KEY

to

Durūs al-lughat al-‘arabiyyah li ghair al - natiqina biha

Part I

By

Dr. V. Abdur Raheem
FOREWORD

The need for a key in English and other languages to my book Durūs al-lughat al-‘arabiyyah has long been felt. Such a key in English is now a reality al-hamdu liLlah.

Each lesson is dealt with in three sections. In the first section all the grammatical rules occurring in the lesson are explained. The second section gives a translation of the questions contained in the Exercise Section. The third section contains the vocabulary.

It is hoped that this key will greatly help those readers who wish to learn Arabic by themselves.

I will be glad to receive any suggestions from the readers, and to answer their queries. Suggestions and queries may be addressed to me c/o Islamic Foundation Trust, 78, Perambur High Road, Chennai - 600 012.

The Author
Dr. V. Abdur Raheem
Explanation of certain Grammatical Terms & Symbols

1. Fathah is the vowel sign (ـ) denoting “a”.

2. Kasrah is the vowel sign (ۚ) denoting “i”.

3. Dammah is the vowel sign (ۗ) denoting “u”.

4. Sukūn is the sign (ۘ) denoting absence of a vowel.

5. Shaddah is the sign (ۗ) denoting doubling of the letter.

   “â” is long “a” as in father.

   “ı” is long “i” as in machine.

   “û” is long “u” as in rule.
LESSON 1

In this lesson we learn the following things:

What is this?  ما هذا؟

This is a book.  هذا كتاب.

Is this a house?  هذا بيت؟

Yes, this is a house.  نعم، هذا بيت.

No, this is a mosque.  لا، هذا مسجد.

Who is this?  من هذا؟

Note:

1. هذا is pronounced حاذاً, but it is written without the first alif.

2. Arabic has no word corresponding to the English “is”, i.e. Arabic has no copula.

3. There is no word in Arabic corresponding to “a” in English as in “this is a book”. The n-sound at the end of the Arabic noun (kitābu-n, bāitu-n, masjidu-n) is the Arabic indefinite article corresponding to the English “a”/ “an”. This n-sound is called tanwín.

4. The particle ؛ placed at the beginning of a statement turns it into a question, e.g.

This is a house.  هذا بيت.

Is this a house?  هذا بيت؟
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>بيت</td>
</tr>
<tr>
<td>mosque</td>
<td>مسجد</td>
</tr>
<tr>
<td>door</td>
<td>باب</td>
</tr>
<tr>
<td>book</td>
<td>كتاب</td>
</tr>
<tr>
<td>pen</td>
<td>قلم</td>
</tr>
<tr>
<td>key</td>
<td>مفتاح</td>
</tr>
<tr>
<td>writing table</td>
<td>مكتب</td>
</tr>
<tr>
<td>bed</td>
<td>سرير</td>
</tr>
<tr>
<td>chair</td>
<td>كرسي</td>
</tr>
<tr>
<td>star</td>
<td>نجم</td>
</tr>
<tr>
<td>shirt</td>
<td>قميص</td>
</tr>
<tr>
<td>doctor</td>
<td>طبيب</td>
</tr>
<tr>
<td>boy</td>
<td>وَلَد</td>
</tr>
<tr>
<td>student</td>
<td>طالب</td>
</tr>
<tr>
<td>man</td>
<td>رجل</td>
</tr>
<tr>
<td>merchant</td>
<td>تاجر</td>
</tr>
<tr>
<td>dog</td>
<td>كلب</td>
</tr>
<tr>
<td>cat</td>
<td>قط</td>
</tr>
<tr>
<td>donkey</td>
<td>حمار</td>
</tr>
<tr>
<td>horse</td>
<td>حصان</td>
</tr>
<tr>
<td>camel</td>
<td>جمل</td>
</tr>
<tr>
<td>rooster</td>
<td>دُبُك</td>
</tr>
<tr>
<td>teacher</td>
<td>مدرِّس</td>
</tr>
<tr>
<td>kerchief</td>
<td>مُدِينِيل</td>
</tr>
</tbody>
</table>

For Personal use Only. Courtesy of Institute of the Language of the Qur'an (lugatulquran@hotmail.com), and by kind permission of Shaykh Dr. V. Abdur Raheem
LESSON 2

In this lesson, we learn the use of دَلَّك meaning “that”, and و meaning “and”, e.g.

This is a house and that is a mosque.

Note:
1. دَلَّك is pronounced دَلَّك but it is written without the alif.

2. The word و is written close to the following word.

Vocabulary

إِمَام imâm
سُكْر sugar
حِجْرَ stone
لَبَن milk
In this lesson we learn the use of the Arabic definite article «al» which corresponds to the English “the”. When the definite article «al» is prefixed to a noun naturally the indefinite article (-n) is dropped, e.g.

\[
\text{بيت} \quad \rightarrow \quad \text{بيت}
\]

\[
\text{baitu-n} \quad \rightarrow \quad \text{al-baitu}
\]

Arabic has 28 letters. Of these 14 are called Solar Letters, and the other 14 are called Lunar Letters. In the articulation of the Solar Letters the tip or the blade of the tongue is involved as in t, n, r, s, etc. The tip or the blade of the tongue does not play any part in the articulation of the Lunar Letters as in b, w, m, k, etc.

When «al» is prefixed to a noun beginning with a Solar Letter the «d» of «al» is assimilated to the Solar Letter, e.g. al-shams (the sun) is pronounced ash-shamsu. No change takes place in writing (الشمس). The assimilation is indicated by the shaddah on the first letter of the noun.

No such assimilation takes place with the Lunar Letters, e.g. al-qamaru (the moon) is pronounced al-qamaru (القمر).

Here are some more examples of the assimilation of the «d» of «al» to the Solar Letters:

- al-najmu becomes an-najmu
- al-rajulu becomes ar-rajulu
- al-diku becomes ad-diku
- al-samaku becomes as-samaku

See the table of Lunar and Solar Letters (page 19 of the Arabic book).

Note that the «a» of «al» is pronounced only when it is not preceded by another word. If it is preceded by a word it is dropped in pronunciation, though it remains in writing, e.g. al-baitu. Here the «a» is pronounced, but if it is preceded by «wa» meaning “and” the «a» is dropped and the phrase is pronounced wa l-baitu not wa al-baitu.

To indicate this omission in pronunciation this sign «ـ» is placed above the hamzah:

\[
\text{وَلَّيْتُ}
\]

The initial vowel (a, i, or u) which is omitted when preceded by a word is called hamazatu l-wasl.

The door is open.

الباب مفتوح.

The pen is broken.

القلم مكسور.
Note:
We have learnt that the tanwin is the indefinite article, and it is to be translated as "a", e.g. يَـيَـسْتُ a house. This does not apply to adjectives like مَفْتَوْحٌ "open", and مَكَسَّورٌ "broken".

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>rich</td>
<td>فَقِيرٌ</td>
</tr>
<tr>
<td>tall</td>
<td>قَصِيرٌ</td>
</tr>
<tr>
<td>cold</td>
<td>حَارٌ</td>
</tr>
<tr>
<td>sitting</td>
<td>وَاقِفٌ</td>
</tr>
<tr>
<td>new</td>
<td>قَدِيمٌ</td>
</tr>
<tr>
<td>near</td>
<td>بَعَيدٌ</td>
</tr>
<tr>
<td>clean</td>
<td>وَسِخَ</td>
</tr>
<tr>
<td>small</td>
<td>كَبِيرٌ</td>
</tr>
<tr>
<td>light</td>
<td>ثَقِيلٌ</td>
</tr>
<tr>
<td>paper</td>
<td>المَاءُ</td>
</tr>
<tr>
<td>apple</td>
<td>جَمِيلٌ</td>
</tr>
<tr>
<td>shop</td>
<td>حَلْوٌ</td>
</tr>
<tr>
<td>sick</td>
<td>مَرَيضٌ</td>
</tr>
</tbody>
</table>
Exercises:
Ex.1: (page 15)
These words are to be read and written with the correct ending, e.g.
masjidun is with tanwīn.
al-masjidu has no tanwīn.
Ex.2: (page 15)
Fill in the blanks with the words given.
Ex.3: (page 16)
Fill in the blanks with suitable words. Note that the first word in the sentence should have «al» e.g.
البيت نظيف The house is clean.
Ex.4: (page 17)
Read and write with the correct ending.
Ex.5: (page 17)
Fill in the blanks with suitable words.
Ex.6: (page 18)
Match the words in (a) with those in (b)
Ex.7: (page 20)
Read and write the words keeping in mind the rules pertaining to Solar and Lunar Letters.
LESSON 4

In this lesson we will learn the use of prepositions.

1. Arabic nouns have endings to show their functions in the sentence. The normal ending of a noun is «-u» as in

(The house is new). al-baitu jadīd-u-n

A noun with the normal ending is said to be in the nominative case. In Arabic it is called مرفوعاً.

After a preposition this ending changes to: «-i» e.g.

al-bait-u (the house)

fi l-bait-i (in the house)¹

bait-u-n (a house)

fi bait-i-n (in a house)

al-maktab-u (the table)

'ala l-maktab-i (on the table)

A noun preceded by a preposition is said to be in genitive case (in Arabic مجرور).

2. In this lesson we also learn the two pronouns: هَوَّرِ «he, it» and هِيَ «she, it».

In Arabic all nouns are either masculine or feminine.

A masculine noun is referred to by the pronoun هَوَّرِ whether it denotes a human being, an animal or a thing. e.g.

Where is the boy?

He is in the mosque.

¹ The word في has a long «ī». But when it is followed by «al» the «ī» is shortened because in Arabic long vowels are not followed by a consonant which has no vowel. (fil ⇔ fil).
Where is the book?  
"أين الكتاب؟ "

It is on the table.  
"هو على المكتب."

And a feminine noun is referred to by the pronoun "هي" whether it denotes a human being, an animal or a thing. e.g.

Where is Aminah?  
"أين أمينة؟"

She is in the house.  
"هي في البيت.

Where is the watch?  
"أين الساعة؟"

It is on the bed.  
"هي على السرير.

Most feminine nouns end with a round ta (ۤ) but there are some which do not have any ending.

» Note:

1. We have learnt that the tanwin is the indefinite article, e.g. "بيت" a house. This rule does not apply to proper nouns. So "هامي" is just "Hamid", not "a Hamid".

2. Feminine proper nouns have no tanwin, e.g. "فاطمة، زينب، أمينة"
Vocabulary

*where*  عَلَى  
room  السَّمَاءُ  
*bathroom*  الفَصَلُ  
*kitchen*  المرْحَاضُ  
*in*  في

Exercises

Ex.1: Answer the following questions (the answers are to be based on the lesson).

Ex.2: Read and write with the correct ending.

Ex.3: At the end of page 23: Read and write with the correct endings. Remember that masculine proper nouns end in «-um», and feminine proper nouns end in «-u».
LESSON 4A

In this part we learn two more prepositions: من meaning “from” and إلى meaning “to”.

- We also learn two more pronouns: أنا “I” and أنت “You”.

أنا “I” is for both masculine and feminine, e.g.

I am Muhammad.

أنا محمد.

I am Aminah.

أنا أمينة.

But أنت “you” is only for masculine singular. You will learn the feminine and plural forms later on.

- We also learn here two verbs ذهب “he went” and خرج “he went out”.

Note the Following:

Where is Bilal?

أين بلال؟

He went to the mosque.

ذهب إلى المسجد.

Bilal went to the mosque.

ذهب بلال إلى المسجد.

So ذهب means “he went” but if it is followed by a noun as the subject, the pronoun “he” is dropped.
Vocabulary

من... from.(If it is followed by آل it becomes مَنَهُ)

إلى... to

الْبَيْانُ Japan

الْصَّينُ China

الْهِنْدُ India

المَدْرَسَةُ school

مَسْتَعْقِبُ market

المَجِمَعَةُ university

المَدْرَسَيْرُ headmaster

Exercises:
Ex.1: Answer the following questions (the answers are to be based on the lesson).
Ex.2: Read and write with the correct ending.
Ex.3: Read and write.
Ex.4: Fill in the blanks with suitable propositions.
LESSON 5

In this lesson we learn the following:

1. Bilāl’s book (kitābu bilāl-i-n)

The imâm’s house (bait-u l-imam-i)

In the first word is the thing possessd.

It is called mudāf. The second word bilāl is the possessor. It is called mudāf ilaihi.

Note:

a) that the mudāf takes neither the definite nor the indefinite article. So it is wrong to say 

b) the mudāf ilaihi is in the genitive case. It can have tanwîn as in the first example or

” whose book?”. Note that mān is not in the genitive case because it is

Note that māktub is in the genitive case because of the

the preposition and 

māktub is in the genitive case because it is mudāf ilaihi.
2. The noun following the hamza is in the genitive because it is mudâf ilaihi: 

3. Ya is a vocative particle. A noun following ya has only one dammah:

Ya bilâl, ya sheikh, ya astdh, etc.

4. The words ism and bisn commence with hamzatu l-wasl. When preceded by a word the initial «i-» is dropped in pronunciation.

ism-u l-walad-i bilâl-u-n, wa sm-u l-bint-i aminat-u

ibn-u l-mudarris-i tabib-u-n wa bn-u l-imâm-i tâjir-u-n.

aina bn-u hâmid-i-n?
Exercises:
Ex.1: Answer the following questions.
Ex.2: Form possessive phrase with the help of the two words.
Ex.3: Read and write with the correct ending. Note that the mudâf has «-u» ending, and the mudâf ilaihi has «-i» ending with or without tanwîn. If the mudâf is preceded by a proposition it has «-î» ending.
Ex.4: Read.
Ex.5: Fill in the blanks with suitable words.
Ex.6: Correct the following.
Ex.7: Read the following with the correct ending.

Note that the noun after ی has no nunation, but only one dammah, e.g. shaikh-u-n/ yâ shaikh-u.

Ex.8: Make questions on the pattern of the example with the help of the pictures.
Ex.9: Read the following keeping in mind the rules regarding the hamzatu l-wasl.

Vocabulary

الرسول the messenger  تحت under, beneath
العم paternal uncle  الأبن son
المدار street  السيارة car
الکعبة the Ka’bah  هنا here
الاخل maternal uncle  هناك there
مغلق closed, shut  البنت daughter, girl
الاسم name  الطبيب doctor
الحقيبة bag, case
In this lesson we learn:

1. ﷲ which is the feminine of ﷰ. It is pronounced ﷱ but the alif is omitted in writing.
   
   This is a boy and this is a girl.

2. Nouns and adjectives are made feminine by adding a «ّ» at the end. The last letter before this (ة) takes a fathah (ا)....

   مدرس
   ⇔
   مدرسَة
   
   mudarris-u-n
   (teacher)
   
   mudarris-a-t-u-n
   (lady teacher)

   Certain nouns have a separate form for feminine e.g.
   ﷫ son
   ﷬ daughter
   
   ﷱ brother
   ﷸ sister

   All nouns in Arabic are either masculine or feminine. Feminine nouns and adjectives usually have the ة-ending. But there are certain words which do not have this ending. Students when learning a new noun must learn its gender also. Double members of the body are usually feminine while single members are masculine, e.g.,

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>يد hand</td>
<td>رأس head</td>
</tr>
<tr>
<td>رجل leg</td>
<td>أنف nose</td>
</tr>
<tr>
<td>عين eye</td>
<td>فم mouth</td>
</tr>
<tr>
<td>أذن ear</td>
<td>وجوه face</td>
</tr>
</tbody>
</table>

3. ل is a preposition meaning “belongs to, for” e.g.,

   This belongs to Bilāl and that belongs to Hāmid.
Praise belongs to Allāh.

Note that the word لِلَّهِ becomes لِلَّهِ lillah-i (belonging to Allāh) by just dropping the alif. No lām need be added to the word.

لِمَنْ means "whose" or "belonging to whom" e.g.,

Whose is this? Whom does this belong to?

Who is the book?

Note that مَنْ becomes مِنْ when followed by آل

4. أيضًا means "also", e.g.

This is beautiful,

and that is also beautiful.

5. جداً means "very", e.g.

This is very big.
Exercises
Ex.1: Read and write.
Ex.2: Answer the question.
Ex.3: Fill in the blanks in the left column with the same predicate as in the sentences in the right column after turning them into feminine.
Ex.4: Correct the following.
Ex.5: Read the following with the correct ending.

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>الميكواة</td>
<td>iron (for ironing)</td>
</tr>
<tr>
<td>البقرة</td>
<td>cow</td>
</tr>
<tr>
<td>الدراجة</td>
<td>bicycle</td>
</tr>
<tr>
<td>الملعقة</td>
<td>spoon</td>
</tr>
<tr>
<td>الفلاح</td>
<td>farmer</td>
</tr>
<tr>
<td>الأم</td>
<td>mother</td>
</tr>
<tr>
<td>الأب</td>
<td>father</td>
</tr>
<tr>
<td>التلاجة</td>
<td>fridge</td>
</tr>
<tr>
<td>الشاي</td>
<td>tea</td>
</tr>
<tr>
<td>الغرب</td>
<td>west</td>
</tr>
<tr>
<td>الفهد</td>
<td>coffee</td>
</tr>
<tr>
<td>الأنف</td>
<td>nose</td>
</tr>
<tr>
<td>الفم</td>
<td>mouth</td>
</tr>
<tr>
<td>القدر</td>
<td>cooking pot (fem.)</td>
</tr>
<tr>
<td>الأذن</td>
<td>ear</td>
</tr>
<tr>
<td>العين</td>
<td>eye</td>
</tr>
<tr>
<td>اليد</td>
<td>hand</td>
</tr>
<tr>
<td>الرجل</td>
<td>leg</td>
</tr>
<tr>
<td>السريع</td>
<td>fast</td>
</tr>
<tr>
<td>النافذة</td>
<td>window</td>
</tr>
<tr>
<td>الشرق</td>
<td>east</td>
</tr>
</tbody>
</table>
LESSON 7

In this lesson we learn which is feminine of "that" e.g.,

This is Bilāl and that is Hāmid.

This is Aminah and that is Maryam.

Exercises
Ex.1: Read and write.
Ex.2: Fill in the blanks with تَلِكَ or دِلَّكَ.

Vocabulary

النِّاقة she-camel
البِضْرَة egg
البَطَّة duck
المُؤِدْنَة mu 'adhdhin
المَرْضَة nurse
الدِّجاجة hen
In this lesson we learn:

1. How to say “this book” in Arabic. We have seen that هذه الكتاب means “this is a book”. Now we learn that هذا الكتاب means “this book”. This is not a sentence. To make it a sentence we must add a predicate e.g. “this book is new” هذا الكتاب جديد.

All demonstrative pronouns can be used to make this construction, e.g.

That man is an engineer. 
ذلك الرجل مهندس.

This watch is beautiful. 
هذا الساعة جميلة.

That nurse is from Japan. 
تلك الممرضة من اليابان.

2. We have seen that the normal ending of a noun is «-u», and it changes to «-i» after prepositions, and when the noun is a possessor, e.g.

The house is beautiful. 
البيت جميل.

Bilal is in the house. 
بلال في البيت.

This is the key of the house. 
هذا مفتاح البيت.

Nouns ending in long «-â» have no endings. They remain unchanged, e.g.,

This is America. 
هذا أمريكا.

I am from America. 
أنا من أمريكا.

He is the president of America. 
هو رئيس أمريكا.

3. “behind”, “in front of”. The noun after these have «-i» ending e.g.

The house is behind the mosque. 
البيت خلف المسجد.

Hamid is in front of the teacher. 
خالد أمام المدرس.

4. جلس means “he sat”.

19
Where did Muhammad sit?

He sat in front of the teacher.

Exercises
Ex.1: Answer the following questions.
Ex.2: Read and write.
Ex.3: Change the following sentences as shown in the example:

هذا الكتاب لُمحمَدٌ.

⇒

This is a book.

⇒

This book belongs to Muhammad.

Ex.1: Make questions and answers as shown in the example using the word لِمَنّ “whose”.
Ex.2: Read the following keeping in mind the rule pertaining to nouns ending in «-اً».
Ex.3: Read and write keeping in mind the rule pertaining to أمامٍ and خلفٍ.

Vocabulary

أمريكا

السكين

knife

تمَّلَق

closed

المانية

Germany

العراق

Iraq

المستانف

hospital

سويسرا

Switzerland

Note that the final ي which is pronounced alif has no dots. So ي is fi, and ﻋَلَى is ‘alā.
LESSON 9

Part A

In this lesson we learn:

1. The adjective in Arabic. The adjective in Arabic follows the noun it qualifies, i.e. unlike in English it comes after the noun, e.g.

A new house. بيت جديد

In Arabic the adjective is called *na’t* (نعت), and the noun it qualifies is called *man‘ūt* (منوع). The adjective is in agreement with the noun in the following matters:

a) Gender. The adjective of a masculine noun is masculine, and that of a feminine noun is feminine, e.g.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>وُلْد صغير</td>
<td>بنت صغيرة</td>
</tr>
<tr>
<td>a small boy</td>
<td>a small girl</td>
</tr>
<tr>
<td>كتاب جديد</td>
<td>سيارة جديده</td>
</tr>
<tr>
<td>a new book</td>
<td>a new car</td>
</tr>
</tbody>
</table>

b) Being definite or indefinite. If the noun is definite the adjective is also definite. And if the noun is indefinite so also is the adjective, e.g.

Билл is a new teacher.

المدرس الجديده في الفصل.

The new teacher is in the class.

c) Case. The adjective is in the same case as the noun, e.g.

This is a new house. *(bait-u-n jadid-u-n)*

I am in a new house. *(fi bait-i-n jadid-i-n)*

The new house is beautiful. *(al-bait-u l-jadid-u)*

Who is in the new house? *(fi l-bait-i l-jadid-i)*

2. Adjectives ending in «-ān» have no tanwīn, e.g.
kaslān-u (lazy)
jau‘ānu (hungry)
‘atshān-u (thirsty)
ghadbān-u (angry)
mālān-u (full)

Exercises
Ex.1: Read and write.
Ex.2: Fill in the blanks with suitable adjectives.
Ex.3: Fill in the blanks with nouns suitable to the adjectives.
Ex.4: Read keeping in mind the rule pertaining to adjectives ending in «-ān».

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English (language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>الفَاكِهَةُ</td>
<td>fruit</td>
</tr>
<tr>
<td>العُصْمَورُ</td>
<td>sparrow</td>
</tr>
<tr>
<td>الطَّائِرُ</td>
<td>bird</td>
</tr>
<tr>
<td>الْعَرَبِيَّةُ</td>
<td>Arabic</td>
</tr>
<tr>
<td>الْلُّغَةَ</td>
<td>language</td>
</tr>
<tr>
<td>السَهلُ</td>
<td>easy</td>
</tr>
<tr>
<td>المَجْهَدُ</td>
<td>hardworking</td>
</tr>
<tr>
<td>الشَهيرُ</td>
<td>famous</td>
</tr>
<tr>
<td>الصَعبُ</td>
<td>difficult</td>
</tr>
<tr>
<td>المدينةُ</td>
<td>city</td>
</tr>
<tr>
<td>القاهرةُ</td>
<td>Cairo</td>
</tr>
<tr>
<td>اليومُ</td>
<td>today</td>
</tr>
<tr>
<td>لماذا؟</td>
<td>why</td>
</tr>
<tr>
<td>الكوبُ</td>
<td>cup</td>
</tr>
</tbody>
</table>
Part B

In this part we learn:

1. Adjective qualifying a definite noun, e.g.

   Where is the new teacher? 
   
   أين المدرس الجديد؟

2. Relative pronoun ِالذّي. If it refers to a human being it is to be translated “who”, and if it refers to an animal or a thing “which”, e.g.

   The man who went out of the mosque just now is a famous merchant.
   
   .

   البيت الذي أمّام المسجد للإمام.

   The house which is in front of the mosque belongs to the imam.

3. Note that when لِ is used with a noun having لِ an alif of لِ is omitted:

   للإمام
   
   للمدرس

4. “with”. The noun following it has «-i» ending e.g.

   The teacher is with the headmaster.
   
   المدرس عند المدير.

Exercises

Ex.1: Read and write.

Ex.2: Fill in the blanks with the adjective given in brackets. Note that if the noun has an alif the adjective should also have an.

Ex.3: Read and write.
Vocabulary

المكتبة library
الآن now, just now
هنا there
المستوصف clinic, small hospital
المروحة fan
الكويت Kuwait
الثانوية secondary school
الوزير minister
الحاد sharp
السوق market
إندونيسيا Indonesia
الشارع street
LESSON 10

In the lesson we learn:

1. The possessive pronouns: 

   \[\text{kitāb-u-}k\text{-ā (your book). Here "your" is for masculine singular.} \]
   \[\text{kitāb-u-}h\text{-ū (his book)} \]
   \[\text{kitāb-u-}h\text{-ā (her book)} \]
   \[\text{kitāb-i} \text{ for } \text{kitāb-u-i} \text{ (my book)} \]

   These pronouns are not full-fledged words. They are like suffixes attached to the nouns.

2. As we have seen "your book" is \[\text{kītāb-ū}k\text{-ā} \] and "his book" is \[\text{kītāb-ū}h\text{-ū} \].

   The word for "father" is \[\text{Āb} \] and for "brother" is \[\text{Āh} \].

   "Your brother" is \[\text{Āhū} \] and not \[\text{Āhū}k\text{-ā} \].

   An extra waw \[\text{w} \] has to be added between the mudāf and the mudāf ilaihi. In the same way "his father" is not \[\text{Āb ū} \] but \[\text{Āb ū}k\text{-ā} \].

   Note the following:

   "Muhammad’s house" is \[\text{Mūḥammad-ū}b\text{-ā} \].

   But "Muhammad’s father" is \[\text{Mūḥammad-ū}b\text{-ū} \].

   And "Muhammad’s brother" is \[\text{Mūḥammad-ū}h\text{-ū} \].

   "My father" and "my brother" have no extra waw, e.g. \[\text{Āhī ū} \text{, ū} \text{Āb ū} \text{.} \]

   The nouns which take this extra waw when they are mudāf are four words. You have learnt two, and you will learn the other two in future

\[\text{ēn ūōā } \text{ālāhū} \]
3. We have already learnt that the word عند meaning "with" it is also used to convey the idea of "to have", e.g. أَعْنَدَكَ فَلَمْ؟ "Have you a pen?" (literally, "Is there a pen with you?").

4. We have already learnt the preposition ل ل meaning "belonging to". When it is attached to the pronouns it takes fatha (ل): لَكّ "belongs to you", لَه "belongs to him", لَهَا "belongs to her"; but لِي "belongs to me", has kasrah.

Note:
"لِي " أَخ means "I have a brother", literally "a brother belongs to me."
لِي " فم means "with" "I have a mouth", literally "a mouth belongs to me."

It is wrong to say عَنْدَ عَنْدِي فَم/عَنْدِي أَخ because is used with things which are separable, and relations and parts of the body are not of this nature.

5. We have learnt ذَهَبَ "he went". Now we learn "you went" (masculine singular) and ذَهَبَ "I went".

Did you go to school today? أَذَهَبْتَ إِلَى المَدرَسَةِ الْيَوْم؟

Yes, I went. يَا، ذَهَبَتُ

6. We have learnt that feminine proper nouns have no tanwin e.g. مَرْيَمَ، آمَانَةَ

Likewise, masculine proper nouns with ending also have no tanwin, e.g. حَمْرَةُ، أُسَامَةٌ، مُعاوِيَةُ

7. مَعٍ Means with. To understand the difference between مَعٍ and عَنْدَ remember that if you say:
المَدرَسَ عَنْدَ المُدِينِيرِ.

"The teacher is with the headmaster" it means that the teacher has gone to the headmaster’s office. and he is with him there, but: لا
doesn’t have this restriction. He can be with the headmaster anywhere.

Note that the noun after مع means «-i» ending.

8. “at the university” ب is a preposition meaning “at” “in”.

Note that الجامعَة الإسلامية ب مدينة المدينة المنورة means “Islamic University at Madinah Munawwarah”.

9. In Lesson 1 we have learnt that ما means ‘what’. This word is also used as a negative particle. so ما عندي سيارة means ‘I don’t have a car’.

Exercises

Ex.1: Answer the following questions.
Ex.2: Fill in the blanks with the suitable possessive pronouns.
Ex.3: From five questions and answers on the pattern of the example.
Ex.4: From five questions and answers on the pattern of the example.
Ex.5: Attach possessive pronouns to the following nouns as shown in the example.
    Remove the tanwin before attaching the pronoun:
    kitāb-u-n   ⇒   kitāb-u-ka
    With the possessive pronoun of the first person the case ending “-u” has also to be removed:
    kitāb-u-n   ⇒   kitāb-ī

Ex.6: Read the following.
Ex.7: Read the following.
Ex.8: Read the following.
Ex.9: Read the example and then read the proper nouns with the correct endings.

Vocabulary

الزَّميل  colleague, class-mate
الفَتى  young man
الزَوج  husband
واحد  one
الطُفل  child
LESSON 11

This is a revision lesson. It contains only two new words:

أحبُ and فيَّهَا

1. فيَّهَا means “in it”, e.g.

Who is in the house?

من في البيت؟

There are my father and mother in it.

فيَّهَا أبي وأمي.

2. The feminine is فيَّهَا, e.g.

Who is in the room?

من في الغرفة؟

There is my brother in it.

فيَّهَا أخبي.

3. أحبُ means “I love, I like”, e.g.

I love my father, my mother, my brother and my sister. ¹

أحبُ أبي وأمي وأخي وأختي.

The object of a verb is in the accusative case (مُنصوبٍ), i.e. it takes «-a» ending.

But it does not appear in a noun which has the possessive pronoun of the first person attached to it. Here are some examples of the object without the possessive pronoun of the first person:

(uhibbu llāh-a) I love Allāh.

أحبُ اللّه.

(uhibbu r-rasūl-a) I love the Messenger.

أحبُ الرسول.

(uhibbu rasūl-a llāhi) I love the Messenger of Allāh.

أحبُ رسول اللّه.

(uhibbu l-lughat-a l-‘arabiyyat-a) I love Arabic language.

أحبُ اللغة العربيّة.

¹ In English the word “and” is used only before the last word, but in Arabic ْو must be used all through.
Here we can learn ُتَحْبِبُ “you love” (masculine singular).

Do you love Allâh?

Do you love your language (lughat-a-ka)?

Whom do you love?

What do you love?
Lesson 12

In this lesson we learn the following:

1. We have learnt before أنّك “you” for masculine singular. Now we learn أنّك “you” for feminine singular, e.g.

Where are you from, Aminah?

The possessive pronoun from لكّ is -ki, e.g.

Where is your house, Maryam?

2. We have already learnt that the possessive pronoun from لكّ, e.g.

Where is your house, Bilal?

We have already learnt “he went”, “I went” and “you went”.

Now we can learn “she went”, e.g.

Where is Aminah?

She went to the university.

If the subject is mentioned the pronoun “she” has to be dropped, e.g.

Maryam went to school.

In the last letter ت has sukûn.

If a verb like this is followed by آل the sukun is changed to kasrah e.g.

The girl went.

3. We have already learnt الذي “who, which” for masculine singular. Now we learn

التي for feminine singular, e.g.

The girl student who sat in front of the lady teacher is from Germany.
الساعة التي على المكتب للمرسل.

The watch which is on the table belongs to the teacher.

4. We have learnt "your book". Now note this is your book". Here أنت has been added for emphasis. This is used in case there is doubt or dispute.

Note also:

هذا نبت هو. هذا قلبي أنا. ذلك كتابها هي.

Exercises

Ex.1: Read and write.
Ex.2: Change the pronoun in the following sentences to feminine as explained in the example.
Ex.3: Change the subject of the following sentences to feminine as explained in the example.
Ex.4: Fill in the blanks with الهلالي الذي or
Vocabulary

paternal uncle — مُستَشِفٌُّ ُوالِدَةٌ
capital — مُمَمَّةٌ
maternal uncle — مُمَمَّةٌ
maternal aunt — مُمَمَّةٌ
paternal aunt — مُمَمَّةٌ
sir! — يَا ِسِيِدِي!
madam! — يَا ِسِيِدِي!
how are you? how do you do? — ِكَيْفُ ِحَالَكَ؟
I am fine — أَنَا ِبِحَيْرُ
mother — أَمٌّ
father — أَبٌّ
minister — وَزِيرٌ
strong — قوِيٌّ
weak — ضَعَيفُ
after (the noun following is in the genitive case) — بَعْدَ
Kingdom of Saudi Arabia — المملكة العربية السعودية
Lesson 13

Part A

In this lesson we learn:

1. The plural of nouns and adjectives. In English adjectives have no plural form. We say: “good man” and “good men”. But in Arabic even adjectives have plural form. In English we have two kinds of plural form:
   (1) Sound, and
   (2) Broken

   In the sound plural the word retains its original form e.g.
   Book ⇒ books, pen ⇒ pens.

   In the broken plural the original form of the word is changed to a great extent, e.g.
   Man ⇒ men, woman ⇒ women.

   In Arabic we have these two kinds of plural form: sound and broken.

   - The **sound plural** is either masculine or feminine. The sound masculine plural has «-âna» ending. e.g.
     
     | مُسْلِمٌ | مُسْلِمُونَ
     | muslim-u-n | muslim-âna
     | مُدَرَسٌ | مُدَرسُونَ
     | mudarris-u-n | mudarris-âna

   The sound feminine plural has “ât-u-n” ending. e.g.

     | مَسْلَمَةٌ | مَسْلَمَاتٌ
     | muslimat-u-n | muslimât-u-n
     | مَهْدِيَةٌ | مَهْدِيَاتٌ
     | muhandisat-u-n | muhandisât-u-n

   Note that in this plural form the singular has short «ا» before the «ت» (muslimat-u-n), and the «ت» is round (ۤ), where as in the plural the «ا» is long, and the «ت» is open (muslimât-u-n).

   In pronunciation the only difference between the singular and the plural is the shortness and length of «ا»:

   mu*uslimat-u-n       mu*uslimât-u-n
                          ↑            ↑
- The **broken plural**. Unlike in English, the broken plural is very widely used in Arabic. There are more than twenty patterns of the broken plural. Some are given in this lesson. These are:

<table>
<thead>
<tr>
<th>Wortform</th>
<th>Wortform</th>
<th>Wortform</th>
</tr>
</thead>
<tbody>
<tr>
<td>فَعْلَانَ</td>
<td>نَجْمَنَ</td>
<td>نُجْحُمَنَ</td>
</tr>
<tr>
<td>(1u2û3-u-n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>فِعْلٌ</td>
<td>كِتَابٌ</td>
<td>كُتِّبَ</td>
</tr>
<tr>
<td>(1u2u3-u-n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>فَعَالٌ</td>
<td>جِبَالٌ</td>
<td></td>
</tr>
<tr>
<td>(li2â3-u-n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>فَعَالٌ</td>
<td>تَاجَرٌ</td>
<td></td>
</tr>
<tr>
<td>(1u22â3-u-n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>فَعَالٌ</td>
<td>قَلَامٌ</td>
<td></td>
</tr>
<tr>
<td>(a12â3-u-n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>فَعَالِاءٌ</td>
<td>زَمَلَاءٌ</td>
<td></td>
</tr>
<tr>
<td>(1u2a3â‘-u)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is without *tanwin*

<table>
<thead>
<tr>
<th>Wortform</th>
<th>Wortform</th>
</tr>
</thead>
<tbody>
<tr>
<td>صَدِيقٌ</td>
<td>أَصِدقَأٌ</td>
</tr>
<tr>
<td>(a12ilâ‘-u)</td>
<td></td>
</tr>
</tbody>
</table>

This is without *tanwin*

<table>
<thead>
<tr>
<th>Wortform</th>
<th>Wortform</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَخٌ</td>
<td>إِخْوَةٌ</td>
</tr>
<tr>
<td>(li23at-u-n)</td>
<td></td>
</tr>
</tbody>
</table>

The Student is advised to learn the plural form of every new noun and adjective he learns.

---

1 The numbers 1, 2 and 3 refer to the first, second and third letters of the word.
2. The plural of ُهُوُّ (hā 'ulā 'i), e.g.

ُهُوُّ مُدَرَّسٍ.

This is a teacher. ُهُوُّ مُدَرَّسَاتِ.

These are teachers.

3. The plural of ُهُوُّ (he) is ُهُمُّ (they) (masculine). Unlike the singular ُهُوُّ the plural ُهُمُّ is used to refer only to human beings, e.g.

ُهُمُّ مُدَرَّسٌ.

He is a teacher. ُهُمُّ مُدَرَّسَاتِ.

They are teachers.

4. We have learnt ُدَهَبَ “he went”. Now “they went” is ُدَهَبُوا dhahabū. Note that there is an alif at the end of the word which is not pronounced. Note that the pronoun that we have learnt in this part of the lesson is masculine. We will learn the feminine pronoun in Part B of this lesson.

5. ُبَعْضُ “some”, e.g.

ُبَعْضُهُ مُدَرَّسٍ، وَبَعْضُهُ مهندِسٍ.

Some of them are teachers, and some (of them) are the engineers.
Exercises
Ex.1: Change the subject of the following sentences to plural as shown in the example.

Ex.2: Change the underlined word to plural and reconstruct the sentence.

Ex.3: Make the following nouns madaf using first a noun, and then a pronoun as shown in the example.

Note that in nouns ending in alif and hamzah the hamzah is written above a waw when followed by a pronoun, but when followed by a noun it remains independent. e.g.

Muhammad’s sons

His sons

Ex.4: Change the subject of the following sentences to plural as shown in the example.

Ex.5: Read and write.

Ex.6: Write the plural of the following nouns and adjectives.

Vocabulary

plural of young man

pl of name

tall

man

student

people

new

short

guest, pl

pilgrim

village

friend

field, pl

restaurant, mess

class-mate

son

hardworking

man, learned-

old man, learned-

Sheikh

Sheikh
In this part we learn the following:

1. The plural of "she" is ُهُن ُةْ "their". Note that the pronouns for "they" and "their" are the same.
   They are my class-mates and this is their house.

2. We have already learnt that the plural of ُهُن ُةْ "they" i.e. it is the same for both the masculine and the feminine.

3. We have learnt in Part A that ُهُن ُةْ means "they went" (masculine). "They went" (feminine) is ُهُن ُةْ (dhahabna), e.g.
   Where are your brothers?
   They went to the university.
   And where are your sisters?
   They went to the library.
4. We have already learnt the formation of the sound feminine plural. In the pronunciation the «a» before the «t» is lengthened. In writing, in addition to this, the “round ta” is changed to “open ta”, e.g.

\[
\text{مُسلمَة} \Rightarrow \text{مُسلمَّات}
\]

\[
\text{muslimat-u-n} \Rightarrow \text{muslimat-u-n}
\]

Note that the following plurals which are irregular:

\[
\text{بَنَّاتٌ} \Rightarrow \text{بناتٍ}
\]

\[
\text{bint-un} \Rightarrow \text{banat-un}
\]

\[
\text{أَخَوَاتٌ} \Rightarrow \text{أخواتٍ}
\]

\[
\text{ukht-un} \Rightarrow \text{akhawat-un}
\]

\[
\text{فَتَاتٌ} \Rightarrow \text{فتاتٍ}
\]

\[
\text{fatâ-u-n} \Rightarrow \text{fatayât-u-n}
\]
Exercises

Ex.1: Change the subject in the following sentences to plural. Note that adjectives like كِبَارُ، صِيغَارُ، طَوَالُ، جُدُدَةَ are the same for masculine and feminine.

Ex.2: Read and write.

Ex.3: Change the subject in the following sentences to plural.

Ex.4: Fill in the blanks using the suitable demonstrative pronoun:

(هَذَا، هَذِئْ، هُؤُلاءِ).

Note that هُؤُلاءِ is for both masculine and feminine.

Ex.5: Fill in the blanks using the suitable personal pronoun:

(هُوَ، هُمُّ، هُنُّ، هُنَّ).

Ex.6: Write the plural of the following nouns and adjectives.

Vocabulary

أمَّةٌ أَسْتَاذَةٌ زَوجَةٌ عَمَّةٌ المَرَأَةٌ زَوجٌ

lady professor women (plural)
wife from a different
aunt (father’s sister) root
women husband

مُسْتَشْفَى الْوَلَاَةَ

maternity hospital
Part C

In this part we learn that the plural of ﷺًَلاَيْنَكَ ﻓِدْلَكَ is ﻗِرْنَيْنَكَ ﻗِرْنَيْنَكَ “those”. Note that the waw (و) in ﷺًَلاَيْنَكَ is not pronounced. The words is pronounced ula’ika.

Exercises

Ex.1: Change the subject of the following sentences to plural as shown in the example.

Ex.2: Fill in the blanks using the suitable demonstrative pronoun: ﷺًَلاَيْنَكَ ﻓِدْلَكَ.

Ex.3: Write the plural of the following nouns.

Ex.4: Read the following keeping in mind that these broken plural patterns have no tanwîn.
Lesson 14

In this lesson we learn the following:

1. The plural of "you" (masculine singular) is ānām, e.g.

   Who are you?
   مَنْ أَنْتُمُ؟

   The plural of "your" is kūm, e.g.

   Brothers, where is your house?
   أَيْنَ يِنْتَكُمْ يَا إِخْوَانُ؟

2. The plural of ānā "I" is nāhûn. Like ānā its plural nāhûn refers to both the masculine and feminine, e.g.

   We are Muslims (masculine).
   نَحْنُ مُسْلِمُونَ.

   We are Muslims (feminine).
   نَحْنُ مُسْلِمَاتِ.

   We have learnt that bītī is "my house". Now we learn that "our house" is bītīnā, e.g.

   Allah is our Lord.
   اللَّهُ رَبُّنَا.

   Islam is our faith.
   الإِسْلاَمُ دَيْنَّا.

   Muhammad (peace and blessing of Allah be upon him) is our Prophet.

   mūḥādhīn - صَلِّي اللَّهُ عَلَيْهِ وَسَلَّمُ - بُنيَّا.

3. ḏāḥīt means "you went" (mas. sing.). ḏāḥīt means "you went" (mas. pl), e.g.

   Where did you go, my sons?
   أَيْنَ ذَهَبْتُمُ ِّيَا بَنَائِي؟

4. ḏāḥīt means "I went". And "we went" is ḏāḥīnā (dhahabnā). Note that "they went" (feminine) is dhahabnā. The difference between the two is that in the final "a" it is short, and in it is long.
5. We have seen that feminine proper nouns have no tanwin, e.g. 

Now we learn that non-Arabic proper nouns also have no tanwin, e.g. 

The names of most of the prophets are non-Arabic, and therefore, they have no tanwin, e.g. 

If however, the non-Arabic proper noun has only three letters, and is masculine, it has tanwin, e.g. 

6. We have learnt that mudâf is definite by position. So, when the mudâf has an adjective it must be definite, e.g. 

The imam’s new house. 

Here is the mudâf, and it is definite by position. The same applies to the mudâf whose mudâf ilaihi is a possessive pronoun, e.g. “his new house”. 

Note the following: 

The imam’s new house. 

The new imam’s house. 

7. “which”. It is used as a mudâf, e.g. 

Which house is this? 

Which student went out? 

When preceded by a proposition it is in the genitive case, e.g. 

Which country are you from? 

In which class-room did you sit?
It can be in the accusative case, e.g.

Which language do you like?

Exercises
Ex.1: Answer the following questions.
Ex.2: Read and write.
Ex.3: Use the following nouns with the possessive pronouns as shown in the example.
Ex.4: Read.
Ex.5: Read the following nouns keeping in mind the rule pertaining to non-Arabic proper nouns.

Vocabulary

- Arhalu wa-shehalu wa-murhaha: welcome
- Dastorum: constitution (law)
- Child (feminine): ciblehah
- Prayer direction
- Matari: airport
- Majmaha: lawcourt
- Kliba: faculty, college
- Hayiedha: grandson, pl
- Habiba: garden
- Faculty of Medicine
- Rab: Lord
- Faculty of Engineering
- Yomul sabita: Saturday
- Faculty of Commerce
- Mshritat: Faculty of Islamic Law
- Nabawi: Prophet
- Religion
- Shawha ALLAH: May Allah grant him health!

- Nizarin: Christian, pl
- Rabb: the month of Rajab
- Yoonun: Greece
- Axt: pl of
LESSON 15

In this lesson we learn the following:

1. The plural of أَنتَهُ “you” (feminine singular) is أَنْتَهُنَّ.

   Who are you, sisters?
   من أَنْتُهُنَّ يا أَخْوَاتُ؟
   We are the imam’s daughters.
   نَحْنُ بَنَاتُ الإمَامِ.

2. The plural of لَكِ “your” (feminine singular) is كُنْن، e.g.

   Where is your house, ladies?
   أَينَ يَتَكَنُّونَ يا سَيِّدَاتُ؟
   Our house is near the mosque.
   بِئَتِنا قَرِيبَةً مِنَ الْمَسْجِدِ.

3. We have learnt دَهِيَتْ “you went” (feminine singular). Its plural is دَهِيَتُنَّ, e.g.

   Where did you go, sisters?
   أَينَ دَهِيَتْنَ يا أَخْوَاتُ؟
   Where did you go, brothers?
   أَينَ دَهِيَتْنِي يا إِخْوَانُ؟

4. قبل means “before”, بعد means “after”. They are always mudâf, and the noun following them is in the genitive case. e.g.

   After the lesson
   بَعْدَ الْدِّرَسِ
   Before the prayer
   قَبْلَ الصَّلَاةِ

5. رَجَعَ “he returned”.

   Has the imâm returned from the mosque?
   أَرَجَعَ الإِمَامُ مِنَ الْمَسْجِدِ؟
   دُهِبَتُ إِلَى الْمَسْجِدِ قَبْلَ الأَذَانِ وَرَجَعْتُ بَعْدَ الصَّلَاةِ.

   I went to the mosque before the adhâån and returned after the salât.
Exercises
Ex.1: Answer the following questions.
Ex.2: Change the subject of the following sentences to feminine.
Ex.3: Change the possessive pronoun in the following sentences into feminine.
Ex.4: Fill in the blanks with the suitable personal pronouns (أَنْتُ، أَنْتَمُ، أَنتُمْ)
Ex.5: Fill in the blanks with the suitable possessive pronoun (كُنَّا، كُنُّ، كُونَ)
Ex.6: Fill in the blanks with أنا or نحن
Ex.7: Read and write.

Vocabulary
القاهرة Cairo
الأسبوع week
الدروس lesson
الآن now
الإختبار examination
In this lesson we learn the following:

1. Arabic nouns are classified as (1) rational and (2) irrational. They are also called intelligent and non-intelligent. Rational nouns are those that refer to human beings. Angels, devils, and such beings are also included in this class. Irrational nouns refer to things, animals and concepts.

In the singular there is no difference between these two groups. In plural, however, there is a very important difference. Plural of rational nouns are treated as plural, so plural words like “they” “these” “those” are used to refer to them. Plural of irrational nouns are treated as feminine singular, e.g.

Rational 

Singular: 

 Plato جَيْدَةٍ . هوَ صَغْيَرٍ.

Plural: 

 هُوَاءُ طَلَابٌ جَيْدَةٌ . هُمُ صَغَّارٌ.

Irrational 

Singular: 

 Plato جَيْدَةٍ . هوَ صَغْيَرٍ.

Plural: 

 هُذَهُ كِتَابٌ جَيْدَةٍ . هِيَ صَغْيَرَةٌ.

So regard the plural of irrational nouns as feminine singular.

Note:
1. The students went out.
   الطلابُ خَرَجُوا.
2. The dogs went out.
   الكلابُ خَرَجُتُ

This is the basic rule. There are exceptions to this rule which you will learn later on.

2. We have learnt some patterns of the broken plural. Here are more:

<table>
<thead>
<tr>
<th>مَفَاعِلُ</th>
<th>مَسْجِدٌ</th>
<th>مَسْاجِدُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1â2â3i4-u).</td>
<td>masjid-u-n</td>
<td>masâjid-u</td>
</tr>
</tbody>
</table>

This pattern has no tanwîn.

<table>
<thead>
<tr>
<th>دُفَّاتِرُ</th>
<th>دَفَائِرٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>daftar-u-n</td>
<td>dafâtir-u</td>
</tr>
</tbody>
</table>
Exercises
Ex.1: Learn the examples.
Ex.2: Change the subject in the following sentences to plural as shown in the example.
Ex.3: Fill in the blanks with the demonstrative pronouns:
(هَذَا، هَذَا، هُؤُلَءِ)
Ex.4: Fill in the blanks with the demonstrative pronouns:
(ذَلِكَ، ذَلِكَ، أَوَلَيْكَ)

Vocabulary

النَّهْر river
البَحْر sea
الفَنَّادِق hotel
الطَائِرَة airplane
LESSON 17

This is a continuation of lesson 16. It contains no new constructions.

Note that the plural of حَمَارُ is حُمَّارٌ and also حَمِيرٌ.

Exercises

Ex.1: Answer the following questions.
Ex.2: Change the subject in the following sentences to plural as shown in the example.
Ex.3: Fill in the blanks with suitable predicates.
Ex.4: Write the plural of the following nouns.

Vocabulary

شرَكةُ firm, company مَديرُ الشرَكةِ director of the company
رَخيصُ cheap يابانيةُ Japanese
تُمَضَانُ shirt, pl قمَضانُ
In this lesson we learn the following:

1. Unlike English, Arabic has three numbers: singular, plural and dual. Dual refers to two, and more than two is plural. The dual form ends in «-âni», e.g.,

   ٍبِيَتْانَ
   *bait-âni*
   ٍبَيْتٌ
   *bait-u-n*
   ٍيَدْانَ
   *yad-âni*
   ٍيَدٌ
   *yad-u-n*

   - The dual of يَهُدَانُ is ِهِذُهَا and of يَهُدَانِهِنَّ is ِهِذَهُهُمَا, e.g.

     ِهِذَا ٍكِتَابانَ
     ِهِذَهَا ٍكِتَابَانَ
     ِهِذَهَا ٍسَيْأرَانَ
     ِهِذَهَا ٍسَيْأرَانَ

   - The dual of هُمْ is هُمَا, e.g.

     َمَنْ ِهِذَا ٍالْوَلَدَانُ؟
     َهُمَا ِطَبَابِيْتٌ ٍيَايُتَانَ
     َأَينَ الْأَحْتَانُ؟
     َهُمَا َفِي َالْجَرْفَا

     Who are these two boys?
     They are (two) new students.
     Where are the two sisters?
     They are in the room.

     Note that the adjective qualifying a dual noun is also dual.

2. "how many". Note that the noun following كَمْ is singular and in the accusative case. e.g.

   كَمْ ٍكِتَابَ؟
   كَمْ ٍسَيْأرَةً؟

   How many books?
   How many cars?

   Note that a noun with tanwîn in the accusative case takes an alif which is not pronounced, e.g.

   ٍكِتَابٌ ٍكِتَابٌ ٍكِتَابٌ

49
But a noun ending in the round ta (ت) does not take this alif, e.g. 

سيارة - سيارة - سيارة

Exercises
Ex.1: Answer the following questions using the dual e.g.

كم قلما عندت؟
. 

عند مفلمان.

Note that the dual of أخوان is أخ (not أخوان).

Ex.2: Read and write.
Ex.3: Fill in the blanks with the suitable words, and vocalize it with the correct ending.
Ex.4: Change the subject in the following sentences to dual.
Ex.5: Read and write the following nouns with the correct ending.
Ex.6: Write the dual of the following words.

Vocabulary

السيارة wheel 
السبورة writing board

العُيد festival 
الريال riyal

السنة year 
الحي city district

النافذة window 
الرَكْعَة rak‘ah (part of

المحضرة ruler 
رَكْعَات pl salât)

Note that the second letter «k» has sukūn in the singular, and fatha in the plural.
In this lesson we learn the numbers 3 to 10 with a masculine noun following them.

- The word for “one” is واحد and it follows the noun as an adjective, e.g.

  One book

- The word for “two” is اثنان and this also follows the noun as an adjective, e.g.

  Two books.

But usually the word اثنان is omitted because the dual form is enough to suggest the meaning of “two’. But اثنان is used for emphasis.

- Numbers 3 to 10: these numbers are used as mudaf, e.g.

  Three books

  Four houses

  Five pens

  Ten men

  The noun that denotes the thing numbered is called ma’dud (مَعْدُود).

Note that the ma’dud is plural; and it is in the genitive case because it is mudaf ilaihi. The word denoting the number may be in any case: nominative, genitive or accusative, e.g.

  Three students went out.

  In four houses.

  I saw five men.

Note: in “what is the price of this?” there is an omission. The word omitted is ريال or any other word denoting monetary unit.
Exercises
Ex.1: Read and write.
Ex.2: Read and write the following sentences.
Ex.3: Answer each of the following questions using the number given in brackets.
Ex.4: Count from 3 to 10 using the following words as ma'dūd.

Vocabulary

كلُّ  all
كلُّهم all of them
كلُّكم all of you
كلنا all of us
البلدُ country, pl بلاد
مختلفٌ different
الحافلة bus
منهم of them
(literally, from them)
أوروبا Europe
يوغوسلافيا Yugoslavia
شكرا thanks
اليوم day, pl أيام
الثمن price
النصف half
القرش 1/10th of a riyal,
قديمٌ pl of قدامى old
راكبٌ passenger (traveling by a bus or plane), pl راكّاب
In this lesson we learn the number from 3 to 10 with feminine ma’dûd. We have already learnt these numbers with masculine ma’dûd, e.g.

Three sons 

Now if the ma’dûd is feminine, the “ta-marbûtah” (۰) at the end of the number is omitted, e.g.

three daughters 

four sisters 

five mothers 

six women 

seven lady students 

eight rooms 

Note that تماهي has sukun on the last letter.

ten women 

ten men 

Note that عشّرة has fatha on the (ش) and عشّرة has sukun.

The feminine of is and of is, e.g.

لي أخت واحده / لي أختان اثنان
Exercises
Ex.1: Read and write.
Ex.2: Read and write.
Ex.3: Answer each of the following questions using the number given in brackets.
Ex.4: Write the numbers appearing in figures in the following sentences in words.
Ex.5: Count from 3 to 10 using the following nouns as ma’dûd.

Vocabulary

Indonesia  كِلَمَةٌ  word
          كِلَمَاتٍ  pl of كِلَمَةٌ  word
غرفة     غَرْفَةٌ  room
          غَرَفَاتٍ  pl of غَرْفَةٌ  room
درس    دِرَسٌ  lesson
          دَرَسَاتٍ  pl of دِرَسٌ  lesson
عم   عمٌ   paternal uncle
          عمَّان  pl of عمٌ   paternal uncle

For Personal use Only. Courtesy of Institute of the Language of the Qur'an (lugatulquran@hotmail.com),
and by kind permission of Shaykh Dr. V. Abdur Raheem
**LESSON 21**

This is a test lesson. There is no new construction in it. There are about five new words. They are:

- دَلِّكَ which is the same as دَلِّكَ
- اللَّوْنُ colour, pl
- وَاسِعٌ spacious
- آسیَّا Asia
- نَحِيبٌ we love
- نَحِيهٌ we love him

**Exercises**

Ex.1: Answer the following questions.

Ex.2: Say if these statements are right or wrong.

Ex.3: Write the names of Asian, African and European countries mentioned in this lesson.
We have learnt several groups of nouns and adjectives which do not have tanwîn. Most nouns and adjectives have tanwîn. Tanwîn is omitted in the following cases:

a) When the noun or adjective has ِ Aleph, e.g. كِتَابٌ : الكِتَابُ

b) When it is mudâf, e.g. كِتَابٌ : كَتَابُ بِلاَلِ

c) When it is preceded by يِ e.g. أَسْتَادٌ : يَا أَسْتَادٌ

But there are certain nouns and adjectives which never have tanwîn. They are called diptotes (in Arabic الممتنع من الصرف).

We have learnt in this book the following groups of nouns and adjectives which are diptotes:

1. Feminine proper nouns e.g. آمنة، زينب

2. Masculine proper nouns ending in “ta marbûtah” (ة) e.g. حَمْرَةٌ، أسامة

3. Masculine proper nouns ending in «-ân» e.g. عُثمان، رمضان

4. Adjectives on the pattern of كُسْلَانٌ، مَلَانٌ، فَعَالانٌ e.g. أَحْمدٌ، أَثْنَاءٌ

5. Masculine proper nouns on the pattern of أَسْوَدٌ، أَحْمرٌ e.g. مَلَانٌ، فَعَالانٌ

6. Adjectives on the pattern وَلِينٌ، لَنَذنٌ، يَكُسْتَانٌ

7. Non-Arabic proper nouns e.g., وُلِيدٌ، لَنَذنٌ، يَكُسْتَانٌ

8. The following patterns of broken plural:

a) e.g. أُصِلِّفَاءٌ، أُغْنيَاءٌ، أُقَوَّاءٌ

b) e.g. فُقَرَاءٌ، زُمَلَاءٌ، وُزَرَاءٌ

c) e.g. مَسَاجِدٌ، فَنَادِيٌّ، مَكَايِبٌ

d) e.g. مَنَاذِلٌ، مَفَاعِيلٌ، فَناجِينٌ
Note that أَحْمَرُ is originally أَطْبَاءُ on the pattern of أَفْعَلْاءُ, but because of the assimilation of the two “b”s, the form has been slightly changed.

Exercises
Ex.1: Read and write the following words keeping in mind the rule concerning the diptote. (A diptote has no tanwîn, but has only one dammah, whereas other nouns and adjectives have two dammahs.)

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَحْمَرُ</td>
<td>red</td>
</tr>
<tr>
<td>أَزْرَقُ</td>
<td>blue</td>
</tr>
<tr>
<td>أَخْضَرُ</td>
<td>green</td>
</tr>
<tr>
<td>أَسْوَدُ</td>
<td>black</td>
</tr>
<tr>
<td>أَصْفَرُ</td>
<td>yellow</td>
</tr>
<tr>
<td>أَيْضُ</td>
<td>white</td>
</tr>
<tr>
<td>قَالَ</td>
<td>he said</td>
</tr>
</tbody>
</table>

Baghdad
Jeddah
tea-cup, pl
minute, pl
pl of kerchief
pl of key
she said
Lesson 23

We have learnt before that a noun is in the genitive case when it:

a) is preceded by a preposition, e.g.

بلال : في البيت

b) is mudāf ilāthi, e.g.

المدرَس : كتاب المدرَس

Please note that a diptote in these two situations takes a fatha instead of a kasrah, i.e. the genitive ending in ordinary nouns is «-i», but in diptotes it is «-a», e.g.

كتاب بلال

كتاب أحمد

كتاب إبراهيم

Exercises

Ex.1: Learn the following.

Ex.2: Read and write the following keeping in mind the rule about the diptote.

Ex.3: Read and write the following with the correct ending.

Ex.4: Count from 3 to 10 with the following nouns as ma‘dūd.

Note that these nouns are diptotes. So they will have fatha instead of kasrah,

e.g. the plural of مسجد is مساجدة

three mosques

four hotels

five classmates

Vocabulary

İstanbul

Taif City

Washington