Higher Secondary Course

SYRIAC

CLASS - XII

Government of Kerala
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT), Kerala

2015
THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagy-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.
To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Prepared by:
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Foreword

Syriac is an important branch of the Semitic family of languages. It has been in continuous use since the 11th century BC. It became the Lingua Franca of the Near East from the 6th century BC onwards. There emerged a large body of literature from 3rd to 13th century AD and it is still used today as the literary language, liturgical language and as a language of communication in certain places.

This textbook has been developed giving opportunity to the learners to communicate and interact among themselves and with the teacher to a great extent, and consequently to know about Syriac Language and Literature. Each lesson has a central theme. The themes are presented through an entry activity that indicates what the lesson is about, discourses and different life-situations in the form of classroom activities. Due emphasis on the grammatical knowledge is also in the book. The Text Book for Standard XII also aims at the expansion of learners’ vocabulary, grammatical competence and communication ability through learner-centred, process-oriented and activity-based teaching-learning process.

Hope the learners will make the best use of this textbook and develop interest in the study of Syriac Language and Literature to the great extent possible.

Dr. S. Raveendran Nair
Director - SCERT
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CONTENTS

Unit 1  7
Unit 2  28
Unit 3  45
Unit 4  59
Unit 5  76
Unit 6  89
Unit 7  Development of Syriac tradition in India  104
Unit 8  Development of East Syriac and West Syriac in Kerala  113
ICONS USED

Activities

Assignments
“Habit is the intersection of knowledge (What to do), skill (How to do), and desire (Want to do).” Stephen R. Covey

Through the transaction of this unit, it is aimed that the students acquire the ability to face the difficult situations and challenges in life that they may encounter. The first unit consists of three lessons. First lesson is the story of a shepherd and a wolf. It is about a shepherd who practised his profession with courage and firm determination even in a difficult situation. The author says, “every one is wise in his own workmanship.” The second and third lessons have been included to explain the language elements and .

LEARNING OUTCOMES

After the completion of unit 1, the learner will be able to

1. 1. read the given text and answer the comprehension questions
1. 2. use the vocabulary in appropriate situations
1. 3. identify one’s own talent and appreciate the talents of others
1. 4. evaluate the theme of the lesson
1. 5. categorize singular and plural numbers and masculine and feminine genders of nouns and adjectives from the given passage
1. 6. use nouns and adjectives as per number and gender
1. 7. classify the words according to its ending. Example
On the basis of the above pictures, discuss the following question:

ما سبب انتخاب هذه الصور؟
We have seen in the above activity, different persons from different walks of life, exercising different skills. While carrying out the task, that are part of one’s profession, one should not yield to pressure, but take decisions in a prudent and just manner. Read the following story to know how the different characters exercise their skills in a particular life situation.
لا تظلموا أحدًا في الأمر، فكلمة حكمة.

أخرج كل من نحن: أن يجعل حكمةً. أُمرَّ حكمةً.
وَبِمَّبَريَّ خُضْبَا وَبِمَّبَريَّ عَلَّهَا لَا أَمْرُهَا، كَرَفُّ.
مَحَوْحَا يَبِيَّ خُضْبَا وَكَرَفُّ حَآوْخُكَهَا، أَسْتَمِر.
Answer the following questions:

1. ܐܳܗܰܠܳܐ ܘ ܚܳܐ ܒ ܓ ܗܳܐ ?
2. ܗܳܐ ܚܳܐ ܘ ܓ ܗܳܐ ?
3. ܗܳܐ ܚܳܐ ܒ ܓ ܗܳܐ ?
4. ܚܳܐ ܚܳܐ ܒ ܓ ܗܳܐ ?
5. ܚܳܐ ܚܳܐ ܒ ܓ ܗܳܐ ?

New Words

ܒ ܓ ܗܳܐ = shepherd
ܣܐ = he saw
ܐ ൅ = wolf
ܒ = he fell, fell down
ܚܳܐ = a flock, sheep
ܚܳܐ = sheep
ܚܳܐ = burst asunder, be ripped up. ܦܗܳܐ = tear open, rip up
ܫܳܡܐ = life, vitality, living creature, animal
ܫܳܡܐ (ܫܳܡܳܐ) = powerful, strong
1.1. Find out the words related to sheep based on the lesson the "shepherd and the wolf".

1.2. Find out similar passages in the Syriac Bible and make a chart of the sheep-related words.

1.3. Compare and contrast

Study the following

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<td></td>
</tr>
</tbody>
</table>

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plaintext

calcula

אַחֵמ: מֵאַל אָל מֵאָl?

הָזָה: מֵאַל אָל מֵאָl.
اهبِنَ: مَعَبَوْ؟ ما كُنْتُ؟
هَيْ: مَكْنَّكُ أَنَا، تْمَا.

اهبِنَ: مَنِي؟ مَا كُنْتُ؟
هَيْ: مَا كُنْنَا، تْمَا.

اهبِنَ: مَنِي؟ أَنَا، تْمَا؟
هَيْ: مَا كُنْنَا، تْمَا.
1.4. Prepare an interview with two of your friends using questions like

- من هو خصمانك؟
- من هو رجولك (خالد، موه، إيهام، مهند، ....)؟
- أي ملده أنت؟

to find out their names, hobbies, possessions etc.

**Formation of plural nouns**

الجمع بعد

- مكتباً
- مكتباً
- مكتباً
- مكتباً
- مكتبين
- مكتبين
- مكتبين
- مكتبين
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- مكتبين
- مكتبين
- مكتبين

- مكتباً
- مكتباً
- مكتباً
- مكتباً
Words ending in ِ form their plural by changing the vowel into ِ. Words ending in ُِ form their plural by adding an additional vowel ُ to the letter that just precedes ُِ. Words ending in ُُِ are changed into ُُُِ: and those ending in ُُُُِ into ُُُُِ in forming the plural number

Note the exceptional nouns:
1.5. State the difference between the following words:

\[\text{سُكَّانُ} \quad \text{سُكَّانٌ} \quad \text{سُكَّانِ} \quad \text{سُكَّانِي} \quad \text{سُكَّانِكَ} \quad \text{سُكَّانِهِ} \quad \text{سُكَّانِهِمَّ} \]

1.6. Read the following passage and complete the table.

\[\begin{align*}
\text{أَمَا} & \text{سُكَّانُنا} \text{ سُكَّانَهُم} \text{ سُكَّانُهُمْ} \text{ سُكَّانُهُمْ} \text{ سُكَّانُهُم} \text{ سُكَّانُهُمْ} \\
\text{فَإِنَّهُ} & \text{ وَسُكَّانُهُم} \text{ وَسُكَّانُهُمْ} \text{ وَسُكَّانُهُمْ} \text{ وَسُكَّانُهُم} \text{ وَسُكَّانُهُمْ} \\
\text{كُلُّهُمَا} & \text{ كُلُّهُمْ} \text{ كُلُّهُمْ} \text{ كُلُّهُمْ} \text{ كُلُّهُمْ} \text{ كُلُّهُمْ} \\
\text{لَكُنَا} & \text{ لَكُنَا} \text{ لَكُنَا} \text{ لَكُنَا} \text{ لَكُنَا} \text{ لَكُنَا} \\
\end{align*}\]

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Masculine</th>
<th>Feminine</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>لَحَّةُ</td>
<td>لَحَّةٌ</td>
<td>لَحَّةٌ</td>
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<td>مَكْشُوْثاً</td>
<td>مَكْشُوْثَةً</td>
<td>مَكْشُوْثَةً</td>
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<td>مَسْكُنَّة</td>
<td>مَسْكُنَّة</td>
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<td>مَسْكُنَّة</td>
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<tr>
<td>بَيْدَأَ</td>
<td>بَيْدَأَة</td>
<td>بَيْدَأَة</td>
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<tr>
<td>لِكُنَا</td>
<td>لِكُنَاة</td>
<td>لِكُنَاة</td>
</tr>
</tbody>
</table>
1.7. Write down some singular words and their plural forms, taken from this unit.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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</tbody>
</table>
حُمْسَا لَحَا

أَنَا أُمِّي كَدْ أُحْنَا لَحَا لَحَا فَحَا لَحَا
أَنَا أُمِّي كَدْ أُحْنَا مَهْيَنَا مَهْيَنَا
سَلَّمَا وَسَلَّمَا بِهِدَ أَمَّأَمِي هَيْنَا حَبَّانَا فَحَا هَيْنَا.
سَلَّمَا وَسَلَّمَا بِهِدَ أَمَّأَمِي هَيْنَا مَهْيَنَا
أَهْ سَلَّمَا وَسَلَّمَا بِهِدَ أَمَّأَمِي مَهْيَنَا
1.8. Make a family tree using the words of above passage:

There are two genders - masculine and feminine. Some nouns are found in both genders and are hence called common nouns. Masculine by termination are generally the nouns ending in لّ not preceded by لس : 

E.g. دَرْسَة Book

Lesson

Feminine by termination are generally the nouns ending in ل : 

E.g. لَحَسَنَة Good

Valentine

Queen

Exception : Feminine with ل ending:

أُمَّا

Mother

أُمُّا

Mother
Masculine with ٩ endings:
**Formation of the Feminine**

The general rule for the formation of the feminine is by the addition of ُٰ to the masculine after dropping its ذ.

eg. ُٰحَّدَّا - ُٰحَّدَّا

Words ending in ئ and ٰ take ُٰ in the feminine

eg. مُسْمَعٰ - مُسْمَعٰ / حَذَّا - حَذَّا

In addition to this, in some cases an internal adjustment within the word itself is necessary for the formation of feminine gender. eg. حُذَّا - حُذَّا

Opposite numbers of a few nouns are new words, not evolved out of the parent words.

eg. أُحَا - أُحَا

The following table shows the feminine forms of some masculine nouns:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ُٰحَّدَّا</td>
<td>ُٰحَّدَّا</td>
<td>ُٰحَّدَّا</td>
<td>ُٰحَّدَّا</td>
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<td>ُٰحَذَّا</td>
<td>ُٰحَذَّا</td>
<td>ُٰحَذَّا</td>
<td>ُٰحَذَّا</td>
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<td>مُسْمَعٰ</td>
<td>مُسْمَعٰ</td>
<td>حُذَّا</td>
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<td>حَذَّا</td>
<td>حَذَّا</td>
<td>حَذَّا</td>
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<tr>
<td>سَعَدا</td>
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<td>سَعَدا</td>
<td>سَعَدا</td>
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<tr>
<td>أُحَا</td>
<td>أُحَا</td>
<td>أُحَا</td>
<td>أُحَا</td>
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<tr>
<td>بَشَدا</td>
<td>بَشَدا</td>
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<td>بَشَدا</td>
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<tr>
<td>مُسْمَعٰ</td>
<td>مُسْمَعٰ</td>
<td>حَذَّا</td>
<td>حَذَّا</td>
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<tr>
<td>حَا</td>
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</table>
1. 9. Write down the masculine words and their feminine forms, found in this unit

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</table>
1. A. Explain the following

2. B. Translate into English:

3. C. Choose the correct word from the brackets and complete the sentences:

4. D. Complete the following choosing the words given in brackets:
1. E. Use the appropriate words and make meaningful sentences:

1. لاَّ يَدْخُلُ حَا: لاَّ يَدْخُلُ حَا

2. لَا يَدْخُلُ حَا: لاَّ يَدْخُلُ حَا (يَدْخُلُ حَا)

3. لَا يَدْخُلُ حَا: لَا يَدْخُلُ حَا

4. لاَّ يَدْخُلُ حَا: لاَّ يَدْخُلُ حَا

1. F. Insert the suitable words and make sentences in Syriac:

1. لَا يَدْخُلُ حَا: لَا يَدْخُلُ حَا

2. لَا يَدْخُلُ حَا: لَا يَدْخُلُ حَا

3. لَا يَدْخُلُ حَا: لَا يَدْخُلُ حَا

4. لَا يَدْخُلُ حَا: لَا يَدْخُلُ حَا

1. G. Complete the following with suitable words:

1. أَيْلاَ أَمْرًا: أَيْلاَ أَمْرًا

2. أَيْلاَ حُبُّ: أَيْلاَ حُبُّ

3. أَيْلاَ حُبُّ: أَيْلاَ حُبُّ

4. أَيْلاَ حُبُّ: أَيْلاَ حُبُّ

1. H. Complete the sentences with the correct word that agrees with the subject:

1. إِسْتَاَحْلَاءُ: إِسْتَاَحْلَاءُ

2. أَمْكَ لَحَدُّ: أَمْكَ لَحَدُّ

3. أَثَالَ: أَثَالَ
4. حَبّا مَحِبَّتُنا : حَبّنا ........

1. I. Complete the following sentences choosing the correct word from the bracket:

(حتنا لَكِنَّا نُغَا أَمْذا حَنَا مَحْمَا)

1. لَكِنَّا شِمْ : .......... سَيْر

2. حَنَا يُمِّي : ........... لَأَنْيِم

.............

3. حَنَا أَحْيَا : شُعْوَا ..

4. حَنَا شِمْ : ........... سَيْر

5. هَمْ سَكَتْنا : هُمْ .........

1. J. Rewrite the following sentences changing the underlined words (masculine forms) into (feminine forms) and vice versa. Follow the example:

أَيْهُ لَكِنَا أَيْه
أَيْهُ لَكِنَّا أَيْه

1. أَيْهُ إِنا سَكَتْنا

2. أَيْهُ لَكِنَّا أَيْه

3. أَيْهُ سَكَتْنا

4. سَيْرُ سَكَتْنا

5. سَيْرُ سَكَتْنا
1. K. Complete the following sentences with the correct words:

1. 

2. 

3. 

4. 

1. L. Complete the sentences choosing correct word that agrees with the subject:

1. 

2. 

3. 

4. 

1. M. Write the appropriate words and make meaningful sentences:

1. 

2. 

3. 

4. 

1. N. Write the appropriate words and make meaningful sentences:

1. 

2. 

3. 

4. 
### Self-Evaluation

<table>
<thead>
<tr>
<th></th>
<th>completely</th>
<th>partially</th>
<th>cannot</th>
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<tbody>
<tr>
<td>*The students can read the lesson</td>
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<td>*The students can respond to the comprehension questions</td>
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<tr>
<td>*The students can read and comprehend simple unknown passages</td>
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<tr>
<td>*The students can categorize singular and plural nouns and adjectives</td>
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<tr>
<td>*The students can classify the words they have learnt according to their endings</td>
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</tbody>
</table>

### ABOUT THE AUTHOR

This story has been taken from the famous collection of “Aesop’s Fables.” Aesop was a Greek slave who lived in the island of Samos in the Aegean Sea. Despite being a slave, Aesop was clever and prudent. The characters of his stories were mainly animals and birds, who talked like men. These fables were first transmitted through oral tradition. The famous poet Babrees wrote them and got them published in 1479. Aesop’s fables claim a very important place in world literature. These simple stories, which convey great moral lessons, are enjoyed by both children and elders alike.

![Aesop](image)

**Aesop**
(Ca. 620 BC – 560 BC)
Unit 2

“What’s in a name? that which we call a rose
By any other name would smell as sweet.”
William Shakespeare

This unit aims to inculcate in the students a capacity to understand the nobility of life on the earth. Nothing in this world is insignificant. Three lessons have been included in the unit. The first lesson is a story of a stag. It rejoiced at the beauty of its horns, but was ashamed of the thinness of its legs. But when the stag is in danger, the thin legs prove to be of great help, where as the horns it had been proud of, land it in trouble. The author says “no one shall praise anything, except that which is found to be helpful to him by experience.” The second and third lessons carry important items of grammar, and

LEARNING OUTCOMES

After the completion of unit 2, the learner will be able to
2. 1. comprehend and write the qualities of a good personality.
2. 2. identify the prepositions in Syriac
2. 3. classify the prepositions into first and second categories
2. 4. write the pronominal suffixes, added to the prepositions of different categories
2. 5. identify the suffixes, that are added to the prepositions
2. 6. list the prepositions which take the singular pronominal suffixes and the prepositions which take the plural pronominal suffixes
2. 7. use the suffixed forms of prepositions in different situations

2. 8. comment on the message of the lesson “no one shall praise anything, except that which is found to be helpful to him by experience.”

2. 9. write small sentences using preposition
Discuss:

لا تَعْبَرَ النَّاسُ ﻟِأَرْمَاءً؟
لا تَعْبَرَ النَّاسُ ﻟِأَرْمَاءً حَبْبَاء؟

Read the following
لا يرضى نوح أسلوب الرعد، حيث هو خبيث. وتعدداً شنقاً، هما سناً لاكتشافه جحده ماناً. كلاً مكشداً وحنوكه تجاري ألمكي. تحداداً وتحتبسه في ع /^(١) نوداً. حجم مجد نزباً حكماً حكماً.
قَصَتْ بِحَفَّةٍ رَمْزًا عَنْ أَمَانَةٍ نَّفْسٍ. كَبْرَ بِمَحَفَّةٍ كَحْلًا: أَلْتَبَتْ حَذَّرَتْ هَدْيَةٍ. حَلَّتْ كَحْلًا وَقَصَةٍ، وَأَمَانَةٍ رَمْزًا لَكُلُّ مُجَلُّهَ.
Answer the following questions:

1. صَلَّا أَمَّلُ حَجَّمْنَا؟
2. حَجَّمْنَا أَمَّلُ وَالَّذِينَ نَفَحَّمُ حَجِّمْنَا؟
3. حَجَّمْنَا سَلَّا أَمَّلُ؟
4. حَجَّمْنَا حَجِّمْنَا مَيْ هَذِهْ؟
5. حَجَّمْنَا أَمَّلُ بِمَا حَجَّمْنَا؟

New Words

= to be thirsty, to be dry
= he was thirsty
= he went down, descended, dismounted, alighted
= spring, fount, fountain, source
past and imperative are always written with prosthetic Aleph
= he drank (imbibed, sucked in)
= a shadow, shade
חַסְךָּ = thinness, leanness
חָסְךָּ = loathe, be weary, be out of heart with
ֻ or = be out of heart, grieved
אִמְלָּ = state, magnificence, luxury, pomp, pride of person, joys, delights
אֵת = a horn
סָּּ = be glad, rejoice with
אָּ = take, seize, lay hold on with
אֶּּ = be seized, caught
הָּּּּ = come unaware, fall suddenly upon, come quickly, occur unexpectedly, jump upon
ַַּ = how much, how many
כַּּּ = as much, as many, as far, as long
חֶּּּּ = plain, broad valley, level tract
יְּּּּּ = journey, travel, go forward, move along
אָּ = win over, defeat
חָּּּּ = dense forest
דֶּּּּ = tread upon
אֵּּּּּּּּ = thrash corn, follow closely, overtake, seize
2.1. The students can write a dialogue between the legs and the horns of the stag and enact it in the classroom.

2.2. Draw a chart and identify the words conveying the meaning correctly.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَكُوِّنُهُ</td>
<td>His legs</td>
</tr>
</tbody>
</table>
2.3. Find out the homophones in the lesson and differentiate them with the help of a Syriac dictionary.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ܟ݄ܢܐ</td>
<td>ܐܒܵܐ</td>
</tr>
</tbody>
</table>

2.4. Make a story on the basis of the following theme.

 وقال إن فيه خاصا لله كحائط محضينا محبوبا فضنه كله وبالنها تصبح رفعها قننحا

Read the following passage:

(Lk 22:26) 

(Mt 12:30)

(Mt 15:12)

(Mt 11:2)

Find out the specialties of the words:

We have identified ܬ, ܕ, ܒ and ܠ as prepositions in the earlier lesson. When these letters are used as prepositions they are prefixed to their
objects. There are other prepositions which are separate words, as in English. The following are the important prepositions in Syriac.

<table>
<thead>
<tr>
<th>Syriac</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ܡܨ̱ܨ</td>
<td>from</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>because of, for the sake of</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>at, with, near, among, towards</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>upon, over, concerning</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>before</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>after</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>behind</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>according to</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>with, to</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>with</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>or ܡܨ̱ܨ̱ܨ̱ܨ</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>(pronounced as ak) = like, as, according to etc.</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>under</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>all, every</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>against</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>through</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>instead of, for</td>
</tr>
<tr>
<td>ܡܨ̱ܨ̱ܨ̱ܨ</td>
<td>alone</td>
</tr>
</tbody>
</table>

Answer the following questions

1. أنتِ مالاً؟

وَهَلَّكَ لَحُكْمِكَ
2. آنذاك 65 صلحاً؟
65 صلحاً لحكُمًا.

3. آنذاك 66 صلحاً؟
66 صلحاً لحكُمًا.

4. آنذاك 67 صلحاً؟
67 صلحاً لحكُمًا.

5. آنذاك 68 صلحاً؟
68 صلحاً لحكُمًا.
Read and understand the following idioms

Note the following words

**INSEPARABLE PRONOUNS**

Inseparable pronouns are ‘pronominal suffixes’ added to the end of nouns, verbs and particles. They are added to the nouns to show the possessive case, to the verbs to show the personal objects of the verbs and to the particles to show their relation to the nouns. The inseparable pronouns added to prepositions can be divided into two.
## First group

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. C. ܒ with me</td>
<td>ܕ with us</td>
</tr>
<tr>
<td>II. M. ܢ with you</td>
<td>ܢ with you</td>
</tr>
<tr>
<td>II. F ܬ with you</td>
<td>ܬ with you</td>
</tr>
<tr>
<td>III. M ܗ with him</td>
<td>ܗ with them</td>
</tr>
<tr>
<td>III. F ܕ with her</td>
<td>ܕ with them</td>
</tr>
</tbody>
</table>

Prepositions which take the **first group:**

<table>
<thead>
<tr>
<th>ܒ</th>
<th>ܕ</th>
<th>ܢ</th>
<th>ܬ</th>
<th>ܗ</th>
<th>ܕ</th>
<th>ܕ</th>
<th>ܕ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
<td>ܬ</td>
<td>ܗ</td>
<td>ܕ</td>
<td>ܕ</td>
<td>ܕ</td>
</tr>
<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
<td>ܬ</td>
<td>ܗ</td>
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<td>ܕ</td>
<td>ܕ</td>
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<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
<td>ܬ</td>
<td>ܗ</td>
<td>ܕ</td>
<td>ܕ</td>
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<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
<td>ܬ</td>
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<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
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<tr>
<td>ܒ</td>
<td>ܕ</td>
<td>ܢ</td>
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<td>ܒ</td>
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<td>ܢ</td>
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<td>ܢ</td>
<td>ܬ</td>
<td>ܗ</td>
<td>ܕ</td>
<td>ܕ</td>
<td>ܕ</td>
</tr>
</tbody>
</table>

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2. Second group

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. C</td>
<td></td>
</tr>
<tr>
<td>II. M</td>
<td></td>
</tr>
<tr>
<td>II. F</td>
<td></td>
</tr>
<tr>
<td>III. M</td>
<td></td>
</tr>
<tr>
<td>III. F</td>
<td></td>
</tr>
</tbody>
</table>

Prepositions which take the second group:

<p>| | | | |</p>
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<th></th>
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</tr>
</tbody>
</table>

for me
for you
for you
for him
for her
for us
for you
for you
for them
for them
2. 5. Give grammatical construction of the following sentences:

1. أَقْصِعْ سَكَّيْبَمُ
2. مُجَّلَّاءَ حُسِّمَ
3. مُحَلَّاءَ مَعْنَصَمُ
4. ذَلِّلَّ قُضَيْمَ مُحْصُمًا
5. مَدَّ أَوْلَمَ حَكَمَ
6. صَبَر مُحَحْصُمَ

2. A. Comment on the following:-

مَكَّدَ سَكَّيْبَمُ وَقَيْنَ أَمَّا بِحَكَمَةِ مُحَفَّزٍ سَيْتَ
مَكَّدَ بِفَاتِرُ مُحَقَّمًا أَحْبَأَهَا

2. B. Translate into English:

1. نَسَلَ حَكْمَةً
2. مُفَهَّمَةَ وَمُنْذِرَةً
3. مُفَهَّمَةَ وَمُنْذِرَةً
4. نَسَلَ حَكْمَةَ حَكْمَةً
5. أَشْتَكَّ وَبَحْطَا
2. C. Translate into Syriac:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Syriac</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>with them (M. P)</td>
<td>(\text{ܟܟܐܥܢ} )</td>
</tr>
<tr>
<td>2</td>
<td>from me</td>
<td>(\text{ܠܒܘܢ} )</td>
</tr>
<tr>
<td>3</td>
<td>because of you</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>4</td>
<td>towards her</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>5</td>
<td>against me</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>6</td>
<td>like me</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>7</td>
<td>instead of me</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>8</td>
<td>before you</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>9</td>
<td>for the sake of them (F. P)</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
<tr>
<td>10</td>
<td>with you (M. P)</td>
<td>(\text{ܒܬܝ} )</td>
</tr>
</tbody>
</table>

2. D. Use the appropriate form of the preposition using the personal pronoun given in brackets as the object:

1. \(\text{ܠܒܘܢ} \) (.opt) \(\text{ܟܟܐܥܢ} \)  
2. \(\text{ܠܒܘܢ} \) (opt) \(\text{ܠܒܘܢ} \)  
3. \(\text{ܠܒܘܢ} \) (opt) \(\text{ܠܒܘܢ} \)  
4. \(\text{ܠܒܘܢ} \) (opt) \(\text{ܠܒܘܢ} \)  
5. \(\text{ܠܒܘܢ} \) (opt) \(\text{ܠܒܘܢ} \)  
6. \(\text{ܠܒܘܢ} \) (opt) \(\text{ܠܒܘܢ} \)  

2. E. Fill in the blanks with the correct forms:

\[\text{ܐܚܦܐ} \] 

\[\text{\ldots\ldots\ldots\ldots\ldots\ldots\ldots} \] 

\[\text{ܐܚܦܐ} \]
2. F. Add pronominal suffixes to the following prepositions:

- 1
- 2
- 3
- 4
- 5

### Self-Evaluation

<table>
<thead>
<tr>
<th></th>
<th>completely</th>
<th>partially</th>
<th>cannot</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Student is able to write the qualities of a good personality</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The student can identify and use the prepositions</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The student can use the pronominal suffixes of prepositions</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The student can comment on the message of the lesson ‘Experience’</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 3

“A winner is someone who recognizes his God – given talents, works his tail off to develop them in to skills, and uses these skills to accomplish his goals” Larry Bird

By the transaction of this unit, the learner gets an opportunity to understand that the inborn qualities of creatures cannot be changed. But these qualities can be developed in to useful skills by constant practising. This unit also deals with the importance of aptitude. One of the characters that figure in the conversation recognizes its innate gifts and develops them to succeed in life, while fails to identify its capabilities or to develop them. The conversation ends with a dictum “one shall not imitate anything outside his nature.” The last lessons have been given to make the learners understand the use of (Personal pronouns)

LEARNING OUTCOMES

3. 1. comment on the saying “one shall not imitate anything outside his nature.”
3. 2. understand that the inborn qualities of creatures cannot be changed
3. 3. translate the new words and phrases in to English
3. 4. list the singular and plural personal pronouns with the enclitic form
3. 5. make sentences using personal pronouns such as
3.6. identify the use of 

ُـّ

and

كـذـّ as verb “to be”

3. 7. identify different forms of

ُـّ

and

كـذـّ in relation with number and gender

3. 8. write simple sentences using the suffixed forms of

ُـّ

and

كـذـّ agreeing with the subject in number and gender