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 (ـ) denoting “i”.

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

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

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

   “â” is long “a” as in father.

   “î” 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?  
أهذا 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 هاذأ, 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, baitu-n, masjīdu-n) is the Arabic indefinite article corresponding to the English “a”/“an”. This n-sound is called tanwīn.
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?  
أهذا بيت؟
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>بيتُ</td>
<td>house</td>
</tr>
<tr>
<td>مسجدٌ</td>
<td>mosque</td>
</tr>
<tr>
<td>بابُ</td>
<td>door</td>
</tr>
<tr>
<td>كتابٌ</td>
<td>book</td>
</tr>
<tr>
<td>قلمٌ</td>
<td>pen</td>
</tr>
<tr>
<td>مفتاحٌ</td>
<td>key</td>
</tr>
<tr>
<td>مكتبةٌ</td>
<td>writing table</td>
</tr>
<tr>
<td>سريرُ</td>
<td>bed</td>
</tr>
<tr>
<td>كرسيٌ</td>
<td>chair</td>
</tr>
<tr>
<td>نجمٌ</td>
<td>star</td>
</tr>
<tr>
<td>قميصٌ</td>
<td>shirt</td>
</tr>
<tr>
<td>طبيبٌ</td>
<td>doctor</td>
</tr>
<tr>
<td>وَلَدٌ</td>
<td>boy</td>
</tr>
<tr>
<td>طالبٌ</td>
<td>student</td>
</tr>
<tr>
<td>رجلٌ</td>
<td>man</td>
</tr>
<tr>
<td>تاجرٌ</td>
<td>merchant</td>
</tr>
<tr>
<td>كلبٌ</td>
<td>dog</td>
</tr>
<tr>
<td>قطٌ</td>
<td>cat</td>
</tr>
<tr>
<td>حمارٌ</td>
<td>donkey</td>
</tr>
<tr>
<td>حصانٌ</td>
<td>horse</td>
</tr>
<tr>
<td>جملٌ</td>
<td>camel</td>
</tr>
<tr>
<td>دُبٌ</td>
<td>rooster</td>
</tr>
<tr>
<td>مُدرِسٌ</td>
<td>teacher</td>
</tr>
<tr>
<td>مُنيَّلٌ</td>
<td>kerchief</td>
</tr>
</tbody>
</table>
LESSON 2

In this lesson, we learn the use of دَلِّك meaning "that", and و meaning "and", e.g.

This is a house and that is a mosque.

هَذَا بَيْتٌ، وَذَلِكَ مسجدٌ

Note:
1. دَلِّك is pronounced دَالِلْك but it is written without the alif.
2. The word و is written close to the following word.

Vocabulary

إِمَامٍ imām  سَكْرَتَ sugar
حَجْرٌ stone  لَيْنَ 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.

\[
\begin{array}{c}
\text{بيت} \\
\Rightarrow \\
\text{بيت}
\end{array}
\]

\[
\begin{array}{c}
baitu-n \\
\Rightarrow \\
al-baitu
\end{array}
\]

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 «a» 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 «a» 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 «؟» is placed above the hamzah:

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

The door is open.

The pen is broken.
Note:
We have learnt that the tanwin is the indefinite article, and it is to be translated as «a», e.g. ليست a house. This does not apply to adjectives like مفتوح “open”, and مكسور “broken”.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>غنيّة</td>
<td>rich</td>
</tr>
<tr>
<td>فقير</td>
<td>poor</td>
</tr>
<tr>
<td>طويل</td>
<td>tall</td>
</tr>
<tr>
<td>قصير</td>
<td>short</td>
</tr>
<tr>
<td>بارد</td>
<td>cold</td>
</tr>
<tr>
<td>حار</td>
<td>hot</td>
</tr>
<tr>
<td>جالس</td>
<td>sitting</td>
</tr>
<tr>
<td>أوقف</td>
<td>standing</td>
</tr>
<tr>
<td>جديد</td>
<td>new</td>
</tr>
<tr>
<td>قديم</td>
<td>old</td>
</tr>
<tr>
<td>قريب</td>
<td>near</td>
</tr>
<tr>
<td>بعيد</td>
<td>far away</td>
</tr>
<tr>
<td>نظيف</td>
<td>clean</td>
</tr>
<tr>
<td>رمسي</td>
<td>dirty</td>
</tr>
<tr>
<td>صغير</td>
<td>small</td>
</tr>
<tr>
<td>كبير</td>
<td>big</td>
</tr>
<tr>
<td>حقيف</td>
<td>light</td>
</tr>
<tr>
<td>ثقيل</td>
<td>heavy</td>
</tr>
<tr>
<td>الرق</td>
<td>paper</td>
</tr>
<tr>
<td>الماء</td>
<td>water</td>
</tr>
<tr>
<td>التفاح</td>
<td>apple</td>
</tr>
<tr>
<td>جميل</td>
<td>beautiful</td>
</tr>
<tr>
<td>المكان</td>
<td>shop</td>
</tr>
<tr>
<td>حلو</td>
<td>sweet</td>
</tr>
<tr>
<td>مرض</td>
<td>sick</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 tanwin.
al-masjidu has no tanwin.

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 jadid-u-n

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

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 محرور).

2. In this lesson we also learn the two pronouns: هُوَ “he, it”, and هِئَيْنَ “she, it”.

In Arabic all nouns are either masculine or feminine.

A masculine noun is referred to by the pronoun هُوَ 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 «î». But when it is followed by «ab» the «î» is shortened because in Arabic long vowels are not followed by a consonant which has no vowel. (fil ☞ fil).
Where is the book?

؟َأَينَ الْكِتَابُ؟

It is on the table.

.هُوَ عَلَى الْمَكْتَبِ.

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

Where is Aminah?

؟َأَينَ أَمْنَةُ؟

She is in the house.

ِهيَ فِي الْبَيْتِ.

Where is the watch?

؟َأَينَ السَّاعَةُ؟

It is on the bed.

ِهيَ عَلَى السَّرِيرِ.

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

Nota:

1. We have learnt that the tanwîn is the indefinite article, e.g. ِبَيْتُ a house. This rule does not apply to proper nouns. So ِحَامِدُ is just “Hâmîd”, not “a Hâmîd”.

2. Feminine proper nouns have no tanwîn, e.g. ِفَاطِمَةُ، زَيّنَبُ، أَمْنَةُ.
Vocabulary

where

on

room

sky

bathroom

classroom

kitchen

toilet

in

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 Bilāl?

أين بلال؟

He went to the mosque.

ذهب إلى المسجد.

Bilāl 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

from. (If it is followed by اَلِّي it becomes مَنْ)
In this lesson we learn ُتْلُكَ which is feminine of ُذَلِكَ “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 ُتْلُكَ ُذَلِكَ or ُذَلِكَ

Vocabulary

النَّاقَةُ  she-camel
البَضَّةُ  egg
البَطَّةُ  duck
المُؤَدَّنُ  mu 'adhhdhin
المَرْضَةُ  nurse
المَهاَجِّةُ  hen
In this lesson we learn:

1. How to say “this book” in Arabic. We have seen that هذا 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 جديده.

All demonstrative pronouns can be used to make this construction, e.g.
That man is an engineer. ذلك الرجل مهندس.
This watch is beautiful. هذه 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.
Bilâl is in the house. 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. هذه أميريكا.
I am from America. أنا من أميريكا.
He is the president of America. هو رئيس أميريكا.

3. “behind”, “in front of”. The noun after these have “-i” ending e.g.
The house is behind the mosque. البيت خلف المسجد.
Hâmîd is in front of the teacher. حامد أمام المدرس.

4. جلس means “he sat”.

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
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:

هذه كتاب

This is a book.

⇒

هذا الكتاب لمحمد

This book belongs to Muhammad.

Ex.1: Make questions and answers as shown in the example using the word "لمن" “whose”.
Ex.2: Read the following keeping in mind the rule pertaining to nouns ending in «-ا».
Ex.3: Read and write keeping in mind the rule pertaining to "فم" and "و".

Vocabulary

America  
السِكَين  
knife

closed  
المَانِي  
Germany

Iraq  
المُکْتَرَا  
England

Switzerland  
المُسَتَشفِي  
hospital

* Note that the final "ي" which is pronounced alif has no dots. So "في" is fi, and "على" is 'alá.
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.

In Arabic the adjective is called na’t (نَعْتُ), and the noun it qualifies is called man’ūt (مَنْعُوتُ). 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.

اَنْتُ صَغِيرٌ        بَنَتَ صَغِيرَةٌ

tiny boy           little girl

α new book

α new car

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.

Bilāl is a new teacher.

The new teacher is in the class.

المَدْرَسَةُ الجَدِيدَةُ في الفَصِّلِ.

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 tanwîn, e.g.
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 «-ân».

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English (language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>الفاكهة</td>
<td>fruit</td>
</tr>
<tr>
<td>العصّموم</td>
<td>sparrow</td>
</tr>
<tr>
<td>الطائر</td>
<td>bird</td>
</tr>
<tr>
<td>العربية</td>
<td>Arabic language</td>
</tr>
<tr>
<td>اللغة</td>
<td>language</td>
</tr>
<tr>
<td>سهل</td>
<td>easy</td>
</tr>
<tr>
<td>متعبه</td>
<td>hardworking</td>
</tr>
<tr>
<td>شهير</td>
<td>famous</td>
</tr>
<tr>
<td>صعب</td>
<td>difficult</td>
</tr>
<tr>
<td>المدينة</td>
<td>city</td>
</tr>
<tr>
<td>القاهرة</td>
<td>Cairo</td>
</tr>
<tr>
<td>اليوم</td>
<td>today</td>
</tr>
<tr>
<td>لماذا</td>
<td>why</td>
</tr>
<tr>
<td>الكوب</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 الَّذِي. 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.

   الرجل الَّذى خرج من المسجد الآن تاجر شهير.

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

   البيت الَّذى أمام المسجد للإمام.

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

3. Note that when لٰ is used with a noun having أَلُّ, the alif of أَلُّ is omitted:

   الإمام
   المدرس
   للإمام
   للالمدرس

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 أَلُّ the adjective should also have أَلُّ.
Ex.3: Read and write.
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>المكتبة</td>
<td>library</td>
</tr>
<tr>
<td>الآن</td>
<td>now, just now</td>
</tr>
<tr>
<td>هناك</td>
<td>there</td>
</tr>
<tr>
<td>المُستوصفُ</td>
<td>clinic, small hospital</td>
</tr>
<tr>
<td>المروحة</td>
<td>fan</td>
</tr>
<tr>
<td>الكويت</td>
<td>Kuwait</td>
</tr>
<tr>
<td>الثانوية</td>
<td>secondary school</td>
</tr>
<tr>
<td>الوزير</td>
<td>minister</td>
</tr>
<tr>
<td>حاد</td>
<td>sharp</td>
</tr>
<tr>
<td>السوق</td>
<td>market</td>
</tr>
<tr>
<td>إندونيسياَ</td>
<td>Indonesia</td>
</tr>
<tr>
<td>الشارع</td>
<td>street</td>
</tr>
</tbody>
</table>
LESSON 10

In the lesson we learn:

1. The possessive pronouns: ي, ها, ك

   kitāb-u-ka (your book). Here “your” is for masculine singular. كتابك
   kitāb-u-hu (his book)
   kitāb-u-hā (her book)
   kitāb-i for kitāb-u-i (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 كتابك and “his book” is كتابه.

   The word for “father” is أبي and for “brother” is أخ.

   “Your brother” is أأخُوك and not أأخوك.

   An extra waw و has to be added between the mudāf and the mudāf ilaihi. In the
   same way “his father” is not أبأب but أبأب.

   Note the following:

   “Muhammad’s house” is بيت مُحَمَّد.

   But “Muhammad’s father” is أبو مُحَمَّد.

   And “Muhammad’s brother” is أخو مُحَمَّد.

   “My father” and “my brother” have no extra waw, e.g. أبى, أبي.

   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

   إن ضاء الله
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 ظَلَّمًا؟ “Have you a pen?” (literally, “Is there a pen with you?”).

4. We have already learnt the preposition لـ meaning “belonging to”. When it is attached to the pronouns it takes fatha (لـ) “belongs to you”, له “belongs to him”, لهها “belongs to her”; but لي “belongs to me”, has kasrah.

Note:
إلي أخ means “I have a brother”, literally “a brother belongs to me.”
إلي فم means “with”. “I have a mouth”, literally “a mouth belongs to me.”

It is wrong to say عند أخ because عند is used with things which are separable, and relations and parts of the body are not of this nature.

5. We have learnt ذهب “he went”. Now we learn ذهبت “you went” (masculine singular) and ذهبت “I went”.

Did you go to school today?
نَعَمْ، ذهبت.
Yes, I went.

6. We have learnt that feminine proper nouns have no tanwin e.g. عُمّة, آمنة.

Likewise, masculine proper nouns with ـending also have no tanwin, e.g.
حمراء، أسامة، معاوية.

7. مع Means with. To understand the difference between عند and مع remember that if you say:
المدرس عند المدير.
“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:

doesn't have this restriction. He can be with the headmaster anywhere.

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

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

Note that الجامعة الإسلامية بـ 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:

\[ \text{kitāb-u-n} \quad \Rightarrow \quad \text{kitāb-u-ka} \]

With the possessive pronoun of the first person the case ending “-u” has also to be removed:

\[ \text{kitāb-u-n} \quad \Rightarrow \quad \text{kitāb-i} \]

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

الزميل colleague, class-mate
الفتى young man
الزوج husband
واحد one
الطفل child
LESSON 11

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

أَحِبُّ وَفِيهُ/فِيهَا

1. فِيهُ means “in it”, e.g.

Who is in the house?

مَنْ فِي الْبَيْتِ ؟

There are my father and mother in it.

فِيهِ أُبُو وَأُمِّيَ.

2. The feminine is فِيهَا, e.g.

Who is in the room?

مَنْ فِي الْعَرْفَةِ ؟

There is my brother in it.

فِيهَا أَخِي.

3. أَحِبَّ means “I love, I like”, e.g.

I love my father, my mother,

أُحِبُّ أُبُو وَأُمِّي وَأخِي وَأختي.

my brother and my sister.¹

The object of a verb is in the accusative case (مَنْصُوب، 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.

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

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

(uhibbu l-lughat-a l-`arbiyyat-a) I love Arabic language.

¹ In English the word “and” is used only before the last word, but in Arabic ْز must be used all through.
Here we can learn ُتَحْبُبُ “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 أنت "you" for masculine singular. Now we learn أنت "you" for feminine singular, e.g.

Where are you from, Aminah?

The possessive pronoun from لك is «-ki», e.g.

Where is your house, Maryam?

2. We have already learnt that the possessive pronoun from لك is أنت, 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 ّل the sukun is changed to kasrah e.g.

The girl went.

3. We have already learnt للذي "who, which" for masculine singular. Now we learn للتي for feminine singular, e.g.

The girl student who sat in front of the lady teacher is from Germany.
The watch which is on the table belongs to the teacher.

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

Note also:

هذا بيتُه هو. هذا قلمي أنا. ذلك كتبها 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 الّذي or الّتي
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>عمّه</td>
<td>paternal uncle</td>
</tr>
<tr>
<td>أمّه</td>
<td>maternal aunt</td>
</tr>
<tr>
<td>حاّل</td>
<td>maternal uncle</td>
</tr>
<tr>
<td>حالّة</td>
<td>maternal aunt</td>
</tr>
<tr>
<td>مُستشفى الولادة</td>
<td>maternity hospital</td>
</tr>
<tr>
<td>يا سيدي</td>
<td>sir!</td>
</tr>
<tr>
<td>مايسيتي</td>
<td>madam!</td>
</tr>
<tr>
<td>كيف حالك؟</td>
<td>how are you? how do you do?</td>
</tr>
<tr>
<td>أنا بخير</td>
<td>I am fine</td>
</tr>
<tr>
<td>أمهات</td>
<td>pl of أم mother</td>
</tr>
<tr>
<td>وزراء</td>
<td>pl of وزیر minister</td>
</tr>
<tr>
<td>أقوياء</td>
<td>pl of قوئی strong</td>
</tr>
<tr>
<td>ضعفاء</td>
<td>pl of ضعیف weak</td>
</tr>
<tr>
<td>بعد</td>
<td>after (the noun following is in the genitive case)</td>
</tr>
<tr>
<td>المملكة العربية السعودية</td>
<td>Kingdom of Saudi Arabia</td>
</tr>
<tr>
<td>الشجرة</td>
<td>tree</td>
</tr>
<tr>
<td>سوريا</td>
<td>Syria</td>
</tr>
<tr>
<td>المدرسة المتوسطة</td>
<td>middle school</td>
</tr>
<tr>
<td>المفتش</td>
<td>inspector</td>
</tr>
<tr>
<td>الفتاة</td>
<td>young lady</td>
</tr>
<tr>
<td>الدفتر</td>
<td>notebook</td>
</tr>
<tr>
<td>ماليزيا</td>
<td>Malaysia</td>
</tr>
<tr>
<td>pl of أبي father</td>
<td></td>
</tr>
<tr>
<td>pl of عالم scholar</td>
<td></td>
</tr>
<tr>
<td>pl of قوي strong</td>
<td></td>
</tr>
<tr>
<td>pl of ضعيف weak</td>
<td></td>
</tr>
</tbody>
</table>
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 “-ūnā” ending. e.g.

     
     
     
     
     
     
     muslim-u-n
     
     
     mudarris-u-n

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

     
     
     
     
     
     
     muslimat-u-n
     
     
     muhandisat-u-n

     Note that in this plural form the singular has short “a” before the “at” (muslimat-u-n), and the “at” is round (۲), where as in the plural the “a” is long, and the “at” is open (muslimāt-u-n).

     In pronunciation the only difference between the singular and the plural is the shortness and length of “a”:

     muslimat-u-n  muslimāt-u-n

     ↑  ↑

     33
• 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>مَعْلَمٌ</th>
<th>كِتابٌ</th>
<th>جُبَلٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَيْلَةٌ</td>
<td>تَأَجُّرٌ</td>
<td>أَقْلَامٌ</td>
</tr>
<tr>
<td>بُعْدٌ</td>
<td>سَدِيقٌ</td>
<td>أَخٌ</td>
</tr>
</tbody>
</table>

(1u2ù3-u-n) najm-u-n mujūm-u-n
(1u2u3-u-n) kitāb-u-n kutub-u-n
(li2ā3-u-n) jabal-u-n jibāl-u-n
(1u22ā3-u-n) tājir-u-n tujjār-u-n
(a12ā3-u-n) qalam-u-n aqlām-u-n
(1u2a3â-'u) zamil-u-n zumalâ '-u

This is without tanwîn

<table>
<thead>
<tr>
<th>صَلِيقٌ</th>
<th>أَصْدِيقٌ</th>
<th>إِخْوَةٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَيْلَةٌ</td>
<td>سَدِيقٌ</td>
<td>أَخٌ</td>
</tr>
</tbody>
</table>

(a12ilâ-'u) sadīq-u-n asdiqâ '-u

This is without tanwîn

<table>
<thead>
<tr>
<th>فُعَلَاءٌ</th>
<th>أَخٌ</th>
<th>إِخْوَةٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَيْلَةٌ</td>
<td>أَخٌ</td>
<td>إِخْوَةٌ</td>
</tr>
</tbody>
</table>

(li23at-u-n) akh-u-n ikhwāt-u-n

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 هَوْلَاءٌ (hā 'ulā 'ī) is هُوَّلَاءٌ (huwwāl ay), e.g.

هُوَّلَاءٌ تَجَّارٌ.

These are merchants.

هُوَّلَاءٌ مُدَرَّسَاتٌ.

These are lady teachers.

This is a merchant.

This is a lady teacher.

Note that هُوَّلَاءٌ is mostly used with human beings. Its use to refer to non-human beings is rare. See lesson 16 to find out what word to be used with non-human beings.

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

هُوَ مُدَرَّسٌ.

He is a teacher.

هُمُّ مُدَرَّسُونَ.

They are teachers.

The plural of هو (his) is هُمُّ (hum), (their), e.g.

Where is their house?

Their father is a famous merchant

Note that the words for "they" and "their" have the same form هُمُّ (hum).

4. We have learnt ذَهَبَ (dhahabá), "he went". Now "they went" is ذَهَبُوا (dhahabù). 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 (b'as) "some", e.g.

بَعْضُهُم مُدَرَّسُونَ، وبَعْضُهُم مهندِسُونَ.

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 mudâf 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

| اسماة | name         |
| تفیئة | of young man |
| طولان | tall         |
| طالب   | student      |
| جدید   | new          |
| ضیوف | guest, pl    |
| قریة  | village      |
| حقل   | field, pl    |
| رملاء | class-mate   |
| محتجهودون | hardworking |

36
In this part we learn the following:

1. The plural of ُهَٰنَّ “she” is ُهُمْ هَٰنَّ, e.g.

   They are my brothers, ُهُمْ إِخْوَةِ ِنِيِ
   and they are my sisters. ُرَهْنُ إِخْوَاتِيِ

   The plural of ُهَا “her” is ُهُنْ “their”. Note that the pronouns for “they” and “their” are the same.

   They are my class-mates and this is their house. ُهُنْ زَمْيِلَائِيِ, وَهَذَا يُبِهْنُ

2. We have already learnt that the plural of ُهُنْ “this” is ُهُوَلِئِ, i.e. it is the same for both the masculine and the feminine.

3. We have learnt in Part A that ُدِهْبُوا (masculine) “They went” (feminine) is ُذُهِبَنَّ (dhahabna), e.g.

   Where are your brothers? أَيَّنَ إِخْوَتُكُمْ؟
   They went to the university. ُدِهْبُوا إِلَى ِجَامِعَةِ
   And where are your sisters? أَيَّنَ أَخْوَاتُكُمْ؟
   They went to the library. ُذُهِبْنَ إِلَى ِمُكْتِبَةِ
4. We have already learnt the formation of the sound feminine plural. In the pronunciation the «آ» before the «ت» is lengthened. In writing, in addition to this, the “round ta” is changed to “open ta”, e.g.

\[\text{muslimat}-u-n \rightarrow \text{muslimât}-u-n\]

Note that the following plurals which are irregular:

\[\text{bint}-u-n \rightarrow \text{banât}-u-n\]
\[\text{akhht}-u-n \rightarrow \text{akhwât}-u-n\]
\[\text{fatâ}-u-n \rightarrow \text{fatayât}-u-n\]
Exercises

Ex.1: Change the subject in the following sentences to plural. Note that adjectives like كِبَارٌ، صَيْغَارٌ، طَوَالٌ، جَلَدٌ 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، هَذَا، هُوَاءٌ).

Note that هُوَاءٌ is for both masculine and feminine.

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

(هُوَ، هُمُّ، هِيّ، هُنُّ).

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

Vocabulary

lady professor

نساءٌ

women (plural)

زوجةٌ

wife

عمةٌ

aunt (father’s sister)

المرأةٌ

women

زوجٌ

husband

مستشفىٌ الولادةٌ

maternity hospital
Part C

In this part we learn that the plural of ذلك and أولئك is تُلكّ "those". Note that the waw (و) in أولئك is not pronounced. The words is pronounced ُعلاً 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: تُلكّ أوأولئك ذلك.

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

Ex.4: Read the following keeping in mind that these broken plural patterns have no tanwin.
In this lesson we learn the following:

1. The plural of “you” (masculine singular) is َأَنْتُمْ, e.g.

   Who are you?
   مَنْ أَنْتُمْ؟

   The plural of لَكَ “your” is َكُمْ, e.g.

   Brothers, where is your house?
   أَيَّنْ تَنْتَكُمْ يَا إِخْوَانَ؟

2. The plural of َأَنَا “I” is َنَحْنُ. Like َأَنَا its plural َنَحْنُ 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 بَيْتِي means “my house”. Now we learn that “our house” is بَيْتُنَا, e.g.

   Allah is our Lord.
   اللَّهُ رَبُّنَا.

   Islam is our faith.
   الإِسْلَامُ دِينُنَا.

   Muhammad (peace and blessing of Allah be upon him) is our Prophet.
   ﷺ مُحَمَّدٌ ﻪُوَيْلَى ﺔِنَّـهُ وَسَلَّمُ ﻪُبِنَانَا.

3. ذَهَبَتْ means “you went” (mas. sing.). ذَهَبْتُمْ means “you went” (mas. pl), e.g.

   Where did you go, my sons?
   أَينَ ذَهَبْتُمْ يَا بْنَائِي؟

4. ذَهَبَتْ means “I went”. And “we went” is ذَهَبْنَا (dhahabnā). Note that “they went” (feminine) is ذَهَبَنَ فَتْرَةً, َدُهْبَنَ (dhahabna). The difference between the two is that in ذَهَبَتْ the final «a» is short, and in ذَهَبَنَ it is long.

41
5. We have seen that feminine proper nouns have no tanwin, e.g. آمنةّ، مريمّ.

Now we learn that non-Arabic proper nouns also have no tanwin, e.g. وليمُ، هَتْـَّارُ، لنَّدنُ، باكِسْتَانُ.

The names of most of the prophets are non-Arabic, and therefore, they have no tanwin, e.g. آدمّ، إبراهيمّ، إسحاقّ، إسماعيلّ، يعقوبّ.

If however, the non-Arabic proper noun has only three letters, and is masculine, it has tanwin, e.g. نوحّ، لوُطّ، جَرِيحٌ (George) حانّ.

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

The imam’s new house.

بَيْتُ الإِمَامُ الْجَدِيِّدُ.

Here بَيْتُ is the mudāf, and it is definite by position. The same applies to the mudāf whose mudāf ilaihi is a possessive pronoun, e.g. بَيْتُهُ الْجَدِيِّدُ "his new house".

Note the following:

The imam’s new house.

بَيْتُ الإِمَامُ الْجَدِيِّدُ.

The new imam’s house.

بَيْتُ الإِمَامُ الْجَدِيِّدِ.

7. أيّ "which". It is used as a mudāf, e.g.

Which house is this?

أَيُّ بَيْتٌ هَذَا؟

Which student went out?

أَيُّ طَالِبٌ خَرَجَ؟

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

Which country are you from?

مَنْ أَيِّ بَلَدَ أَنْتَ؟

In which class-room did you sit?

فِي أَيِّ فَضْلِ جَلَسْتَ؟
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

- شُفَاءُ اللَّهِ May Allah grant him health!
- أَيِّ لِغَةَ تَحْبُّ؟ What language do you like?
- الدِّسَائِرُ welcome
- طَفُلَة child (feminine)
- المَطَارُ airport
- الكَلِيَّةُ faculty, college
- كَلِيَّةُ الطَّبِّ Faculty of Medicine
- كَلِيَّةُ الْهِنْدَسَةِ Faculty of Engineering
- كَلِيَّةُ الْبَحْرَاءَ Faculty of Commerce
- كَلِيَّةُ الشَّرِيعَةِ Faculty of Islamic Law
- نَصَارَىْ Christian, pl
- النَّبِيُّ Prophet
- الْدِّينُ religion
- الْيَوْمُ الْسَّبْتُ Saturday
- الْرَّبُّ Lord
- الْبَيْتُ the month of Rajab
- اليَوْمُ النَّاْبِيُّ Greece
- اَخْ حَبِّ pl of حِبْضرَةُ
- الْحِفَّةُ garden
- الْمَحْكَمَةُ lawcourt
- الْقِبَالَةُ prayer direction
- الدِّسَائِرُ constitution (law)
- حَفَّةُ grandchild, pl
LESSON 15

In this lesson we learn the following:

1. The plural of “you” (feminine singular) is ئَنْتُنَّ.
Who are you, sisters?
We are the imam’s daughters.

2. The plural of لِكِ “your” (feminine singular) is كُنْ.
Where is your house, ladies?
Our house is near the mosque.

3. We have learnt دِهْبُتُ “you went” (feminine singular). Its plural is دِهْبُتُنَّ, e.g.
Where did you go, sisters?
Where did you go, brothers?

4. قَبَلَ means “before”, بَعْدَ means “after”. They are always mudâf, and the noun following them is in the genitive case. e.g.
After the lesson
Before the prayer

5. رَجَعَ “he returned”.
Has the imâm returned from the mosque?
I went to the mosque before the adhâân 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, أَنْتَ, أَنْثَى).
Ex. 5: Fill in the blanks with the suitable possessive pronoun (كُنِّي, كُنْ, كُنَّا).
Ex. 6: Fill in the blanks with أَنْ or أَنْحَنُ.
Ex. 7: Read and write.

Vocabulary

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

1. In 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 (عَاقِلُ)

Singular: 

هَذَا طَالِبٌ جَدِيدٌ. هُوَ صَغَّيرٌ.

Plural: 

هُؤُلاء طَالِبُون جَدِيدُون هُمْ صَغَّارُ.

Irrational (عَبْرُ عَاقِلٍ)

Singular: 

هَذَا كِتَابٌ جَدِيدٌ. هُوَ صَغَّيرٌ.

Plural: 

هَذُوهُ كِتَابُون جَدِيدُون هُؤُلَائِهِ صَغَّيرُون.

So regard the plural of irrational nouns as feminine singular.

Note: 

1. The students went out. 

الطَّلَبُون خَرجُوا.

2. The dogs went out.

الكِلَابُ خَرجُتُ.

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:

مَسْجِدٌ 

masjid-u-n

مَسْجَدٌ 

masâjid-u

(1a2â3i4-u).

دَفَاتِرُ 

daftar-u-n

ذِفَاتِرُ 

dafâtir-u

This pattern has no tanwîn.
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، هَذِهِ، هُوَلَا)
Ex.4: Fill in the blanks with the demonstrative pronouns:
(ذَلِكَ، تُلْكَ، أُوْلَئِكَ)

Vocabulary

النهر river
السّنّة hotel
البحر sea
الطائرة airplane
Lesson 17

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

Note that the plural of حَمَّارٌ is حَمَّارَاء 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

شرِكةً firm, company مُديرُ الشرِكة director of the company
رَخيصةً cheap يابانيةٌ Japanese
قمصانَ قميصٌ shirt, pl
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.,

   بـيـتٍـاـن
   بـيـتٌـاـن
   بـائـتٍـاـن
   بـائـتٌـاـن
   يـدٍـأـن
   يـدٌـأـن
   يـدٍـأـن
   يـدٌـأـن

   - The dual of هـذَا is هـذَاـن and of هـذِـه is هذِـهـا, e.g.

   هـذَاـن كـبـارًاـن
   هذىَـن سَيَّاتَـان

   - The dual of هـُـوـا and هـُـيـا is هُـوـاـن, e.g.

   من هـذَاـن الـوـلـدَـان؟
   هُـوـا طَبـيـبَـان جَـدـ حُـبَـان
   أين الأـخِتَـان؟
   هُـمـا فِي الـغرَـفَـة

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

2. “how many”. Note that the noun following كم is singular and in the accusative case. e.g.

   كـم كـبـاب؟
   كـم سيارَة؟

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

سيارة – سيارو – سيارة

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

كم قِلَماً عندي؟

عندي قَلمان.

Note that the dual of أخُوَان (not أخوّان).

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

العجلة wheel
السبورة writing board
الرِّيال riyal
السُّنة year
الحَيِّ city district
النافذة window
الممطرة ruler

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”.  

  كتب اثنان

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

  كتب ثلاثة

  Four houses

  بيوت أربعة

  Five pens

  أقلام خمسة

  Ten men

  رجال عشرة

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

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.

  خرج ثلاثة طلاب.

  In four houses.

  في أربعة بيوت.

  I saw five men.

  رأيت خمسة رجال.

Note: in “what is the price of this?” there is an omission. The word omitted is ريالا 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

كلّ all
كلّهم all of them
كلّكم all of you
كنا all of us
البلد country, pl
المختلف different
الحافلة bus
مهمهم of them
(-literally, from them)
أوربا Europe
يوغوسلافيا Yugoslavia
شكرا thanks
اليوم day, pl
الن배n price
النصف half
القرش 1/10th of a riyal,
قديم pl of old
راكب passenger (traveling by a bus or plane), pl
سؤال question
حصب pocket
LESSON 20

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 ٣ أَبْنَاء

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

ثلاثُ بُناتٍ three daughters ٣ أَبْنَاء three sons
أرَبعُ أَخواتِ four sisters أرَبعَةُ إِخوَةُ four sons
خمسُ أَمَهاتٍ five mothers خَمْسَةُ أَبَاءَ five fathers
سِبْعُ نساءٍ six women سِبْعَةُ رَجَالٍ six men
سبعُ طلابٍ seven lady students سِبَعَةُ طَلاَبٍ seven students
ثمانُى غرفٍ eight rooms ثَمَانِيَةُ بيوتٍ eight houses

Note that ثُمَانِيَةُ has sukun on the last letter.

عشرُ نساءٍ ten women عُشَرٌ رَجَالٍ ten men

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

The feminine of is وَاحِدَةٌ и of إِثْنَانَ is إِثْنَانَ. e.g.

لي أُخْتُ وَاحِدَةٌ / لي أُخْتَانَا إِثْنَانَ.
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’dūd.

Vocabulary

Indonesia

کلمات pl of کلمة word

غرفة pl of محلة magazine, journal

درس pl of دروس lesson

عمة pl of عم paternal uncle

حرف letter (of the alphabet),
LESSON 21

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

- دَالَّكَ which is the same as دَالَّكَ
- اَلْوَانُ pl colour, pl
- وَاسِعَ spacious
- آسِيَا Asia
- نُحِبُّ we love
- نُحِبَّهُ 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.
Lesson 22

We have learnt several groups of nouns and adjectives which do not have tanwin. Most nouns and adjectives have tanwin. Tanwin is omitted in the following cases:

a) When the noun or adjective has ALLE e.g. كتاب: الكتاب

b) When it is mudâf, e.g. كتاب: كتاب بالله

c) When it is preceded by YA e.g. يا استاذ: يا استاذ

But there are certain nouns and adjectives which never have tanwin. They are called diptotes (in Arabic الممتوغ من الصرف). We have learnt in this book the following groups of nouns and adjectives which are diptotes:

1. Feminine proper nouns e.g. أمانة, زينب

2. Masculine proper nouns ending in “ta marbûta” (ة) e.g. حمراء, أسامة

3. Masculine proper nouns ending in “-n” e.g. عثمان, رضوان

4. Adjectives on the pattern of كسلان, ملالان e.g. أحمد, نور

5. Masculine proper nouns on the pattern of أسود, أحمير e.g. غليهم, لندين, باكستان

6. Adjectives on the pattern e.g. أسود, أحمير

7. Non-Arabic proper nouns e.g.

8. The following patterns of broken plural:

   a) أصليفاء, أفغيا e.g.

   b) فقراء, زملا e.g.

   c) مساجد, مكايب e.g.

   d) مناديل, مفتاحي, فنجين e.g.
Note that ❀isce✿ is originally ❀ins✿ on the pattern of ❀la✿, 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.)

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>❀.compareTo..iners✿</td>
<td>Baghdad</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>Jeddah</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>green</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>tea-cup, pl</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>minute, pl</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>kerchief</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>key</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>he said</td>
</tr>
<tr>
<td>❀.r✿</td>
<td>she said</td>
</tr>
</tbody>
</table>
We have learnt before that a noun is in the genitive case when it:

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

\[
\text{البيت} : \text{في البيت}
\]

b) is müdāf ilahi, e.g.

\[
\text{المدرس} : \text{كتاب المدرس}
\]

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.

\[
\begin{align*}
\text{كتاب بلال} & : \text{من بلال} \\
\text{كتاب أحمد} & : \text{من أحمد} \\
\text{كتاب إبراهيم} & : \text{من إبراهيم}
\end{align*}
\]

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 maʿdūd.

Note that these nouns are diptotes. So they will have fatha instead of kasrah, e.g. the plural of مساجد is مساجد

three mosques

four hotels

five classmates

Vocabulary

Istanbul

الطائف Taif City

Washington