الرحمن
وَعَلَيْكُمْ السَّلَام	ستيف
كم لك في موريتانية ؟	عبد الرحمن
شهر اونوز	ستيف
نتكلم حسنية زين حتى	عبد الرحمن
شكراً . نبغى نتعلم	ستيف
تعرف نكتب و نقرا محوئي ؟	عبد الرحمن
اهيه . نعرف ، شوى	ستيف
زين حتى	عبد الرحمن

BASIC MATERIAL: Dialogue for Memorization:

/abdu-rahman/	-	/is-sala:mu <sup>C</sup> alay-kum/
/sti:v/	-	/u <sup>C</sup> alay-kum is-sala:m/
/abdu-rahman/	-	/kam l-ak vi muri:ta:niya?/
/sti:v/	-	/shahr.awtu:f/
/abdu-rahman/	-	/titkallam 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>2</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 ha:ni/ literally "speech of the whites", is another way to say Hassaniya Arabic. You may hear this.
6. /nibqi nit<sup>C</sup>allam/ means literally "I want I learn" in Arabic. See explanation in Grammar Note which follows. Sometimes /nibqi/ is pronounced as /nibghi/.
7. /ta<sup>C</sup>raf taktub wa tagra/ means literally "you know you write and you read". See Grammar Note.



SUPPLEMENTARY MATERIAL: Grammar Note.Present Tense Verbs.

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

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

Here is the verb "speak":

I speak	/nitkallam/	نَتَكَلِّمُ
you speak (m)	/titkallam/	تَتَكَلِّمُ
you speak (f)	/titkallami/	تَتَكَلِّمِي
he speaks	/yitkallam/	يَتَكَلِّمُ
she speaks	/titkallam/	تَتَكَلِّمُ
we speak	/nitkallamu/	نَتَكَلِّمُ
you speak (pi)	/titkallamu/	تَتَكَلِّمُ
they speak	/yitkallamu/	يَتَكَلِّمُ

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

ADDITIONAL MATERIAL: Language learning vocabulary.

book	/ikta:b/	اكتب
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:ʔ/	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	/ˈarabia/	عربية
Hassaniya	/il-kala:m il-baydha:ni/	الكلام البيضايني
dialect	/lahja/	لهجة
classical	/vuʃa/	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/	اقرأ
repeat! (to a male)*	/ˈal/	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

---

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

محمّد

وعليكم السلام

جون

Qu'est-ce que vous voulez?

محمّد

ما نتكلم فرنساوية

جون

نتكلم عربي ؟

محمّد

اھيه . نحاول

جون

Bonjour

محمّد

و عليكم السّلام

جون

Qu'est-ce que vous voulez ?

محمّد

ما نتكلّم فرّنساوية

جون

نتكلّم عربيّ ؟

محمّد

انته . نحاول

جون

\*70\*

## LESSON NINE

## TALKING ABOUT LEARNING ARABIC

### 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:

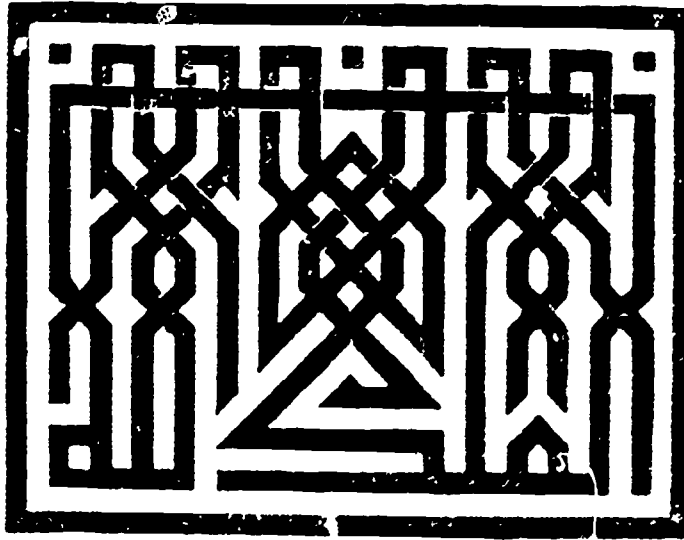
You will face a number of obstacles in learning Arabic in Nouakchott. As a European, you will find that most people will automatically address you in French, and even answer you in French should you begin by speaking Arabic. You will have to insist on using Arabic where it is appropriate. Although some 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 خات
almost	/gat/	قط
before (2)	/sa:big/	سابق
	/gbal/	قبل
after (2)	/c <sup>a</sup> :gib/	ما قب
	/ba <sup>c</sup> ad/	بعد
"Don't interrupt."	/ha:ni:-ni/	هاني ني
"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/	شي 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

---

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

of Steps:

1. Buy tea, sugar, and mint
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 اشربي ورقه و سكر و نعن
- ٢ املي المقرج بالما و فله يغلي
- ٣ دير الورقة و شوي من الما حامي  
في البراد يكان بغسل الورقة
- ٤ املي البراد بالما حامي
- ٥ فلي البراد فوق الفرنه دقيقتين
- ٦ زول البراد من فوق لفرنه
- ٧ دير السكر و النعن
- ٨ صب اتاي في الكيسان
- ٩ صب اتاي في البراد مرة ثانية
- ١٠ ذوق و علي للناس

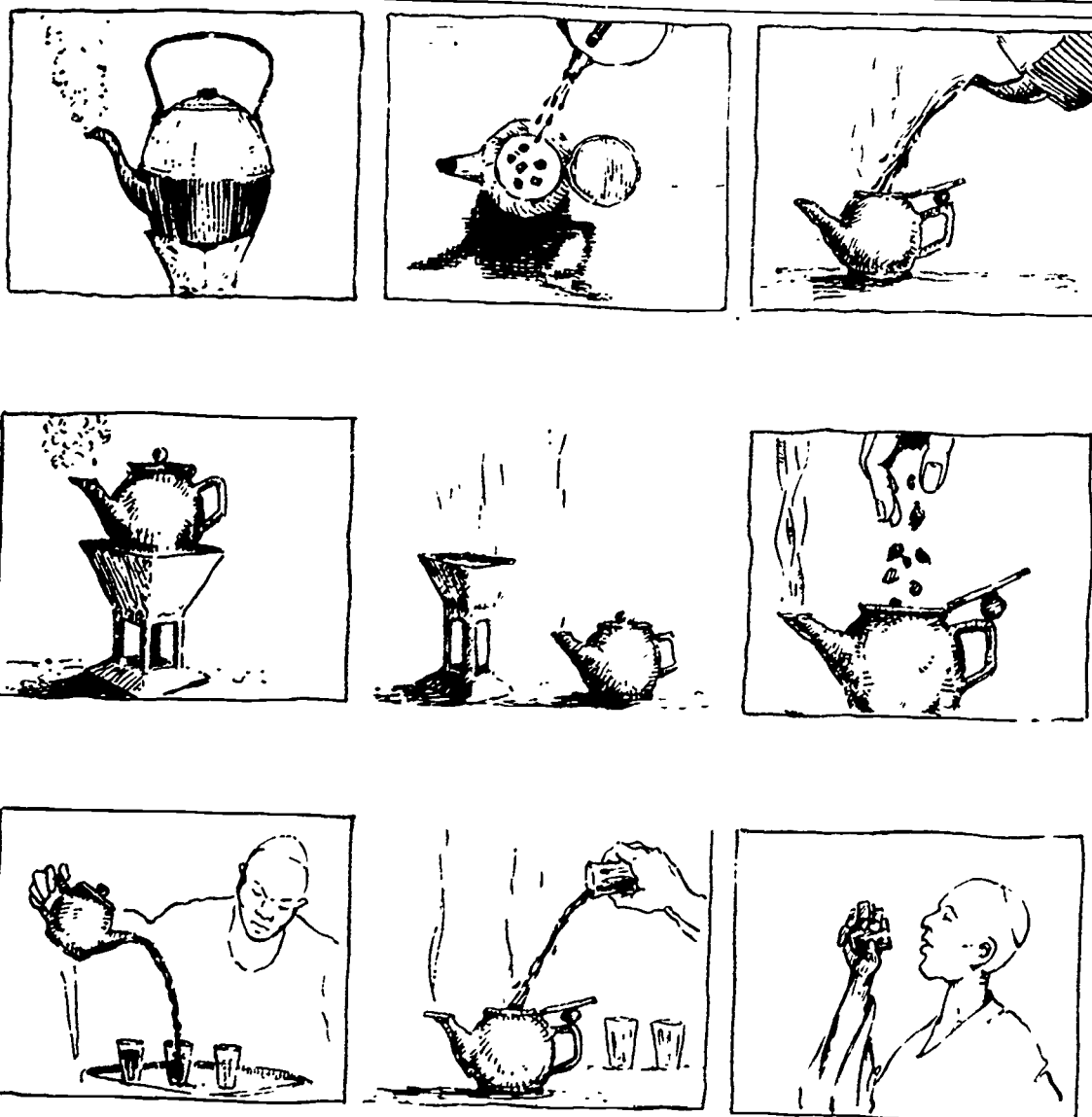
- 1 اشري ورقة و سكر و نعنن
- 2 املى المقرج بالما و فله يغلي
- 3 دير الورقة و شري من الما هامي  
في البراد يكان تغسل الورقة
- 4 املى البراد بالما هامي
- 5 فلي البراد فوق الفرنه دقيقتين
- 6 زول البراد من فوق الفرنه
- 7 دير السكر و النعنن
- 8 صب اتاي في الكيسان
- 9 صب اتاي في البراد مرّة ثانية
- 10 ذوق و عطي 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. /lahhmu: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/	صلح عدل
open	/ivtah/	افتح
close	/igval/	اقفل
take	/igbadh/	اقبض
turn	/igban/	اقب
work/function (2)	/ishtaghal/ /i <sup>c</sup> mal/	اشغل اعمل
stop	/gi:f/	قف
start	/isnati/	استن

Expressions:

it doesn't work	/ma yistaghal/	ما يستغل
it doesn't matter	/la ba:s/	لا بأس
like this	/bi-ha:l ha:dha/	بحال هذا
broken	/midagdag/	مدقدق
right	/hagg/	مق
wrong	/ghalat/	خطا



## TALKING ABOUT WHERE YOU LIVE

### Lesson Eleven

---

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

Translation of Dialogue:

Nafissa: How long have you been in Nouakchott?  
Betsy: About 2 months.  
Nafissa: Where do you live?  
Betsy: I have a house near the new mosque.  
Nafissa: The Saudi mosque?  
Betsy: Yes, that's right.

Activities

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

Suggestions for Use:

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

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نَفِيسَة      كَمْ لَكَ فِي نَوَاصِطٍ ؟

بَتْسِي      شَهْرَيْنَ تَقْرِيْباً

نَفِيسَة      مَتَيْنِ سَاكِنَة ؟

بَتْسِي      عِنْدِي دَارٌ قَرِيبَة مِنْ  
الْمَسْجِدِ الْجَدِيدِ

نَفِيسَة      الْمَسْجِدُ السَّعُودِي ؟

بَتْسِي      أَحِبُّهُ . هَوَّ

نَفِيسَة      كم يَد في نواكشوط ؟

نَتْسِي      شهرين تقريباً

نَفِيسَة      منين ساكنة ؟

نَتْسِي      عندي دار قريبة من  
المسجد الجديد

نَفِيسَة      المسجد السعودي ؟

نَتْسِي      اعيه . حق

BASIC MATERIAL: Dialogue for Memorization.

- /nafi:sa/ - /kam l-ik vi nu:akshu:t?/  
/bitsi/ - /shahrayn tagri:ban/  
/nafi:sa/ - /mnayn sa:kina?/  
/bitsi/ - /<sup>C</sup>and-i da:r gari:ba min il-masjid il-jadi:d/  
/nafi:sa/ - /il-masjid is-su<sup>C</sup>u:di?/  
/bitsi/ - /ahi:h 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/ /rastu:ra:n/	مطعم رستوران
hotel (2)	/uti:l/ /fundu:g/	وتيل فندق
bank	/bank/	بنك
embassy	/siva:ra/	سفارة
P.O.	/bu:sta/	بوسطة
market	/marsa/	مرصة
hospital (2)	/tab/ /mustashfa/	طب مستشفى
cinema	/si:nama/	سينما
ministry	/wiza:ra/	وزارة
school	/madrasa/	مدرسة

# LESSON ELEVEN

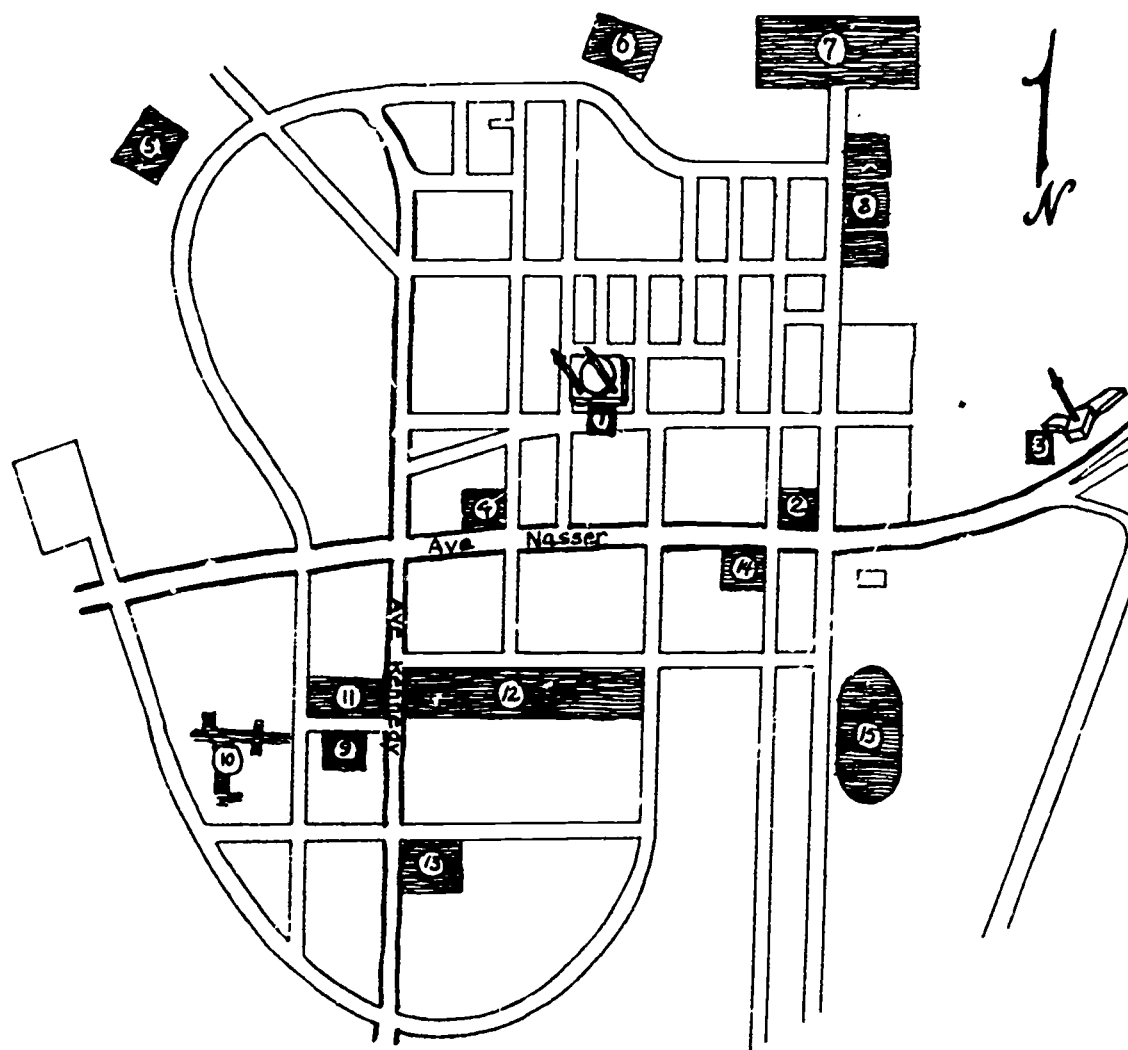
## WHERE YOU LIVE: PLACE NAMES & LANDMARKS

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

وَرَبُّكَ يَخْلُقُ مَا يَشَاءُ وَيَخْتَارُ  
أَلَمْ يَعْلَمِ بِمِثْقَالِ ذَرَّةٍ مِّنْ شَيْءٍ يَخْلُقُهَا فَيَكُونُ لَهَا أَجَلٌ مُّددٌ

SUPPLEMENTARY MATERIAL:

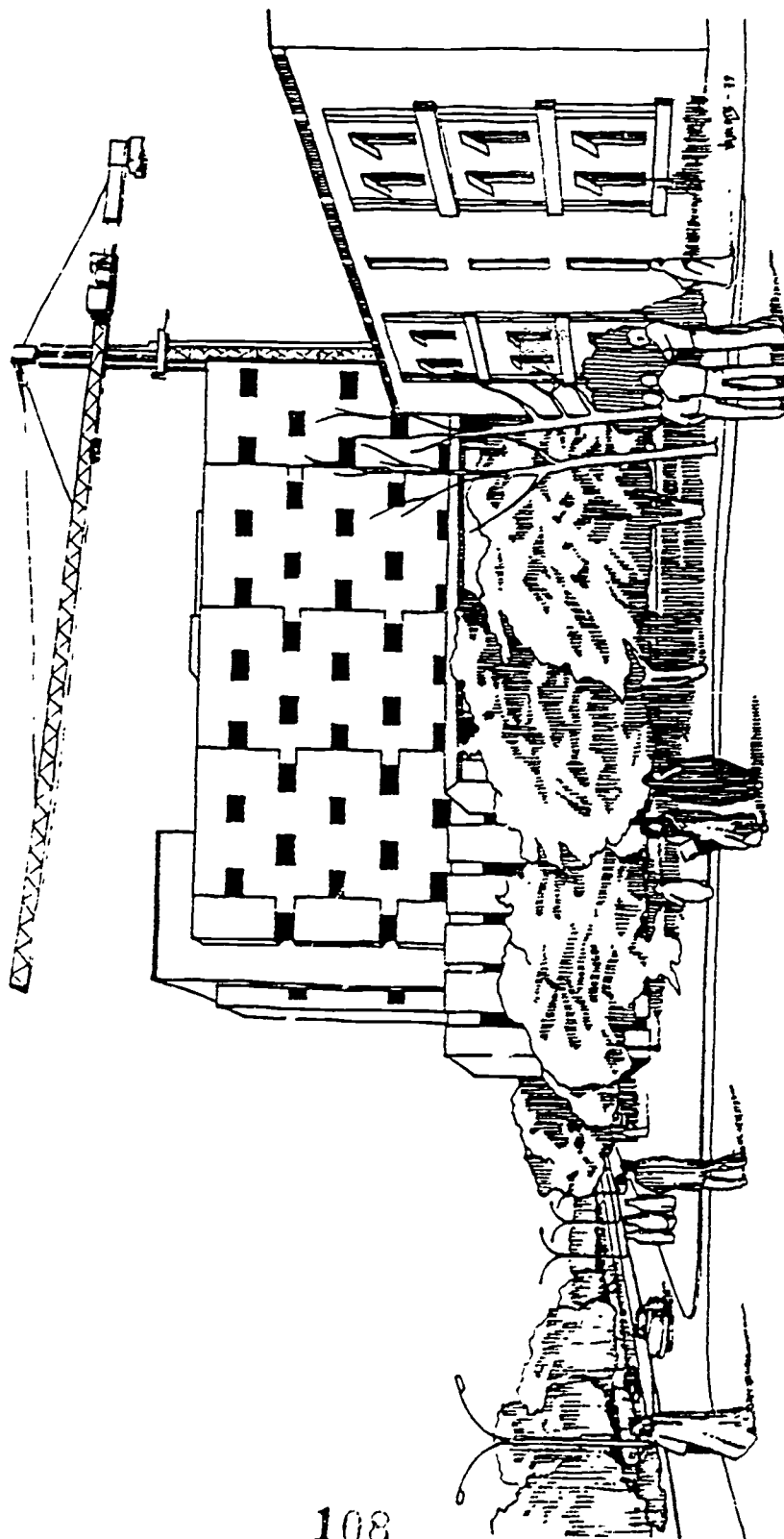
*Nouakchott*



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

LESSON ELEVEN

WHERE YOU LIVE:  
LOCATIONS, DIRECTIONS





# TAKING A TAXI

## Lesson Twelve

---

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.

\*88\*

رندي	تکسي ! تکسي !
تکسي مان	منين واحد ؟
رندي	انا واحد شور 5ème
تکسي مان	ايوا اركب

بعد شوي

رندي	à droite مع شارع لا حريذ
تکسي مان	ايوا
رندي	à gauche خيف شون
تکسي مان	زين . الاله عشرين ارفية
رندي	عاك شكراً
تکسي 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 . الاله عشرين اوقيه
رندي	حاک . شکرأ
تکسي مان	ودعناک الملانا

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/ - /à droit ma<sup>C</sup>a sha:ri<sup>C</sup> la-harayyadh/  
 /taksi ma:n/ - /aywa/  
 /randi/ - /à 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:

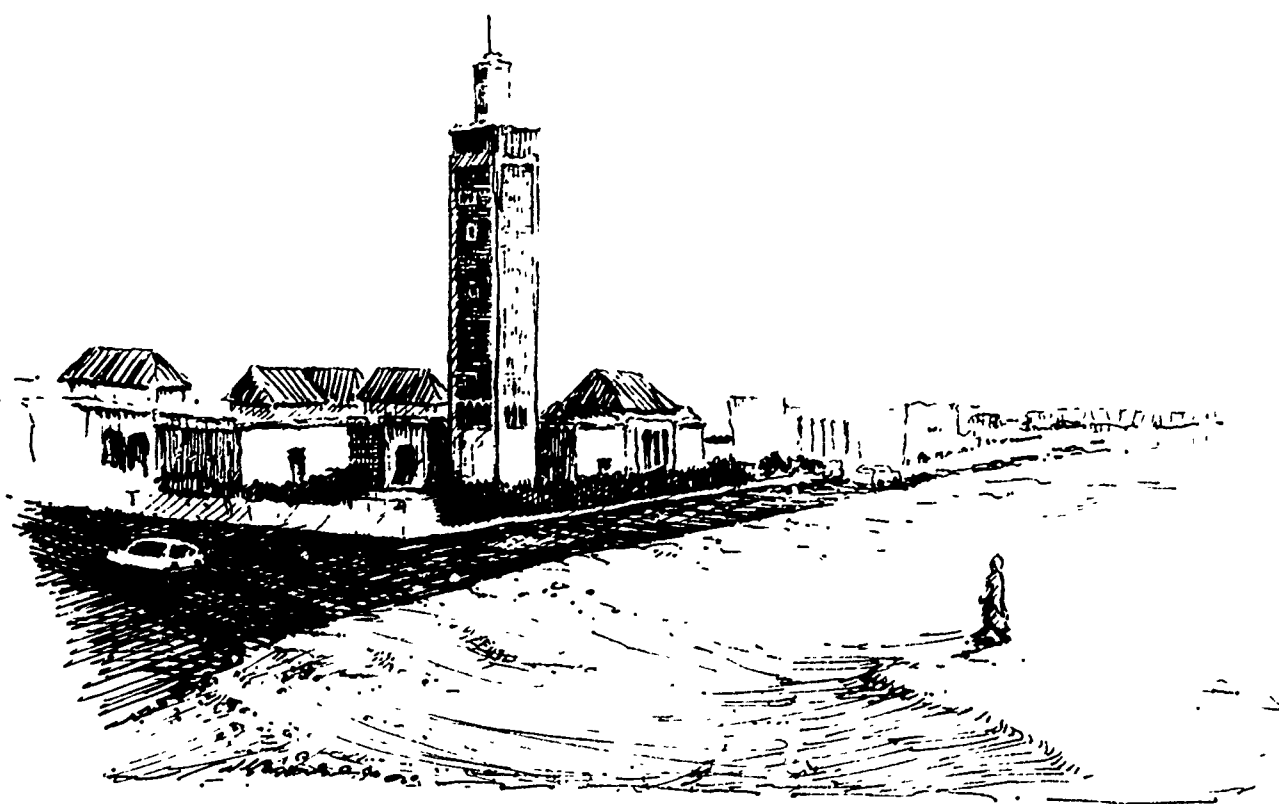
1. /wa:<sup>C</sup>id/ comes from a word meaning to have an appointment and is used here to mean "Where are you going?"
2. /irkib/ is the imperative of the verb meaning to "get in", or "get on" (e.g. a horse). To a woman it would be /irkibi/. See Grammar Handbook lesson on Imperatives for further reference.
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/	احد 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/	اغزير
in	/vi/	في
from	/min/	من
to	/ila/	الى
at	/ <sup>c</sup> and/	عند
between	/bayn/	بين
straight ahead	/igba:l/ / <sup>c</sup> ala tu:l/	اقبال 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

---

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.

- أش تعدّل بي موريتانية ؟ ١
- أنا متطوّع مع سئية السلام ٢
- شهو فذا ؟ ١
- المتطوعين يعاونو ريشنغلو ٢
- مع الشعب
- كم يخلصوك بي الشهر ؟ ١
- \_\_\_\_\_ تقرباً ٢
- منهو يخلصك ؟ ١
- الحكومة الامريكية ٢



- ١ اثن تعذل في موريتانية ؟  
 - انا متطوع مع هيئة السلام  
 ١ تسهر هذا ؟  
 ب المتطوعين يعاونو ر يشتغلو  
 مع الشعب  
 ١ كم يخلصوك في الشهر ؟  
 ب ————— تقريباً  
 ١ منهر يخذبك ؟  
 ب الحكومة الامريكية

## LESSON THIRTEEN

## TALKING ABOUT THE VOLUNTEER ROLE IN DEVELOPMENT

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

- A: /ash t<sup>C</sup>addal vi mu:ri:ta:niya?/  
B: /ana 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: <sup>c</sup> /	مشروع
USAID	/USAID/ (French)	
UNESCO	/UNESCO/ (French)	
UNICEF	/UNICEF/ (French)	
UNDP (UN Development Program)	/UNDP/ (French)	
"coopérants"	/co-operants/ (French)	
WHO	/O.M.S./ (French)	
OAU (2)	/OUA/	منظمة الوحدة الإفريقية
	/munadhama il-wahida il-ifri:gi:ya/	
World Bank	/il-bank id-dawli/	البنك الدولي
United Nations	/il-umam il-mutahida/	الامم المتحدة

# LESSON THIRTEEN

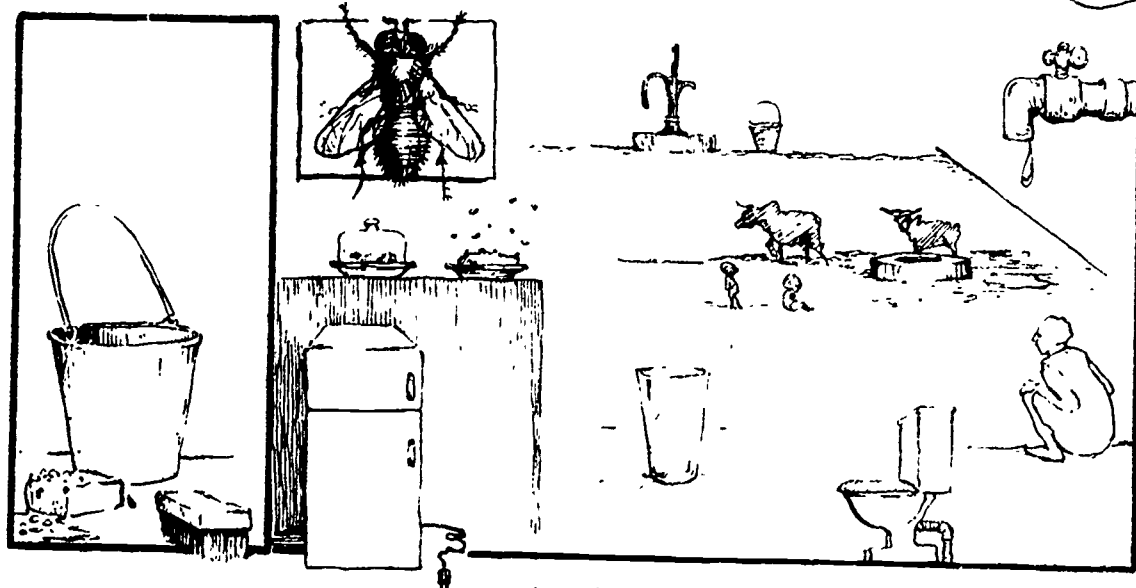
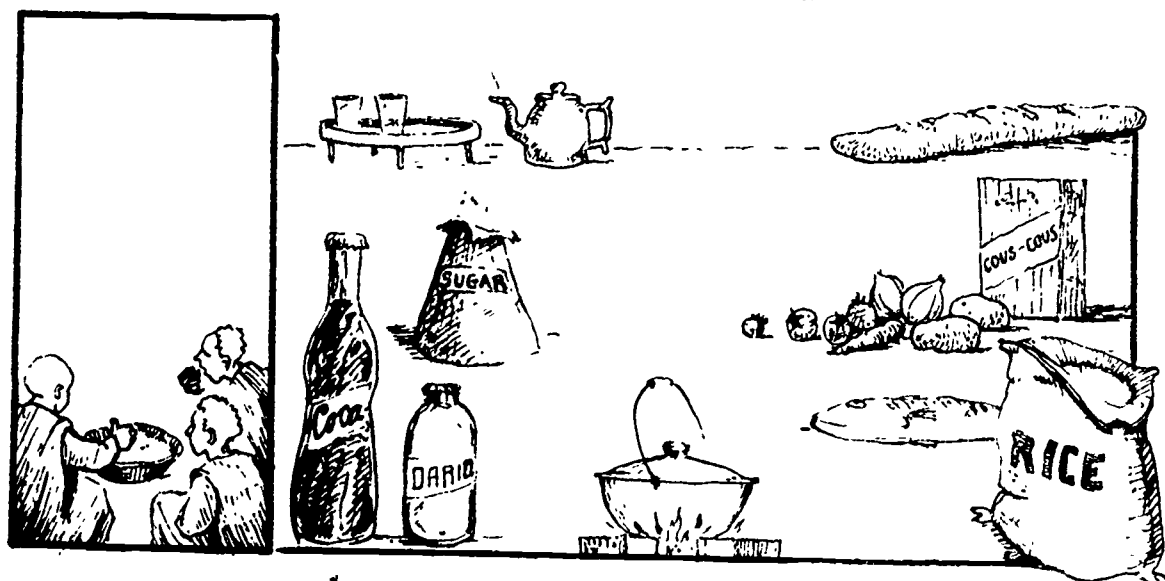
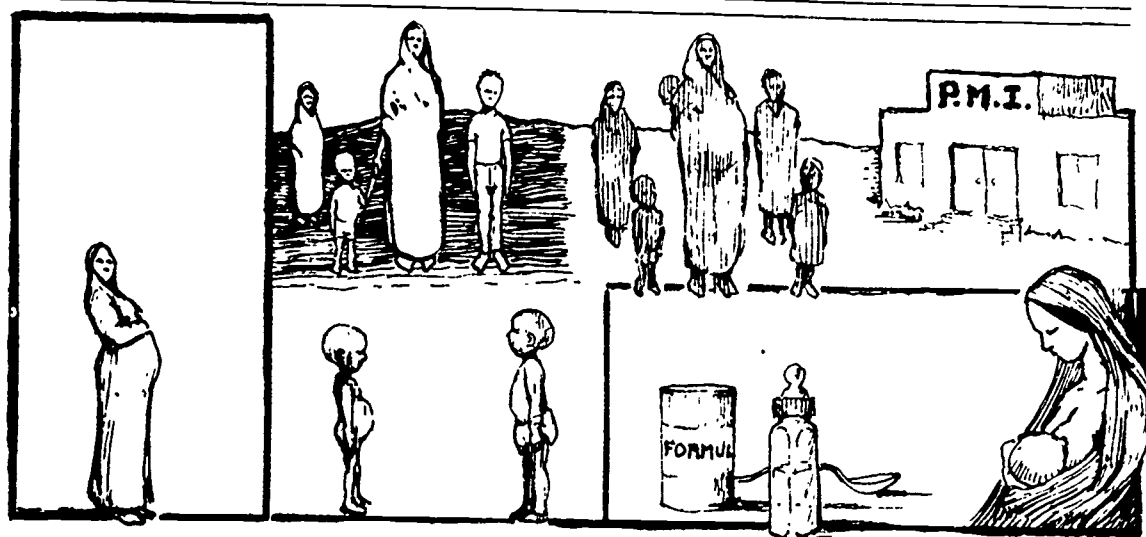
# TALKING ABOUT DEVELOPMENT

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

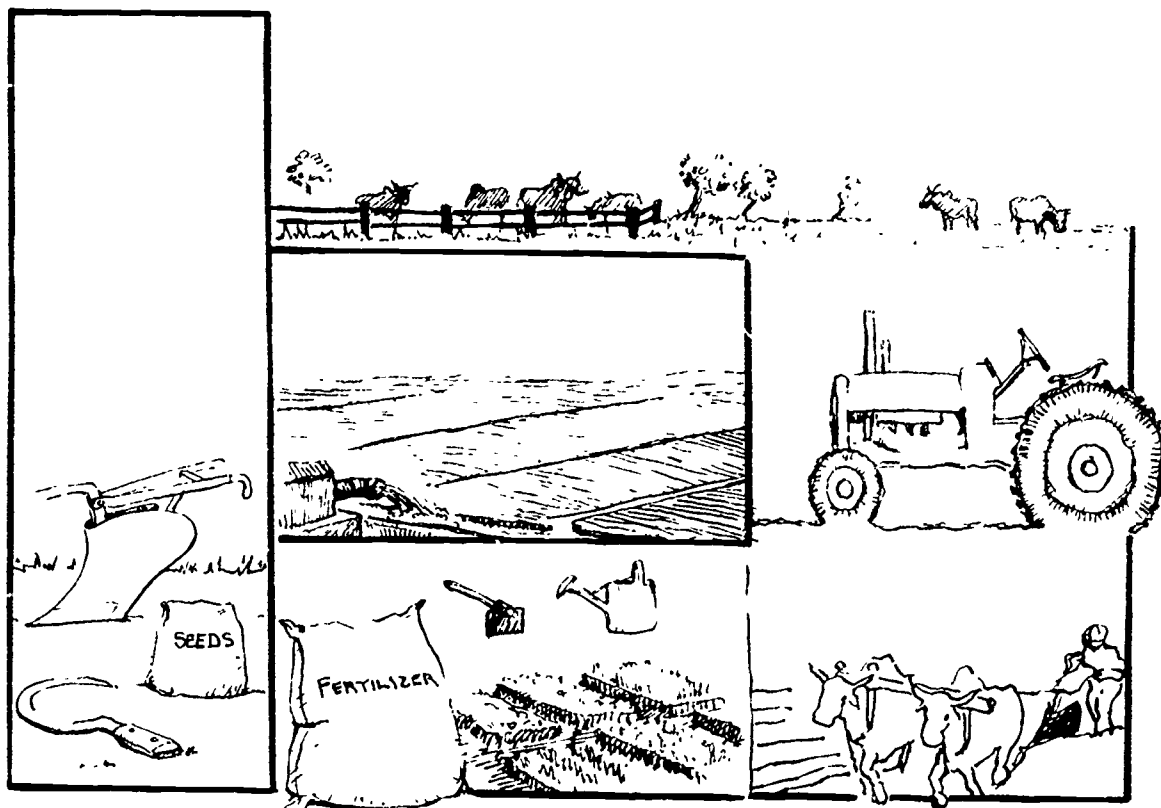
لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

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?

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انت سنهو الوقت ؟

احمد هذي عشرة و نقص

انت نعم ؟

احمد هذي عشرة و نقص

انت شكراً ، في امان الله

احمد في امان الله



انت	شهر الرقة
احمد	خذي عشرة ونص
انت	نعم؟
احمد	خذي عشرة ونص
انت	شكراً في امان الله
احمد	في امان الله

---

---

BASIC MATERIAL: Dialogue for memorization:

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

Notes on the Dialogue:

- 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	السَّاعَة واحدة
/is-sa: <sup>C</sup> a thintayn/	2:00	السَّاعَة ثَنَيْنِ
/is-sa: <sup>C</sup> a thala:tha/	3:00	السَّاعَة ثَلَاثَة
/is-sa: <sup>C</sup> a arba <sup>C</sup> a/	4:00	السَّاعَة أَرْبَعَة
/is-sa: <sup>C</sup> a khamisa/	5:00	السَّاعَة خَمْسَة
/is-sa: <sup>C</sup> a sitta/	6:00	السَّاعَة سِتَّة
/is-sa: <sup>C</sup> a saba <sup>C</sup> a/	7:00	السَّاعَة سَبْعَة
/is-sa: <sup>C</sup> a thama:niya/	8:00	السَّاعَة ثَمَانِيَة
/is-sa: <sup>C</sup> a tisa <sup>C</sup> a/	9:00	السَّاعَة تِسْعَة

## LESSON FOURTEEN

## TELLING TIME

/is-sa: <sup>c</sup> a <sup>c</sup> ashra/	10:00	السَّاعَةُ عَشْرَةٌ
/is-sa: <sup>c</sup> a <u>hid</u> <sup>c</sup> ash/	11:00	السَّاعَةُ حَدِ عَشْرٍ
/is-sa: <sup>c</sup> a ithna <sup>c</sup> ash/	12:00	السَّاعَةُ اثْنَعَشْرٍ

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> /	رَبْع
third	/thulth/	ثُلُث
half	/nuss/	نِصْف
less (2)	/illa/ /gas/	أَلَّا قَسْر
approximately	/tagri:ban/	تَقْرِيْبًا

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> /	اسبوع
two weeks	/isbu: <sup>c</sup> ayn/	اسبوعين
month	/shahr/	شهر

## LESSON FOURTEEN

## TIME VOCABULARY

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/	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 الفات
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 الفات
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 الفات
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"

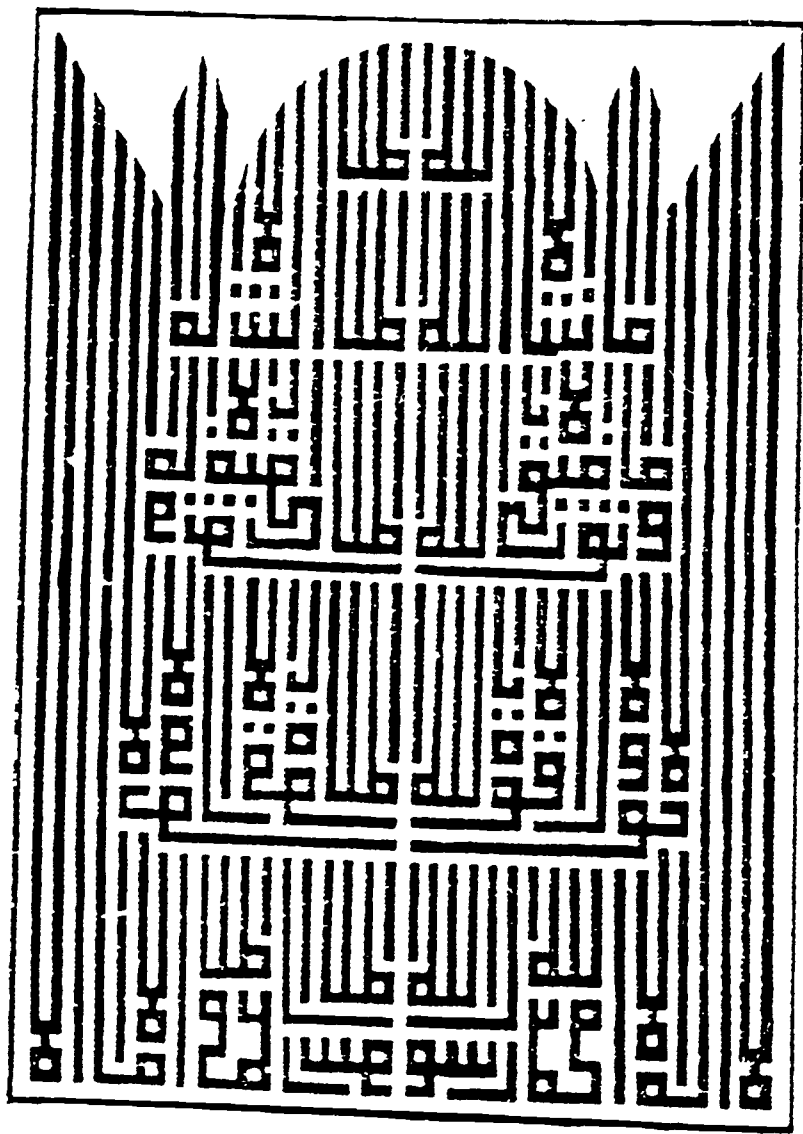
or

"never mind"

/la ba:s/

لا بأس

\_\_\_\_\_





## FUTURE APPOINTMENTS

### Lesson Fifteen

---

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.

بق	مدام باء هون ؟
مؤلف	ابدا . مامي هون ذرك .
	هي في السفارة
بق	اينتا لاهي ترجع ؟
مؤلف	الساعة ثلاثة إن شاء الله
بق	ايوا . قول لها انا لاسي نجبي
	نشوفها في الساعة خمسة
مؤلف	إن شاء الله . مع السلامة
بق	مع السلامة

مدام بام هون ؟	بق
ابدا . مامي هون ذرك	مؤلف
مي في السّفارة	
اينتا لامي ترجع ؟	بق
السّاعة ثلاثة إن شاء الله	مؤلف
ايوا . قول لها انا لامي نبجي	بق
نشرفها في السّاعة خمسة	
إن شاء الله . مع السّاعة	مؤلف
مع السّلامة	بق

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

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

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

## DAILY ACTIVITIES

Lessor. Sixteen

---

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

Translation of  
Basic Material:

Vocabulary:

What do you do every day?

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

Vocabulary in context: Narrative.

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

Activities:  
(Cont'd on  
page 120)

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

ستعد كل نهار عادة ؟

عادة	نقوم
مرة مرة	نتغسل
دائماً	نتلبس
أبداً	نشرب أتاى
عاقب ذاك	نطبخ
قريباً	نمشي
	نقيس الشغلة

### جملات

عادة نقوم السبعة  
 ورا ذاك نتغسل و نتلبس  
 نشرب أتاى دائماً  
 مرة مرة نطبخ في المطعم  
 نقيس الشغلة الثمانية تقريباً  
 نقيس المكتب  
 نمشي الى الطب

منتعد كل نهار عادة ؟

عادة	نقوم
مرة مرة	نغتسل
دائماً	نلبس
أبداً	نشرب أناي
درا ذاك كاقب ذاك	نطبخ
تقريباً	نمشي
	نقيس الشغلة

### جملات

عادةً نقوم السبعة  
درا ذاك نغتسل ونلبس  
نشرب أناي دائماً  
مرة مرة نطبخ في المطعم  
نقيس الشغلة الثمانية تقريباً  
نقيس اكتب  
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/



---

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?

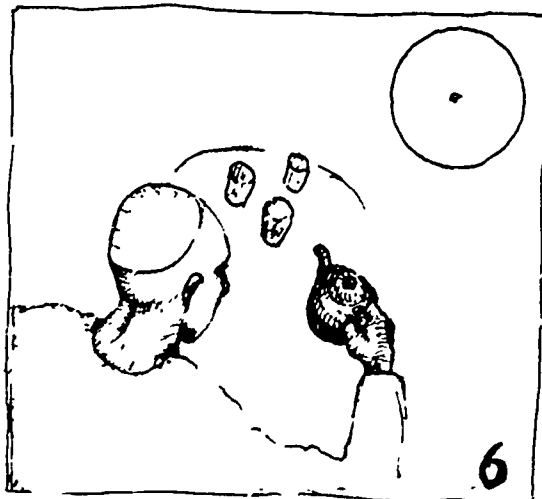
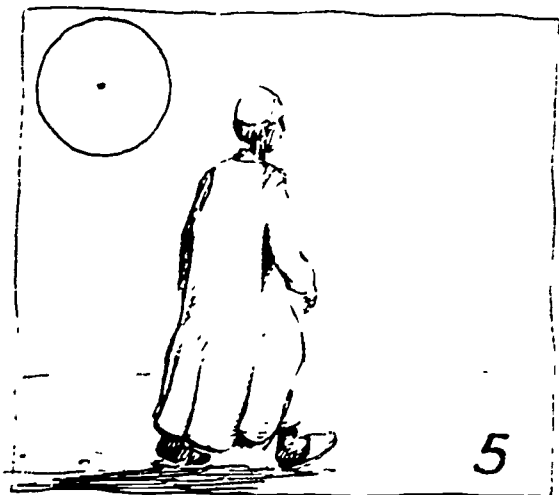
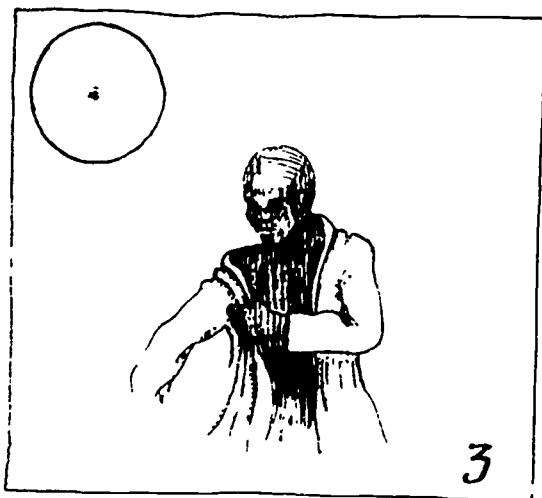
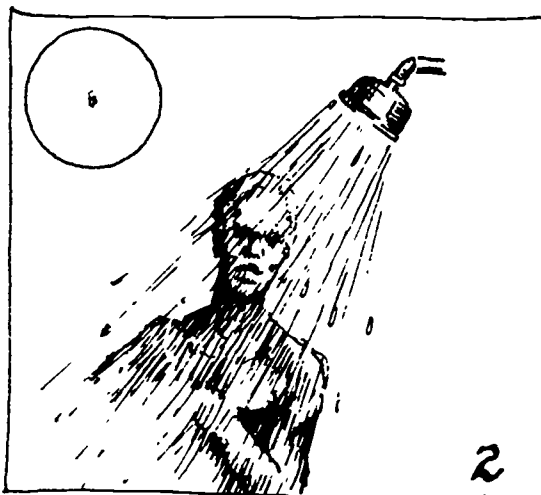
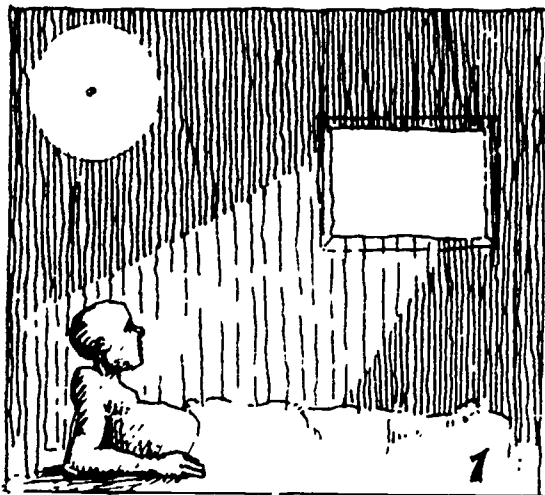
When do you go to work?

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

---

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
رجال	شاري
مرء	دراة
عليات	هولي
سماء	نعايل
اخضر	سردال
ابيض	تركي
لباس	امغير
ياسر من	اكبير
	ملحفة

جملات

1. الراحل على ايد العربي لابس دراة
2. الراحل على ايد اليسري لابس دراة و  
نعايل و هولي
3. المرء لابسة الملحفة
4. خالق ياسر من الناس في المربعة

صورة	حامل
راجل	لابس
رجال	شاري
مراء	دراعة
عليات	هولي
سماء	نعايل
اغضر	سردال
ابيض	تركي
لباس	اصغير
ياسر من	اكبير
	ملحفة

### بجملات

1. الراجل على ايد العربي لابس دراعة
2. الراجل على ايد اليسري لابس دراعة و  
نعايل و هولي
3. المراء لابسة الملحفة
4. فائق ياسر من الناس في المروسة

# LESSON SEVENTEEN

# DESCRIBING OBSERVATIONS

## Basic Material:

### New Vocabulary.

/su:ra/	/ha:mal/
/ra:jil/	/la:bas/
/rijja:l/	/sha:ri/
/mara:/	/dira: <sup>c</sup> a/
/i <sup>c</sup> lya:t/	/hawli/
/sima.'/	/na <sup>c</sup> a:yil/
/akh <u>d</u> har/	/sirwa:l/
/abya <u>d</u> h/	/tirki/
/liba:s/	/is <u>g</u> hi:r/
/ya:sir min/	/ikbi:r/
	/malah <u>f</u> a/

### 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-malahfa/
4. /kha:lig ya:sir min in-na:s vi-l-marsa/

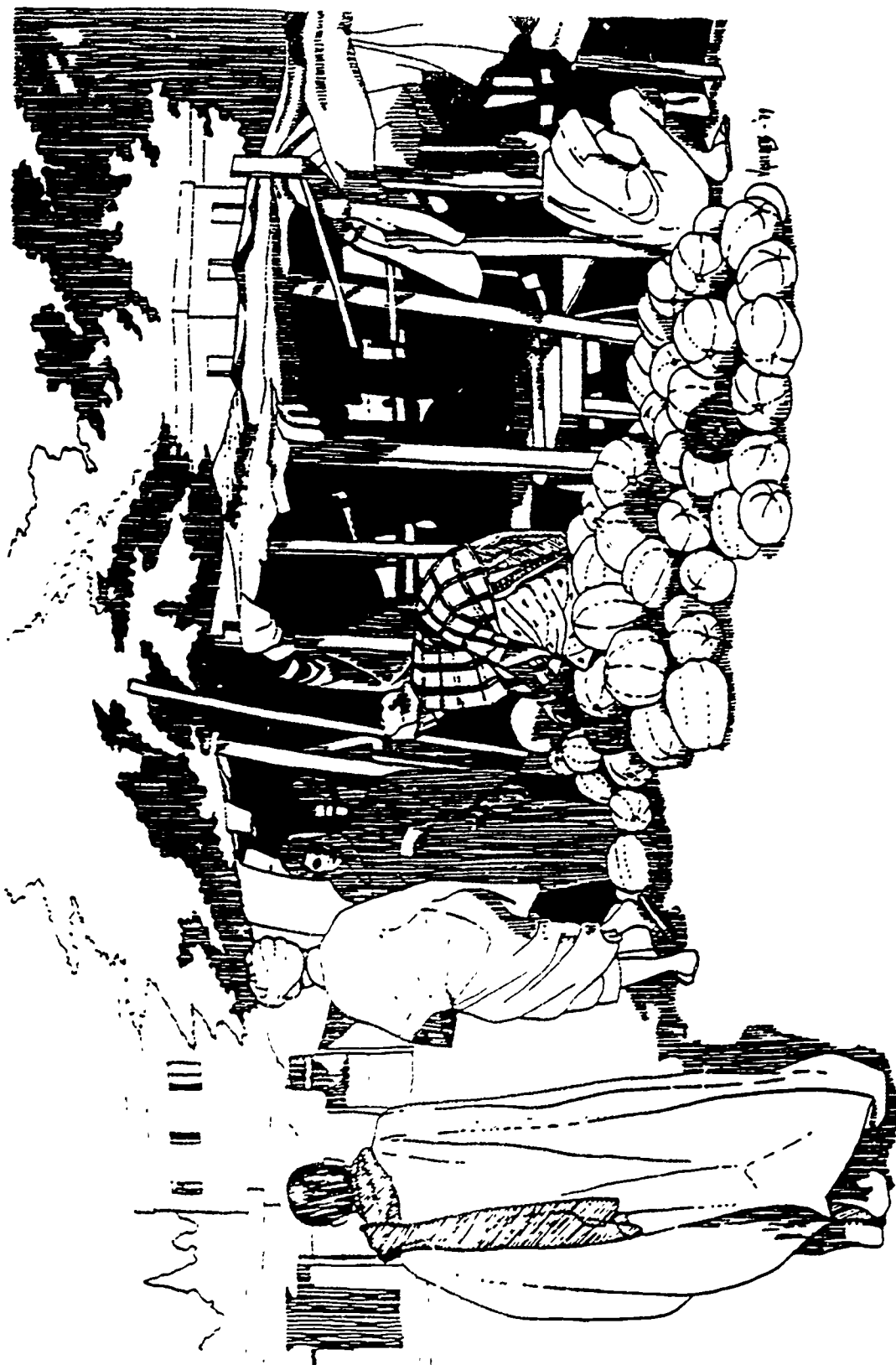
- 
- 
- Activities:
1. Learn the words in the vocabulary list accompanying the illustration. Be able to describe features in the illustration to your classmates. Prepare a 20-30 second narrative description which you will deliver to the group.
  2. Make a "chain description" of this or another illustration, 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	y <sup>l</sup> awwad/	يَلْوَدُ

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



# 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> dhar	أخضر
(f)	khad <sup>h</sup> hara	خضراء
(pl)	khud <sup>h</sup> har	خضر
yellow (m)	asfar	أصفر
(f)	safara	صفراء
(pl)	safar	صفر
black (2) (m)	akhal	أكحل
(f)	kahala	كحلاء
(pl)	kahal	كحل
		aswad/ أسود
		sawada/ سوداء
		sawad/ سود
white (m)	abyadh	أبيض
(f)	baydha	بيضاء
(pl)	bayadh	بيض

## LESSON SEVENTEEN

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brown (m)	adkhan
(f)	dakhana
(pl)	dakhan

أدخن  
دخنا  
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  
البيلة خذي

منطوق  
إقبض البرارة خذي و عطيها له  
اينتا تشوخه

براهيم  
طيب

منطوق  
وسلم على أسرته متي

براهيم  
إن شاء الله

منطوق

احلاً يا براهيم . يا ك الخير ؟  
لاهي تسوف محمد اليوم ؟

براهيم

اهيه . لاهي تقيس داره  
الليلة هذي

منطوق

اقبض البراهه هذي و عطيه لها  
اينتا تشوفه

براهيم

طيب

منطوق

و سلم على أسرته مني

براهيم

إن 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 muadhdhin, who.. cries with a powerful and penetrating voice: 'God is most great. I testify that there is no God but God. I testify that Muhammed is God's apostle. Come to prayer, come to security. God is great.' Each clause is repeated at least once and the morning call reminds Muslims that 'prayer is better than sleep.'"

Islam. A Guillaume, p. 66.

Ramadan: The month of fasting

Ramadan

ramada:n

رمضان

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

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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:

/<sup>c</sup>i:d il-fitr/

عيد الفطر

or

/<sup>c</sup>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 /<sup>c</sup>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

/<sup>c</sup>i:ɪd il-adha/

عيد الاضحية

or

/<sup>c</sup>i:d il-kabi: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!")

/<sup>c</sup>i:d muba:rak/

عيد مبارك

(variations)

/<sup>c</sup>i:d-ak muba:rak/

عيدك مبارك

/<sup>c</sup>i:d muba:rak <sup>c</sup>alayk/

عيد مبارك عليك



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

New Year:

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

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

Common New Year greetings are:

Happy New Year!

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

/kull sana wa intum tayyibi:n/	كُلّ سنة وانتم طيّبين
--------------------------------	-----------------------

/kull <sup>c</sup> a:m wa intum bi-khayr/	كُلّ عام وانتم بخير
---	---------------------

SUPPLEMENTARY RELIGIOUS VOCABULARY:

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

# LESSON NINETEEN

# LEARNING ABOUT ISLAM

church /kani:sa/ كنيسة

Christian /naʃra:ni/ نصراني

Christians /naʃa:ra/ نصاري

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

Muslim /muslim/ مسلم

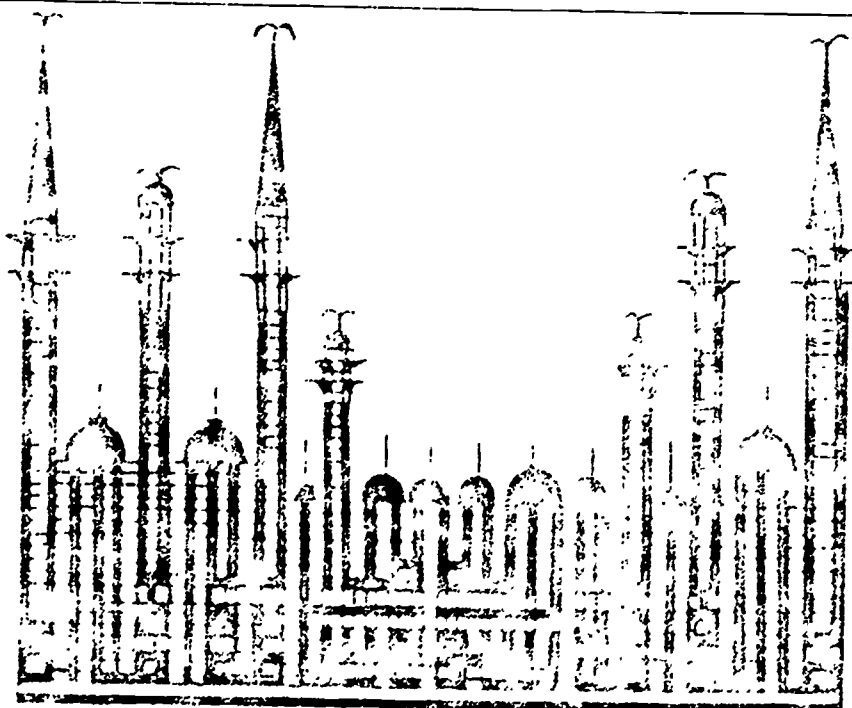
Muslims /muslimi:n/ مسلمين

prayer caller /adha:n/ اذان

he fasts/is fasting /iʃu:m/ اِصوم

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

---

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.

أ خالقين مسلحين من أمريكا ؟

ب أهبة خالقين يا غير أغلب الناس نصارى

أ انتم تصلّون ؟

ب بعض الناس . أنا نصلي كل يوم الأحد  
في الكنيسة .

أ ر تصومون في رمضان ؟

ب ما خالق رمضان عندنا

أ قرئت القرآن الكريم ؟

ب أهبة . يا غير بالانجليزية



أ فالحق مسلمين في أمريكا ؟

ب أليه فالحق يا غير أغلب الناس في أمريكا

أ انتم تهللوا ؟

ب بعض الناس . أنا نصلي كل يوم الحمد في الكنيسة .

أ و تصومون في رمضان ؟

ب أنا خالق رمضان عندنا

أ قرأت القرآن الكريم ؟

ب أليه يا غير بالإنجليزية

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:

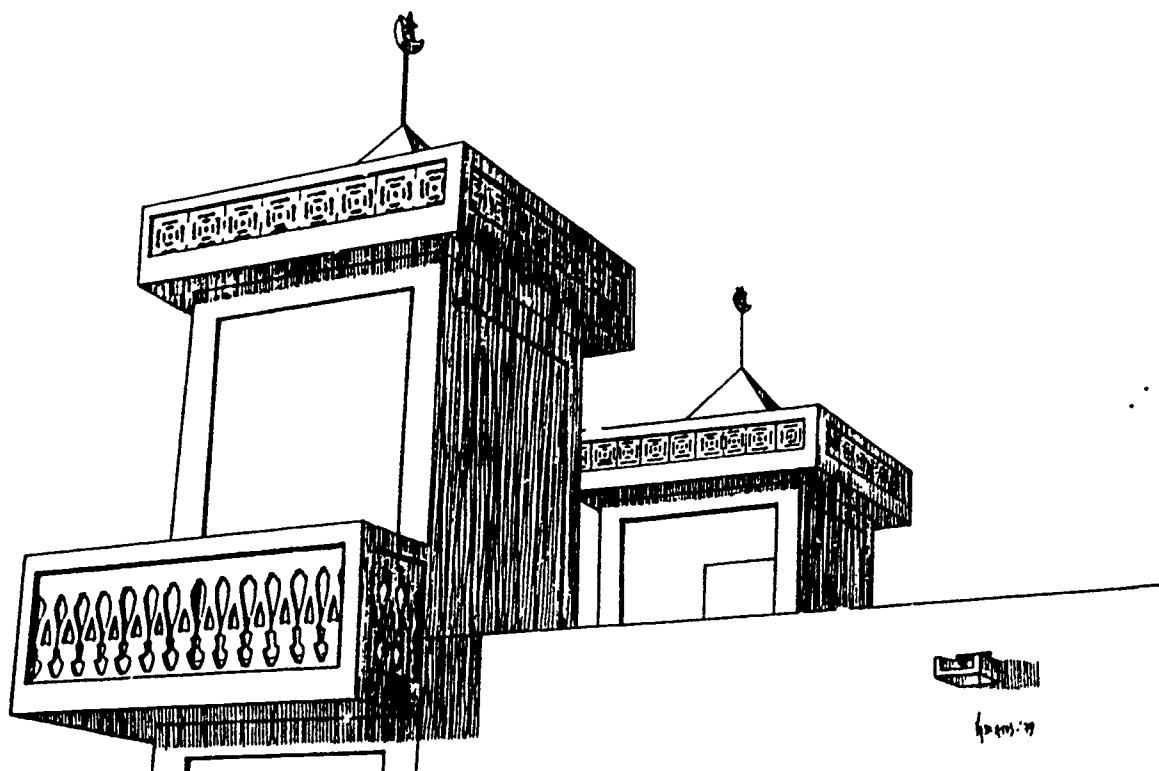
1. /aghlab/ means "majority", or "most of". This is a superlative form. See Grammar Handbook for further information on comparatives and superlatives.
2. /nasa:ra/ - a word of Middle Eastern origin, designating the Nazarenes, the disciples of Jesus of Nazareth, and by extension, Christians or Europeans 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	/ˈci:sa/	عیسی
Christian	/masi:hi/	مسیحی
Mary	/mariam/	مریم
holy war	/jiha: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."

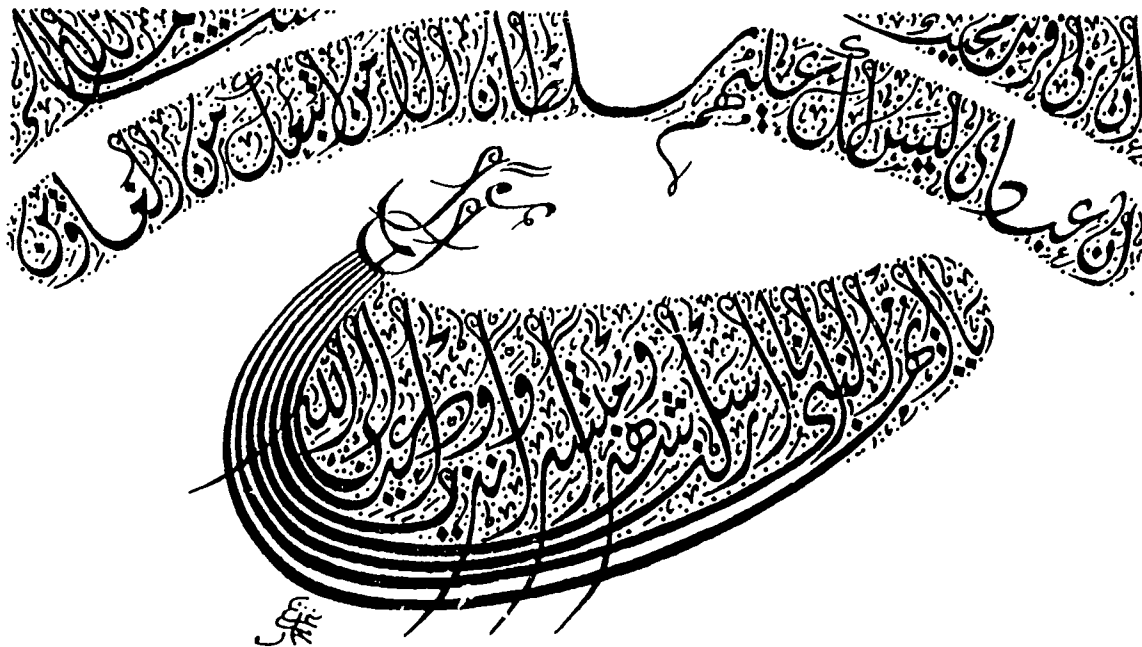


Cultural Note: #2.

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

---

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 دَانَّةٍ

وَرَصَلْنَا فِي هَدْعَشِ الصَّبْحِ . زَرَرْنَا صَاحِبَتِي

فِي الطَّبِّ وَتَكَلَّمْتُ مَعَ مَدِيرِهَا .

وَرَأَا ذَاكَ تَغْدِينَا كَامِلِينَ وَرَجَعْنَا شَرَّ

نَوَاسِثُ فِي الْمَسَاءِ

كَلِمَاتُ

رَجَعْنَا

زَرَرْتُ

تَغْدِينُ

وَصَلْنَا

كَامِلِينَ

الَّتِي

يدم النخيس الماشي مشيت نشور ساجيتي

الي تسكن في ——— مسينا في واة

و وسلنا في حدعش الصبح زرنا ساجيتي

في الطّب و تكلّمت مع مديرها .

ورا ذاك تغدينا كاملين و رجعنا شور

نواكسوط في المساء

كلمات

رجعنا

زرت

تغدينا

وسلنا

كاملين

الي

## 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'a mudi:r-ha. wrā dha:k  
tagaddi:na ka:mili:n wā raja<sup>c</sup>na shu:r nua:kshu:t vi-l-masa:/

### Vocabulary:

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

### Notes on Basic Material:

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





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/	شاف
she saw	/sha:vat/	شافت
we saw	/shivna/	شفتنا
you saw (pl.)	/shivtu/	شفتو
they saw	/sha:vu/	شافو

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

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/	مشیت
you went (m.)	/mashi:t/	مشیت
you went (f.)	/mashi:ti/	مشیتی
he went	/masha/	مشی
she went	/mashat/	مشت
we went	/mashi:na/	مشینا
you went (pl.)	/mashi:tu/	مشیتو
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

---

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 تلميذ في في

مدرسة ثانوية

كلية

جامعة

مدرسة ثانوية

4 درست

الزراعة

الطب

اللغات

الصحّة

التعليم

الاداب

5 وحيث الى موريتانية في عام

و نشتغل في

المشروع الزراعي في

لطب في

المدرسة في

مركز الصحّة في

- 1 خلقت في في في
- 2 سكنت في في في
- 3 كند تحبذ في في

مدرسة ثانوية

كلية

جامعة

مدرسة خيرية

4 درست

الزراعة

الطب

اللغات

الصحة

التعليم

الاداب

5. و جيت الى موريتانية في عام

و نستغل 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:naviya/

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

---

- 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 حَيّ  
شكيف هوا في الشّتاء ؟

حسن الحمان ما يشبه اليوم  
وخالق امزون و غبار

رندي في بلدي خالق اختلاف  
كبير بين الشّتاء والقيف

حسن خالق البرد ؟

رندي اهيه و خالق ياسر من المطر

رندي اليوم حامي حتى  
شكيف الهواء في الشتاء ؟

حسن الحمان و بتببه اليوم  
و خالق اعزوز و غبار

رندي في بلدي خالق اختلاف  
كبير بين الشتاء و الصيف

حسن خالق البرد ؟

رندي ابيه و خالق 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

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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/	زَعْفِيق
dawn	/fijr/	فجر
sunset	/maghrib/	مغرب
star	/najm/	نجم
stars	/nuju:m/	نجوم
sky	/sima.ʔ/	سما

## TRIP TO BOUTILIMIT

### Lesson Twenty-Four

---

#### Objective:

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

#### Translation of Basic Material:

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

#### Activities:

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

#### Suggestions:

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

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يامس مسينا انا و جين شور برتيلاميت

و في طارق سنعنا ياسر في الاجمال في

الباديه . اينتا و سلعنا شور الفرقه

ام شيخ كام تعدن الزريق و

ابوه كان يشري لحم في المرمه .

بعدين قعدنا كاملين تحت الخيمه و

كلنا كسكس و شربنا انا .

اينتا و فينا السكيل المنات تحنو



ياسر مشينا انا و جين شور بوتلميت

و بي طارق سنفا ياسر من الاحمال في

البارية . اينتا و سلنا شور الفرقة

اتم شيخ كانت تعدل الزريق و

ابوه كان يشري لحم في المدرسة .

بعدين قعدنا كارلين تحت الخيمة و

كلنا كسكس و شربنا انا .

اينتا و حينا اللكيل المئات تحنو

BASIC MATERIAL: Narrative for Memorization.

/ya:mi:s mishi:na ana wa jayn ʒnu: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 thannu./

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 thannu/ - "the girls henna-ed themselves". This illustrates a reflexive verb in Hassaniya.

Cultural Note:

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

ADDITIONAL VOCABULARY: Life in the Desert.

tent	/khayma/	خيمة
desert	/ba:diya/	بادية
goat	/ʕanz/	عنز
camel (m)	/ijmal/	اجمل
(f)	/na:qa/	ناقة
(pl)	/ijma:l/	اجمال
encampment	/fɪrga/	فرقة
fire	/na:r/	نار
chief	/shaykh/	شيخ
tribe	/gabi:la/	قبيلة
mat	/ħasi:ra/	حصيرة
family (3)	/ahl/	اهل
	/usra/	اسرة
	/ʕa:ila/	عائلة
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		

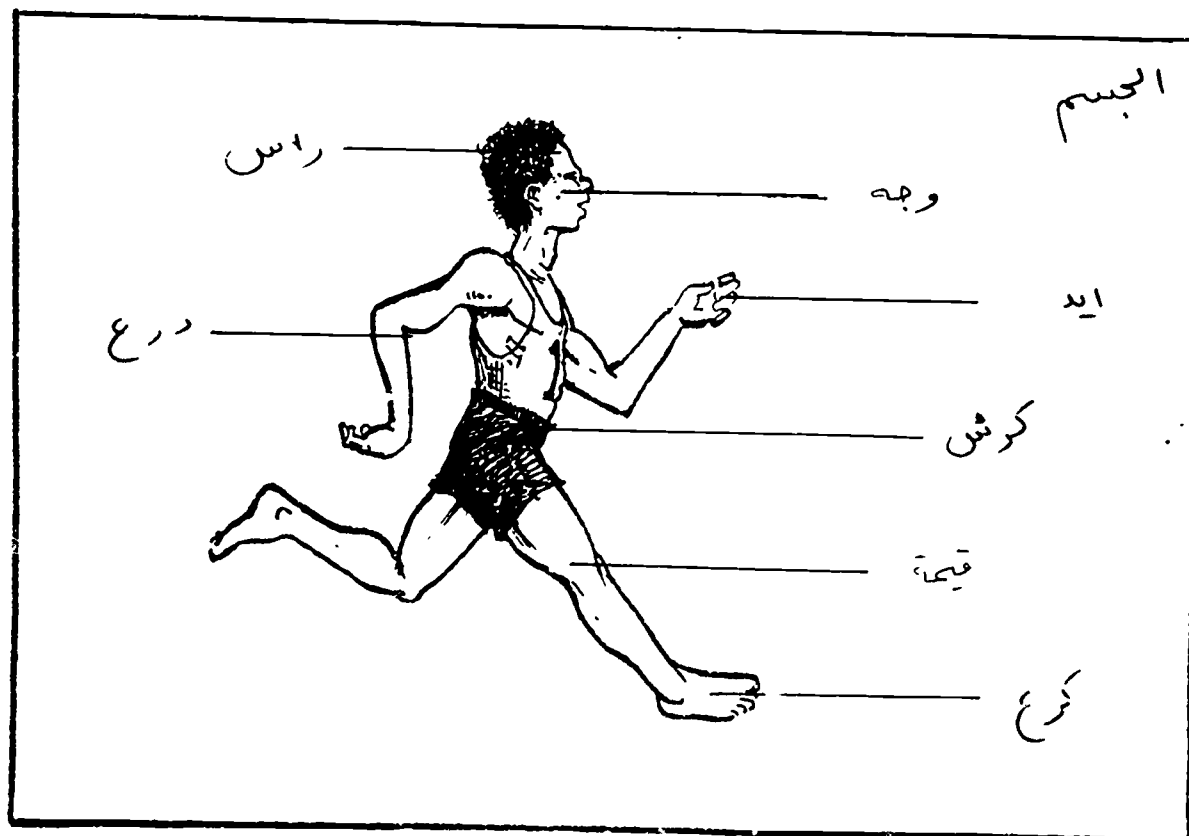
Activities.

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.

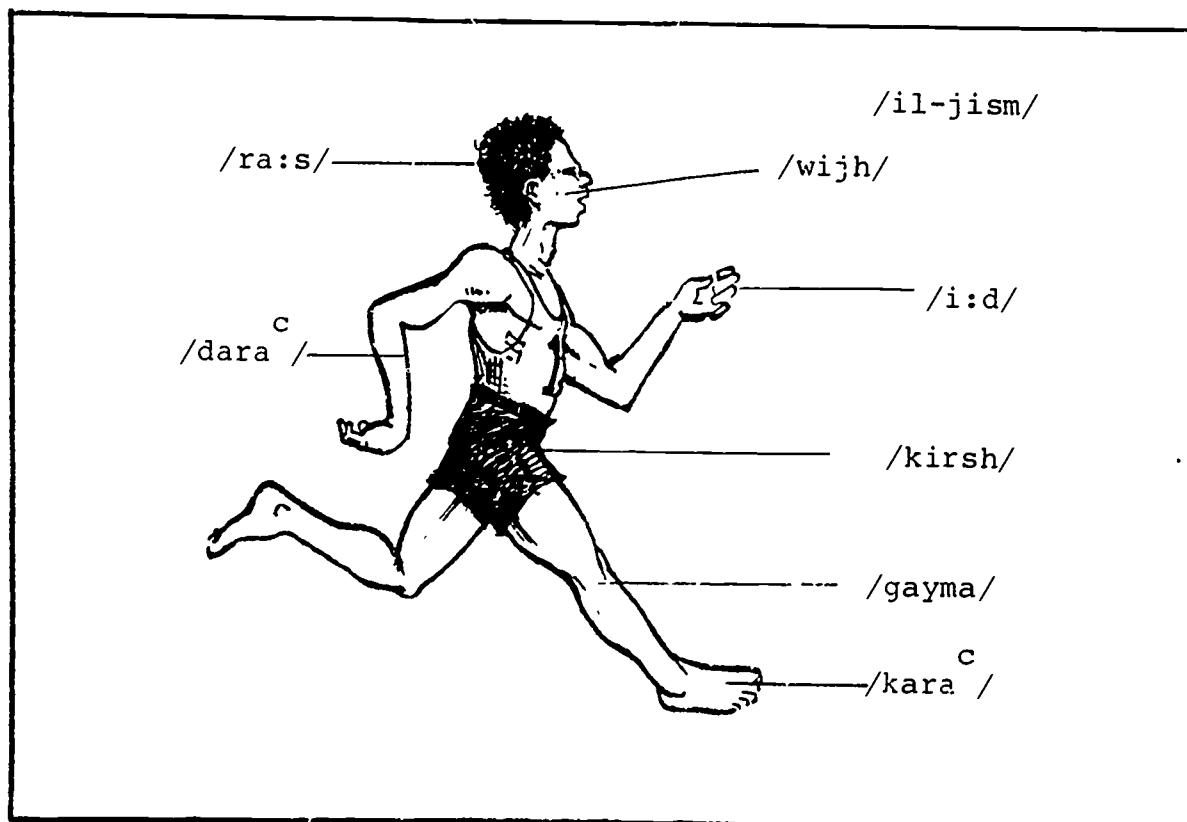
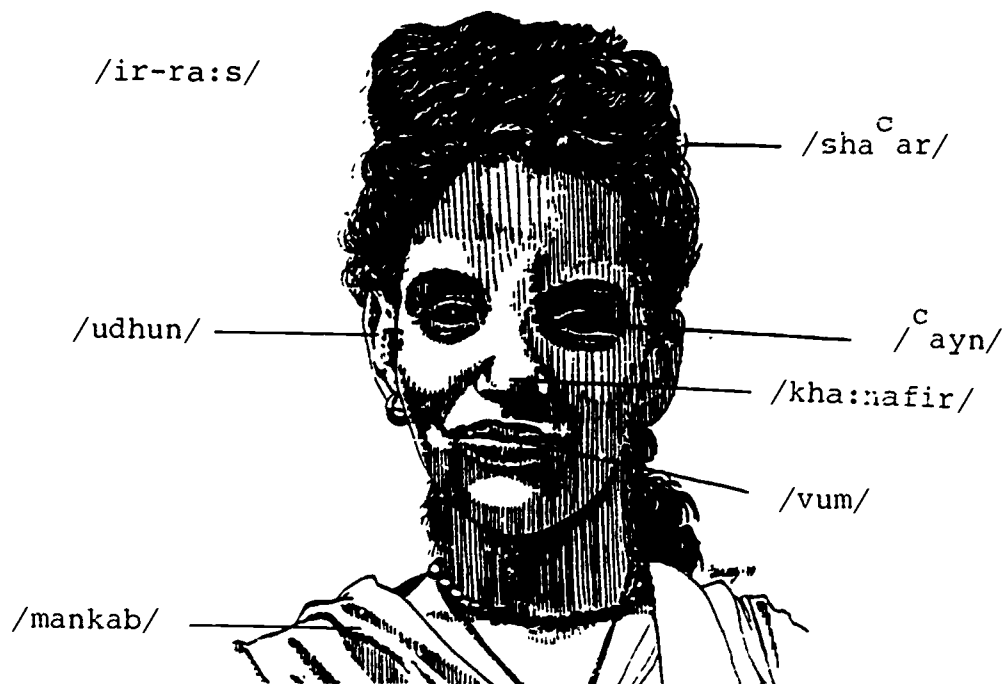
Suggestions for Use:

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/	مالك
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 جعني راسي
I have a stomach ache.		
("my stomach hurts me.")	/tu:ja <sup>c</sup> -ni kirsh-i/	تو جعني كرش
I have a tooth ache.	/yu:ja <sup>c</sup> -ni sinn-i/	يو جعني سني
diarrhea, cramps	/waja <sup>c</sup> il-kirsh/	ربع الكرش
a cough	/kah <sub>h</sub> ha/	كحة
a cold	/barda:n/	بردان

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



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

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.

جیر السلام عليكم

خياط خياط و عليكم السلام . ناك لا باس ؟

جیر لا باس الحمد لله . ندورك  
تخط لي جوب

خياط جيتي الخنت معاك ؟

جیر اعيه و هاك سورة . ندور مني  
مثل مذي يا غير شوي اطول

خياط ايرا . ارجعي بعد اسبوع

جیر إن شاء الله مع استلاوه

خياط مع التسلامة

جین السلام عليكم

فينا و عليكم السلام . ياك لا بأس ؟

جین لا بأس الحمد لله . ندرک  
نخط لي جو

جينا جيتي انخت معك ؟

جین اهي رهك سورة . ندر سي  
مثل طذي ناغير شوي الارز

فينا ايوا . اربعي بعد اسبرع

جین إن شاء الله . مع السلاوة

فينا 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/	قنٹ
rayon, nylon	/tirgha:l/	ترغال
cotton	/gutun/	قطن
silk	/hari:r/	حریر
wool	/su:v/	سوف
linen	/bazan/	بز
polished cotton	/wa:kh/	واخ
embroidery	/zakharava/	زخرفہ
yard	/yarad/	یرد
meter	/maytar/	میتَر
"pagne" (wrap around cloth)	/pan/	پن
thread	/silk/	سِلک
needle	/ibra/	ابرہ



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## HOUSE AND BASIC FURNISHINGS

### Lesson Twenty-Seven

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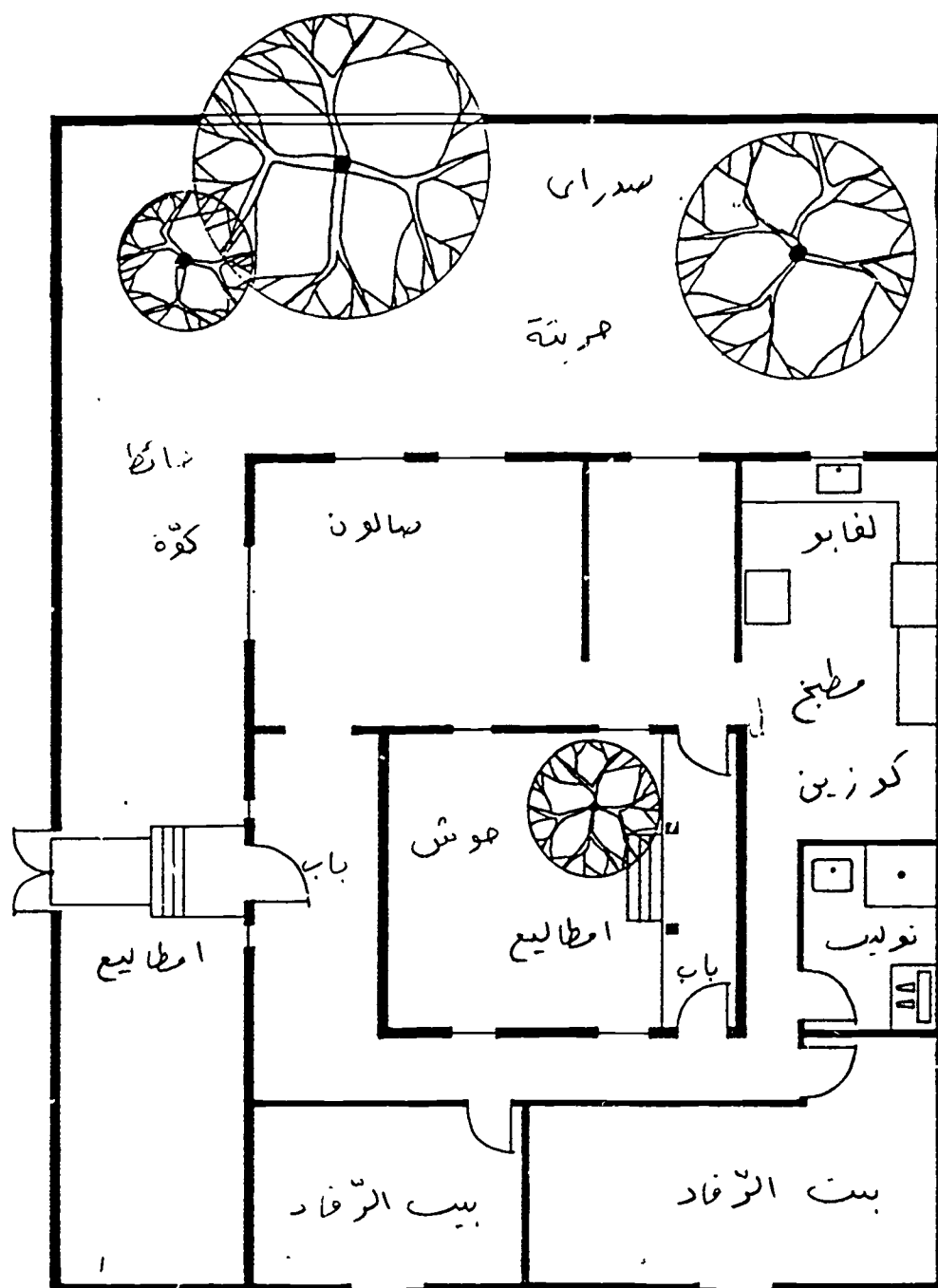
Objective. At the end of this lesson, you should be able to say the Arabic names for parts of a house, and identify basic furnishings you may find in your own house.

Basic  
Material: Parts of a House.

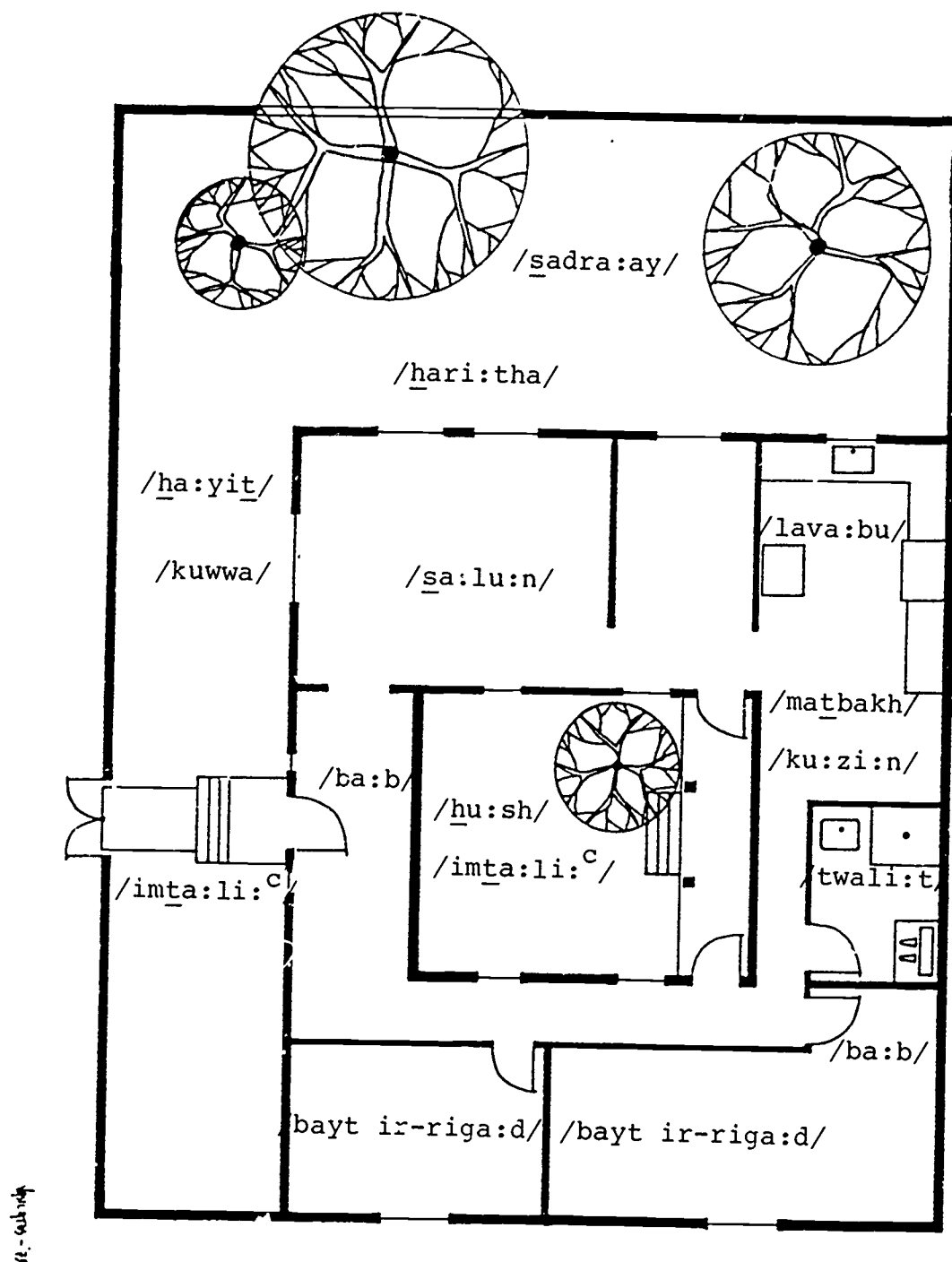
house	garden
sitting room	courtyard
bedroom	trees
room	door
wall	window
ceiling	bathroom/toilet
floor	sink
stairs	kitchen

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





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# PARTS OF A HOUSE & BASIC FURNISHINGS LESSON TWENTY-SEVEN

## ADDITIONAL MATERIAL: Basic Furnishings.

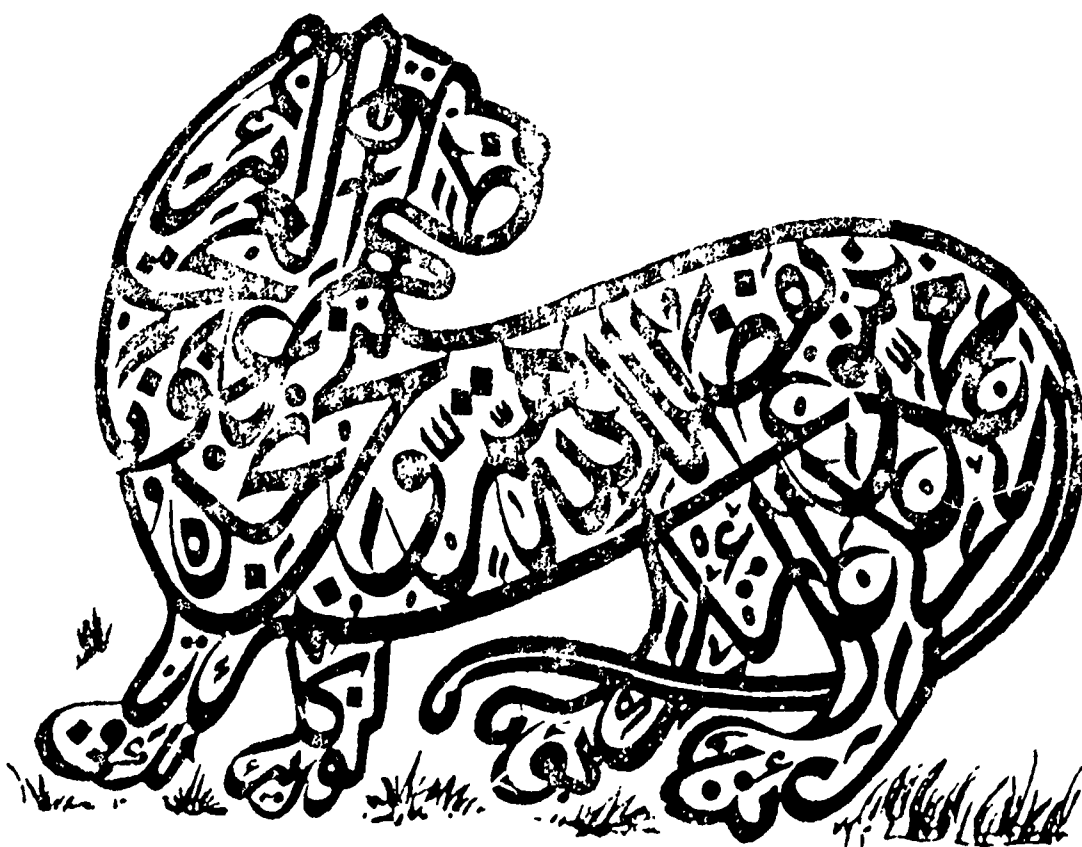
Activity: Learn the words for these basic furnishings. Try to find out typical prices for things you will need to buy and seek the advice of your friends and experienced volunteers.

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/	برادر
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

---

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 ١٩٧٤	أم
ماله ؟	طبيبة
عنده التمس ر يوجعه كرسه	أم
من ايننا ؟	طبيبة
من اسبروع	أم
اش يوكل عادة ؟	طبيبة
هو يوكل مارو و بمدنير و مهورو	أم
واجب عليك تبدي لي له لوكيل .	طبيبة
يحتاج ياسر من البروتين	
شهر من لوكيل ؟	أم
احسن شي البيض ر لحم والحوت	طبيبة
ولبن	



طفلك عنده كم سنة ؟	طبيبة
تم خلق في عام ١٩٦٤	أم
قالة ؟	طبيبة
عنده الحصى و يوجعه كرسنه	أم
من ايننا ؟	طبيبة
من اسبوع	أم
اشن يوكل عادة	طبيبة
هو يوكل مارو و بحدير و مبرور	أم
واجب عليك تبدي له لوكيل .	طبيبة
يحتاج ياسر من البروتين	
شهر من لوكيل ؟	أم
احسن شي البيض و لحم والحوت	طبيبة
و لبن	

BASIC MATERIAL: Dialogue for memorization.

- /t̤abi:ba/: /tful-ik <sup>C</sup>and-u kam sana: '?/
- /umm/: /huwa khlag vi <sup>C</sup>a:m 1974/
- /t̤abi:ba/: ma:l-u?/
- /umm/: <sup>C</sup>and-u il-humma wa yu:ja<sup>C</sup>-u kirsh-u/
- /t̤abi:ba/: /min aynta?/
- /umm/ min isbu:<sup>C</sup>,
- /t̤abi:ba : /ash yu:kil <sup>C</sup>a:datan?/
- umm, /huwa yu.kil ma:ru wa bumdiayr wa mbu:ru/
- /t̤abi:ba/, wa:jib <sup>C</sup>alay-ik t̤ibdili l-u lu:ki:l  
huwa yuhta:j ya:sir min il-bru:ti:n/
- /umm/: /shinhu min lu:ki:l?/
- t̤abi:ba : ahsan zhi il-baydh wa laham wa l-hu:t wa laban/

Notes on the Basic Material:

1. /tful/ is a young boy. Another word you will hear is /wild/.
2. /<sup>C</sup>and-u kam sana: '?' means literally "he has how many years?" and is used to convey the equivalent of our "How old is...?"
3. /huwa khlag/ - note that the Past Tense in Arabic is used to translate the English "He was born ...".
4. /humma/ means "fever".
5. /yu:ja<sup>C</sup>-u kirsh-u/ literally means "it hurts him his stomach".
6. /wa:jib <sup>C</sup>alay-ik/ - expresses the equivalent to "you must". It means literally "duty on you". The suffix pronoun will change depending upon who is speaking or being referred to.
7. /t̤ibdili 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/	افقرق الدم
malnourished	/su:' it-taghdhiya/	سوء التغذية
sickness	/maradh/	مرض
health	/sihha/	صحة
sick	/marı: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> /	وَجْع
injection	/dag <sup>c</sup> /	دَق
vaccination	/sharta/	شَرْطَة
clean	/nadhi:f/	نَظِيف
cleanliness	/in-nadha:fa/	النَّظَافَة
soap	/sa:bu:n/	سابون
fever	/humma/	هَمَمَر
contagious	/ <sup>c</sup> adwa/	عَدْوَة
nausea	/agtha:b/	اِقْتَاب
bandage	/ida:wa/	اِدَارَة
medicine	/dawa/	دَوَا
nurse (m.)	/tbi:b/	طَبِيب
doctor (m.)	/tbi:b/	طَبِيب
midwife	/gabba:dha/	قَبَاظَة

Disease specific:

intestines	/mu <sup>s</sup> a:ri:n/	وَسَارِين
bladder	/imabu:la/	اِمْبُولَة
urine	/bu:l/	بَوْل

breast	/bazu:la/	برولة
vagina	/rah <u>a</u> m/	م
abortion (2)	/ijha:d/ اجها <u>d</u> /ta <sup>c</sup> ji:l/ تعجيل	
miscarriage	/iti:h il-kirsh/ اطبع الكرش	
smallpox	/jidri/	جدري
tuberculosis (2)	/su <sup>c</sup> la/ سعة /sil/ دسل	
measles	/buhaymuru:n/	بجيمرون
tetanus (2)	/tata:nus/	تتانص
	/dagit musma:r/ دقت مسمار	
whooping cough	/tashta:g/	تشتا
dehydrated	/mustahim/	مستحم
hepatitis	/alam il-kibd/	الم 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-wi <u>l</u> a:da/	الولادة
delivery	/kh <u>l</u> a:s/	خلاص
placenta	/sh <u>a</u> ba:t ishi:r/	صبيحة اشير
umbilical cord	/ha <u>b</u> l is-sa <u>r</u> ra/	حبل القتر
labor	/c <u>a</u> mal/	عمل
contractions	/ing <u>a</u> ba:d/	انقباض

## Other miscellaneous:

height	/tu:l/	طول
weight	/wa <u>z</u> an/	وزن
feces	/li <u>m</u> akhraj/	لمخرج
heartbeat	/ha <u>r</u> akat il-galb/	مركبة القلب
blood pressure	/idh-dha <u>g</u> ht id-dammaw/	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 الخضار ؟

ب شوي في القبلة

١ ابنتا نغرسو ؟

ب في —

١ و ابنتا تحرتو ؟

ب نحصو في —



أ شهر تزرعوني — ؟

ب تزرعوني —

أ تزرعوني الخضار ؟

ب شوي في القبلة

أ اينتا تخرس ؟

ب في —

أ و اينتا تحرثو ؟

ب فحصلوني —

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BASIC MATERIAL: Dialogue for Memorization and Adaptation.

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

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

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

B: /shway vi l-gibla/

A: /aynta tigharrasu?/

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

A: /wa aynta tihrathu?/

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

Notes on the Basic Material:

1. /tizra<sup>C</sup>u/ means "you (pl.) grow".
2. /khudha:r/ means "vegetables".
3. /il-gibla/ is "south".
4. /tigharrasu/ means "you (pl.) plant". /tihrathu/, is you (pl.) harvest". /nihasadu/ 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/			اربعة
weeds	/agli: <sup>c</sup> arbi: <sup>c</sup> a/			اقلع اربعة
hoe	/igja:y/			اچاي
shovel	/abi:l/			ابيل
rake	/rachu/			رشو
plow	/wati:r/			وتير
yoke	/awati:l/			اونيل
irrigation canal	/gasb lis-sagi/			قصب لسقي
pipe/pipes	/gasb/	قصب	/agsa:b/	اقصاب
pump	/abu:nb/			ابرنب
motor	/muti:r/			مدير
generator	/jini:ra:ti:r/			جنيراتير

## LESSON TWENTY-NINE

## AGRICULTURAL TALK

soil/earth	/trab/	تراب
stone	/hajara/	هجرة
valley (2)	/sahl/	سهل
	/gu:d/	قرد
dune (2)	/c alb/	كلب
	/zi:ra/	زيرة
mountain	/jabal/	جبل
sack	/asgi:b/	اسقيب
two kilos	/mudd/	ك
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/	ابو بر
beet	/bitra:v/	بنراف

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

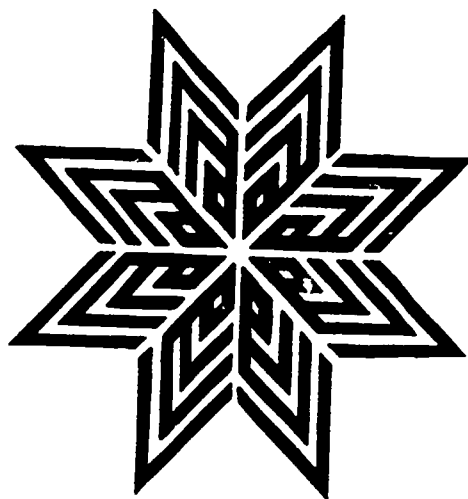
to cultivate (2)	/yizra <sup>c</sup> /	يزرع	/yih <sup>u</sup> rath/	يحرث
to grow	/yinbat/			ينبت
to die	/imu:t/			اموت
to water	/yisgi/			يسقي
to harvest (2)	/yih <sup>s</sup> ad/	يحصد	/yih <sup>u</sup> rath/	يحرث
to store	/yilam/			يلم
to destroy	/yihdam/			يهدم
to eat	/yukil/			يكل
to plant	/yigharras/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

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



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

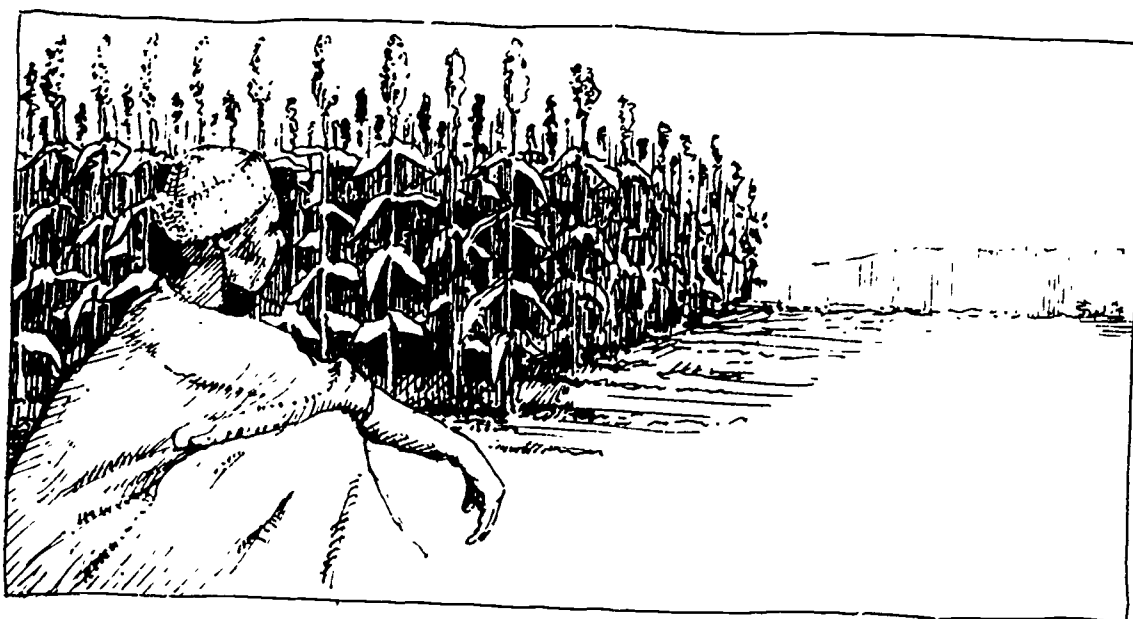
ADDITIONAL VOCABULARY: Names of Months.

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

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 غون ؟

احمد زرعت براف عدن و الملكة نووك

سام درست الانقراي فوق الامرات ؟

احمد ابدأ . ما عو خالق بي هذي المنطقة

سام الا استعملته الشبات نبت احسن

احمد الا جيت لي شري نديره

سام لاني نتكلم مع مديري الصبح .

الا ما جيت لك قبلة الجمعة وامي

شور المكتب ني نواكشوط و لاني

نعطيك اسقيب منه

سام السلام عليكم اشتمست عون ؟

احمد زرعت بنراف عون والمكة عوك

سام درت الانقراي فوق الاصران ؟

احمد ابدأ ما عو فالحق في هذي المنطقة

سام الا استعملته الشتات نبت احسن

احمد الا جبت لي شوي ندبره

سام لا عي نتكلم مع مديري الصبح

الا ما جينه لك قبلة الجمعة واهي  
شور المكتب في نواكشوط 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-mintaga/  
 /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. الْخَلَّاقُ قَبْلَ الْعَلَّامِ  
"The creator came before the educator."

2. لَمْ مَاعُونِ وَأَسُو مَاءِ يَا بُونِ  
"Always trust your mother, even if she is a hyena."

3. أَسُو الْتَسْبِيحِ أَلْتَكْ أَلْ مَا سَفَى أَفْكَرَاشِ الْوَائِفِ  
"An old man who is lying down can often see better (more clearly) than a young person who is standing up."

4. أَلْتَمَّ لَا غَنَرَتْ مَا تَحْمَلْ كُونِ أَخْلَهْ  
"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. بَهْرُوبِ كَبْلِ الْحَوِيْ  
"If you want to run away, get going before your pursuer catches up with you."

6. أَلْمَا يَسْمَلِكْ مَا تَنْفَعْ  
"You can't do anything good for a person who doesn't obey you."

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7. ال ما شاف السماء > تَنْعَتُونَ

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

8. الشرف ما يَمَلِّ الجوف

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

9. رَكِبْ مَا آتَجِ فَالْتَبَسْ

"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 يَطْ عَطِ لَحَسَسْ يَخْنَعُ نَحْبَلْ

"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. اَنْكَلِمَ مِنْ فِيمَ مَلَاهِ اَهْلْ

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

12. اَلْ اَجْبَرِ اُمِّ مَا يَرْزُقِعِ عَدَاتْ

"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	تعجيل	اجها د
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	عَد
address (n.)	عنوان
admit	ادخل
afraid	خائف
after	بعد
afternoon	مساء
again	مرة ثانية
against	ضد
ago	
agree	وافق على
agriculture	زراعة
agricultural project	مشروع زراعي
aid (n )	تعاون

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aid (v)	عازن
air	هوا
airplane	طير
airport	مطار
all	كل
allow (v.)	فلى
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

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

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

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

bed	مَتَكَة	غَرَّاش
bedroom	بَيْتِ اَرْقَاد	
beer	بِيرَة	
beet	بَتْرَاف	
before	اَقْبَل	سَابِق
begin	بَدَأ	تَسَنَّت
behind	اَوْرَا	
believe	ظَنُّ	
belong	لَ	
below	تَحْت	
belt	مَحْزَن	
beside	اَحْذ	
best	اَخْيَر	
better	اَخْيَر	
between	بَيْن	
big	اَكْبَر	

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	افضر
boat	سفينة
body	جلد جسم
boil (v)	غلى
bone	عظم
book	كتاب



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

broom	بليّة
brother	اخ
brush (n)	سّراح
bucket	سبيوة
build	بنى
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)	تلفرام
call (v.)	مَدَّ
called, named	اقال
camel (n.m.)	اجمل
(n.f.)	ناقة
(pl.)	اجمال
camera	مَلِينَة الصُّویر
can (able) (v.)	قد
can (tin) (n)	بطی
can opener (n)	فتاح
cancel	ألغى
capital (n)	عاصمة
car (auto)	وارة
care (for) (v.)	تَدَقَّقْ
careful	حاذر

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

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chalk	طباشير
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	سجاريات
cinema	سينما

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

## GLOSSARY

## ENGLISH-HASSANIYA

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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	مريح
common	عادي
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.)	انضب طيب
cooker, stove	البوي
cool (adj.)	مستبرد
cooperate, help (v.)	بماون
cooperative	تعاونية
copy (v.)	اكتب
corn, maize	مكة



## GLOSSARY

## ENGLISH-HASSANIYA

corner (n.)	ماشي
cost (v.)	يسق
cotton	قطن
cough (n.)	كوة
could (v.)	ايد يمكن
count (v.)	احسب
counterpart, colleague	زميل
country	بلد
course (n.)	قسم درس
court	ساعة
cousin	ولد عم
cous-cous	كسكس
cover (v.)	اغطي
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	طامس	امظلم
date (eating) (n.)		تمر
daughter		منة
dawn (n.)		فجر
day		يوم
dead (adj.)		فني
deal (n.)		مهمة
December		ديسمبر
decide	حزم	قرر

deep	طويل	عميق
dehydrated		مستحيم
delay (v.)		تأخر
delivery		غلام
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	الكشف
dish (n.)	بيرة
distance	مسافة
district, region	منطقة
do	عمل
doctor (m.)	طبيب
dog	كلب
dollar	دولار
door	باب
double	ضم امدربل

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

duty	واجب	مهمة
<u>E</u>		
each/every		كلّ
ear		اذن
early		بالعجلة
earth		اتراب
easy		سهل
eat		اوكل
education		التعليم
egg		بيض
eggs (reproductive)		بيض
eight		ثمانية
eighteen		اثنين عش
eighty		ثمانين
electricity		كهرباء
eleven		احد عشر

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	معدل امر
factory	مصنع
fair (equal)	امسقم
faith	إيمان
fall (v.)	إطبع
family	عائلة اسرة
famous	شايع
far	ابعيد
farmer	فلاح
fast (v.)	صام
fast (adj.)	بالعجل
fat	أسمين
father	بو
fatigue	تعب



## GLOSSARY

## ENGLISH-HASSANIYA

favor (n.)		الخير
favorite	أخير	أشبه
fear (v.)	إذل	انخلع
February		فبراير
aces		مخراج
feel (v.)		إحس
feet		كرين
fence		صايق
fertilizer	عصرى	انجوى
fetus		جنين
fever		حمى
few		إقليل
field	هرث	مقل
fifteen		خمسة عشر
fifty		خمسين
fight (v.)		تعارك

figure (v.)		أوجه
fill (v.)		أعلى
film (n.)		فلم
finally	أخيراً	من تال
find (v.)		أجبر
fine (well) (adj.)	متحرك زرين	لا باس
finger (n.)		أصبع
finish (v.)		توف
finished over		وفات
fire (n.)		نار
first		لؤل
fish (n.)		موت
fit (v.)		تقر
five		خمسة
fix repair	عذل	صنع
flavor		مسك

floor	الْفَتْراب	فتراب
flower		نَوَّار
fly (v.)		إِظِير
follow	إِتْلَب	تبع
food		عَيْش
foot		كِرْع
for to		لَ
force (n.)		قَوَّة
foreign		اِجْنَبِي
forest		غَاب
forget		نَسِيَ
fork		فَرَسْت
form (n.)		شَكْل
forty		أَرْبَعِينَ
forward		الْقَدَّام
four		أَرْبَعَة

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

gasoline	وقيد	إصانعى
gas station	محطة الوقيد	
garden (n.)	بستان	
gate	باب	مدخل
general (adj.)	عام	
generator	جنيرتير	
geography	جيوغرافيا	
get (v.)	إحصل على	
get in (v.)	إركب	
get up	إقوم	
ghost	ظهور	
gift	هدية	
girl	بنت	
give	اعطى	
glad	فرحان	
glass (drinking)	كاس	

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

green	أخضر
grocery	بقالة
group (n.)	اجتماع
grow	كبر
growth	نمو
guard (n.)	حراسة
guide (n.)	قود
gun	مدفع
<u>H</u>	
hair	رأس
haircut	تقصير
hairdresser	ملاقي
half	نصف
hand (n.)	يد
hang	علق
happen	اقتل

happy	مسرور	فرمان
hard	أمتين	واعر
hat		هولي
have (v.)		حند
have breakfast		اصطبح
have dinner		اتحشى
have lunch		اتغدى
head		راس
headache		وجع الراس
health		صحة
hear		اسمع
heart		قلب
heat (n.)		ممان
heavy		ثقیل
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.)		تحتي
horse		فوس
hospital		طب
hot		هامي
hotel	فندق	اوتيل
hour		ساعة

house	دار
how	كيف
how many	كم
how much	باش
however	لكن
human	انسان
humid	مبلول رالب
hundred	مئة
hundred kilos	بريق
hungry	جعان
hunt	صيد
hunter	عتاد
hurry (v.)	أعجل
hurt (v.)	إعطب
husband	زوج

I		
I		أنا
ice		أقلاص
idea	تخمين	فكرة
if		إلّا
ill	مريض	مريض
important		مهم
in		في
include		ضمّن
increase (v.)		ازيد
industry		صناعة
infection		تلوث
in front of		قدام
inhabitant		سكان
injection		دقة
in order to		يكان

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

## GLOSSARY

## ENGLISH-HASSANIYA

job	شغلة	عمل
join		اخلط
joke (n.)	نكتة	هزق
joy		فرح
juice		عصير
July		برلي
June		يوني
<u>K</u>		
keep		حرس
kettle		براد
key		مفتاح
kill (v.)		اقتل
kilo		كيلو
kilometer		كيلو متر
kind (n.)	شكل	نوع
king		ملك

kinsperson		اقارب
kiss (v.)	صافح	قَبَّلَ
kitchen		مطبخ
knee		ركبة
knife	مديّة	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		أكبر
last (adj.)		أخير

## GLOSSARY

## ENGLISH-HASSANIYA

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

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



locust	جرار
long (adj.)	طويل
look (v.)	فهرس
look at	نظر
look for	الدر
lose	مر وعد
lost	ضائع واقع
love (v.)	حب ابقى
lover	حبيب
low	قار
lower (v.)	خفض انقص
lunch	غداء
lungs	رئة
<u>M</u>	
machine	مكنة
magazine	مريدة

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	تزوج
married	متزوج
mat	حصيرة
matches	علمت
material	مواد

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

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

نظام

## GLOSSARY

## ENGLISH-HASSANIYA

Mr. (Mister)	سيّد
Mrs. Ms.	سيّدة
moderate	معندل
modern	حديث
moment	وقت
Monday	يوم الاثنين
money	فضّة
month	شهر
moon	قمر
more	اكتر
morning	صباح
mosque	مسجد
mosquito	ناموس
most	الاكثر
mother	امّ
motor	منور

mountain	جبل	كدي
mouse		فار
mouth		فم
move (v.)		حرک
movie		سينما
much		ياسر
music		مر سيقى
Muslim(s)		مسلمين
must (v.)		واجب
<u>N</u>		
name (n.)		اسم
named called		انقال
napkin		زبق
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		مار
neither		إلا
never	محال	أبداً
new	طاري	اجديد
news	طواري	اخبار
newspaper		جريدة
next	جاي	مقبل
next to/beside		احد

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



nurse (n.)

طبيبة

nursing

الطب

nutriments

عناي

O

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	راي
or nor	ولا
oranges	أدرانج
order (n.)	أمر
other	أخر
ought	واجب على
outside	مرقب
ovary	بيض

نظير وجهة تخمين

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	بیر
palm tree		نخلة
panties		سلب
pants		سروال
paper	نا غط	ورق
parasites worms		دود
part (n.)		قسم
party (n.)		حفلة

pass (v.)		اخطّ
past (n.)		الماضي
paternal uncle		عمّ
pay (v.)		خلّى
peace		سلام
Peace Corps		عثة 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.)		لفظ
picture (n.)		صورة
piece (n.)		طش
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.)	دِير
point (n.)	نقطة
police officer	بوليس
poor	فقير
population	سكان
port	ميناء
position	موقف
possible	ممكن
postage	تيمبر
post card	بطاقة بريدية
post office	بريد
potatoes	بمدير
pour (v.)	صوب

باصح

بوسطة

## GLOSSARY

## ENGLISH-HASSANIYA

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		رزدار
razor blade		لنست
reach (v.)		الحق
read (v.)		اقرا
ready (adj.)	ما صل	مستعد
real	سحيح	واقع
realize		افطن
really	حق	مفيدة
reason (n.)		سبب
receive		تلقي
record (phonograph)		دسك
red		احمر

refrigerator		فریجیدیر
refuse (v.)		امتنع
region; district		منطقه
religion		دین
remain		اھن
remember	اتھبل	تذکر
rent (v.)		اکرن
repair; fix	عدل	صترع
repeat		عل
reply (v.)		جاوب
require	جتم	وجب علی
resemble		سسانہ
rest (v.)		استراح
restaurant	رستوران	مطعم
result (n.)		نتیجہ
resume (v.)	تھیں	لخصی

return (v.)	رجع
rice	مارو
rich	اسمين في الدنيا ثني
ride (v.)	اركب
right (correct)	صالح سحيح
right (direction)	يمين
rise (v.)	رفع
river	نهر
road	طريق
rock	سخره
room	بيت
rope	جبل
rub (v.)	امسح
rug	زربي
rule, regulation (n.)	قاعدة
run (v.)	جري

rush (v.)

اعجل

S

sack

استقيب

safe

مانع اقروور

salad lettuce

سلط

salt

ملح

same

مشاور

sand

لحي

اراب

sandals

نعال

Saturday

يوم السبت

save

اسدر

saucer

قدح

Saudi

سعودي

saw (n.)

قطاية

say (v.)

قال

say hello

سلم على

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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	عبد

service (n.)	عمل	خدمة
set (v.)		جعل
seven		سبعة
seventeen		سبعتمش
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		نعاله
shop (n.)		بوتيق
shopkeeper		تاجر
short (adj.)		قصير
should (v.)		مال
shoulder		منكب
shovel		ابيل
show (v.)		نعت
shower (n.)	اسحوم	دوش
sick	مربوع	مريضي
sickness		مريض
side (n.)	زر	حائب
sign (n.)		رمز
silk		حرير
silver		فضة

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simple	بسيط
since	من
sink (kitchen)	لفابو
sing	غنى
single	عازب
Sir	سيّد
sister	أخت
sit	قعد
sitting room	سالون
six	ستّة
sixteen	ستّعش
sixty	ستّين
size	قاعة
skin	جلد
skirt	جوب
sky	سماء



slacks	سروران
sleep (v.)	رقوع
slip (v.)	سال
slow (adj.)	رايي
slowly	بشور
small	اسقىير
smallpox	جدري
smell (v.)	شتم
smile (v.)	تبسم
smoke (v.)	الكي
so	اذا
soap	صابون
sock	شوست
soft	كذب املس
soil (n.)	أرضى
sold	بيوع

soldier	صندري
someone	حد
something	شي
sometimes	مرة مرة
son	ولد
song	غناي
soon	قريباً
sorghum	ازرع
sort (n.)	نوع
soul	النفيس
sound (n.)	سموت
south	جنوب
space (n.)	مكان فضاء
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	محطة استا سيون
stay (remain)	أرتب احنا
step (n.)	خطوة
stick (n.)	دبوس
still	مازال

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

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.)		مفاجأة
sweet (adj.)		حلو

system

نظام

T

table

طابلة

tailor

خياط

take (v.)

اقتبض

talk (v.)

نكلم

tall

لويل

tape recorder

مسجلة

taste (v.)

ذاق

teach

قرّ

tea

ورقة

اتاي

teapot

مفرج

tear (rip) (v.)

سّق

telegram

برق

telephone (n.)

هاتف

television

تلفزيون

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

those	ذوڪ
though	امع كون
thought (n.)	تخمينه
thousand	الف
thread	ضبط
three	ثلاثة
through	نقر
ticket	تذكرة
tie (v.)	اعزم
time (clock) (n.)	وقت زمن
tip (n.)	كري
tire (n.)	الكراع الواة
tired	فتران
to (towards)	شور الى
together	فبلد
tooth	سن



toothache	او جميع السنين
toothbrush	بروشى
tobacco	منيج
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.)	لعة
trade (v.)	بدل
train (n.)	قطار

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

## GLOSSARY

## ENGLISH..JASSANIYA

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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	م

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

wallet	كلم	كذب
want (v.)		ابغى
war (n.)	دقيقة	فتنة
warm		دافئ
wash (v.)		غسل
watch (v.)		مرصو
watch (wrist)	ساعة	وقفة
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

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well (water)	حاسي
well, good	زین
west	سا حل
wet	مبلول
what	أش
wheat	قمح
when (question word)	متین
where (question word)	اینتا
whether	لو کان
which (question word)	اینتا
while	محدن
white	ابیضی
who (question word)	من
who (relative pronoun)	اللي
whole	کامل
whooping cough	تسوق

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

wood	خشب	مطب
wool	صوف	
word	كلمة	
work (v.)	عمل	استغل
work; job (n.)	شغلة	عمل
world	عالم	
World Bank	البنك الدولي	
worms parasites	دود	
worst	التردي	
worth (v.)	تسوى	
would (v.)	اخذ	يمكن
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	اسقىر
<u>Z</u>		
zero	سرور	صفر
zipper		

## IDIOMS AND EXPRESSIONS

### A

All right, OK

طيب

زين

ايوا

Anything else?

واش

### B

By God!

والله

By the way

قتلك

### D

Don't interrupt, let me continue

Day after tomorrow (the)

حيني شوي  
إنتهار اللي ما عود الصبح

### E

Excuse me? pardon me?

اش قلت

يا

نعم

### F

From time to time

مرة مرة

Fine

معلوم

لا بأس

زين

\*298\*

## G

Give me

عليّني الاله

Give me a little more

زيدني شوي

God willing

إن 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  
تاك

Here you are, here you go

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 الهواء

# 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

نو بعني كرشي

تسرر فنا

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"

طَيِّب

زين

بيتكم

طبعاً

ايوا

بيتي

P

Pardon me? Excuse me?

Please

نعم

فضلك

من

S

Say, tell me, by the way

Slowly

Something like this

Straight ahead

قلك

بشور

هذا

مثل

شي

اقبال

طول

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...

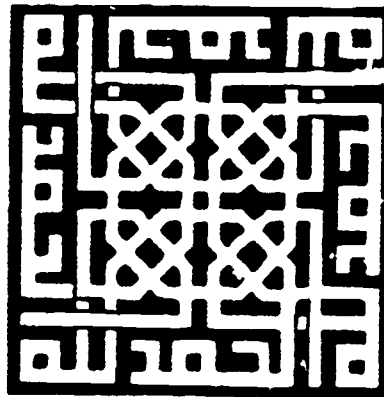
هاني شوي  
اش معنى هذا  
شبهو الوقت  
سخالق  
شبهو هذا  
اش طاري  
مالك؟  
مين؟

## Y

Yes

نعم

اھيه



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

GPO 868-149

\*302\*

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