Teach Yourself

ARABIC

S.A. Rahman

GOODWORD
Dedicated to
my mother and father
who worked hard to make me what I am today.
I dedicate this book in all humanity.

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404. Translation Exercises (Arabic-English)
من أراد أن يعمل كبيراً في النحو بعد كتاب سيبويه فليستمسي
Introduction

India is a country where the tradition of Islam and Arabic studies stretches over centuries. There is no dearth of books on Islam, Arabic literature and other related subjects, Arabic language and its grammar. Whether it is a madrasah for religious studies or a school, college and University of modern education, the Arabic syllabi invariably include Arabic grammar. Indian scholars of the Arabic language have till date prepared a large number of books in an attempt to teach Arabic grammar in order to strengthen the foundations of the student of the Arabic language. Superficially and according to the abilities of the students some of the books have come to be known as good books and some others as bad books. However, I am of the conviction that no book on any subject and more so of the Arabic grammar should be compared with other books and classified as good or bad because every author prepares his book to the best of his information and ability and for a specific group of people with specific end in mind to achieve. Similarly no two persons or students will learn equally from the same book or the same teacher. Every author has his past experience in the field of the subject on the basis of which he builds up his book and every student has his own level of intellect and motivation to learn.

No single information can ordinarily be acquired from a single reading of a book and no single book can be read repeatedly due to monotony and boredom and hence he needs to read the same information encoded differently before it becomes a part and parcel of his acquisition.

It is more true of grammar of any language particularly for those who learn a foreign language in a foreign milieu through the grammar and not the grammar through the language like in the case of native languages.

Every author desires and tries to place his subject before readers in a way that he thinks is better and easy to comprehend and thus is created a corpus of reading material on the subject that provides choice to the readers and students.

In this book I have also tried to put things the way I think better and
with my teaching experience spread over more than thirty long years. I believe that this book in hand will be of great utility for the students of the Arabic language anywhere and specially anywhere in India. I have employed the same method of placing things before the readers as I used in teaching my students in the classroom and since I had achieved good result with my students. Unlike many other books on Arabic grammar most favoured and popular with the students, I have written my own texts with specific grammar point in mind to teach through the lesson and precisely this is the reason that I could feed in the texts the grammar points I wanted and give maximum number of examples. It is of course not possible to write a lesson with only one grammar point, however, it is very much possible to teach only specific things through one lesson and indeed this is what I have tried to achieve. I think this could be possible for me because I have improvised texts for each lesson in preference to borrowing readymade texts from established writers of renown, or poetry, or the Quran and the Hadith of the prophet which is generally the case with a large number of books. I am fully aware that my improvised texts may not be very ornate and rhythmical as in some other books, however, I am confident that they are good enough to serve my end that is to make the readers and the students understand that they need to understand in an easy way and to achieve this end I am prepared to make any sacrifice.

In each lesson the text has been written and divided in lines in such a way that the meaning of the Arabic word, and phrase can be given just in front of it in order to make the things easy for the readers and our success rate is quite high. It has also been attempted that only specific grammar point/s should be dealt with in each lesson and the readers should work to concentrate to deal only with that much.

As far as possible adequate explanation has been given with examples. At the end of each lesson a list of difficult words used in the lesson has also been provided with their meanings in English.

I have detailed major grammar points in thirty-five lessons and some essential points have been briefly summed up under “Arabic Grammar on Finger Tips”. These include points which have either been discussed thoroughly in the lessons and I have mentioned them here just to serve as reminder while some minor points that do not merit detailed explanation
but are considered vital, have been mentioned with adequate explanation and examples.

Through each book is complete in itself, however, no book is ever a final word on the subject. I believe that each book is complementary to the others on the subject as it provides another opportunity for the readers to compensate for what he or the authors might have missed in the others.

I have taken several books written on this topic of Arabic grammar as my model and tried to do this book in a different way—in a way that I considered better and closer to the ability of the students to understand.

It may be noted that I have basically prepared this book for the students who want to learn standard written Arabic outside its native milieu in most of the cases. I believe this book will be of great help for such people.

Before I finish I like to thank all those people who were in anyway helpful to me in preparing this small handbook of Arabic grammar and very specially Mr. Saniyasnain, the publisher of this book and who had actually prompted me to do this book about more than a year ago.

Finally, I thank God who gave me good health and ability to complete this work as best as I could.

(S.A. Rahman)
List of Abbreviations:

Adj.  Adjective
Adj. com  Adjective of comparative degree
Adj./Numeral  Adjective/ Numeral
Adj.SF  Adjective Singular Feminine
Adj.SM  Adjective Singular Masculine
Adj./VN  Adjective / Verbal Noun
Adv. N.  Adjectival Noun
Adv.  Adverb
Adv of Time  Adverb of time
C N M  Collective Noun Masculine
e. g.  Exempli gratia/ for example
F D  Feminine Dual
i. e.  id est/ that is
M  Man/Men
W  Woman/Women
M D  Masculine Dual
N F  Noun Feminine
N M  Noun Masculine
N P P  Non-personal plural
N U  Noun of Unity
N U F  Noun of Unity Feminine
M F D  Masculine Feminine Dual
O. S.  One self
P  Plural
P. F.  Plural Feminine
Pl. non-personal  Plural non-personal
P M  Plural Masculine
P M & F/PMF  Plural Masculine & Feminine
P P  Past Participle/Passive Participle
PP/ SM  Past / Passive Participle / Singular Masculine
A P  Active Participle
LIST OF ABBREVIATION

S M  Singular Masculine
S F  Singular Feminine
Prep.  Preposition
S M & F, SM/F  Singular Masculine & Feminine
V N/VNSM  Verbal Noun/Verbal Noun Singular Masculine
VN / Adj.  Verbal Noun/ Adjective

I P SMF  First Person Singular Masculine/ Feminine
I P D P M F  First Person Dual/ Plural Maculine / Feminine
II P SM  Second Person Singular Masculine
II P DM  Second Person Dual Masculine
II P PM  Second Person Plural Masculine
II P SF  Second Person Singular Feminine
II P DF  Second Person Dual Feminine
II P PM  Second Person Plural Feminine
III PSM  Third Person Singular Masculine
IIIP DM  Third Person Dual Masculine
IIIP PM  Third Person Plural Masculine
IIIP SF  Third Person Singular Feminine
IIIP DF  Third Person Dual Feminine
IIIP PF  Third Person Plural Feminine

Explanation:
I Person  =  The person who speaks.
II Person  =  The person spoken to.
III Person  =  The Person spoken about.

Names of Arabic Vowels:

Fathah / fatḥah  
Kasrah/ kasrah  
Ḍammah/ ḍammah  
Tanween/tanween  

فَتْحَة
كَسْرَة
ضَحْة
تَنوُن
Sokoon/ sokoon
Shaddah/ shaddah
Shaddah with kasrah or
Shaddah with dammah
Shaddah with fathah
Maddah

(It is written above the initial alif only to elongate its sound)

Name Of Arabic Cases:

Terminal letter of a word indicates the case.

(1) When the last letter carries (single or double) dammah:

Nominative case

(2) When the last letter carries (single or double) fathah:

Accusative Case

(3) When the last letter carries (single or double) kasrah:

Genitive case

Names of Arabic Tenses:

Past Tense

Present Tense

Names of Arabic Moods:

When the last letter of a verb is silent i.e. it carries a sokoön:

Jussive mood

When the last letter of a noun is silent i.e. it carries a sokoon:

A pocopate mood

When the last letter of the verb/noun carries (single or double) fathah

Subjunctive mood
Arabic is written and read from right to left. Hereunder are given (i) its Arabic letters in the top line and (ii) their approximate pronunciation (their symbols in brackets) in the Roman letters in the second line.

(i) Read from right to left:

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<tr>
<th>Arabic</th>
<th>Roman</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ث Thaa (TH)</td>
<td>Taa (T)</td>
<td>Baa (B)</td>
</tr>
<tr>
<td>د Daal (D)</td>
<td>خ Khaa (KH)</td>
<td>ح Haas (H)</td>
</tr>
<tr>
<td>س Seen (S)</td>
<td>ز Zaa (Z)</td>
<td>ر Raa (R)</td>
</tr>
<tr>
<td>ط Taa (T)</td>
<td>ض Daa (D)</td>
<td>ص Saa (S)</td>
</tr>
<tr>
<td>ف Faa (F)</td>
<td>غ Ghayn (GH)</td>
<td>ع ‘Ayn (‘A)</td>
</tr>
<tr>
<td>م Meem (M)</td>
<td>ل Laam (L)</td>
<td>ك Kaaf (K)</td>
</tr>
<tr>
<td>ن Yaa (Y)</td>
<td>و Waw (W)</td>
<td>ه Haa (H)</td>
</tr>
<tr>
<td>ء Taa (Round) (T)</td>
<td>ق Hamza (‘A)</td>
<td></td>
</tr>
</tbody>
</table>
Notes:

(1) There are twenty eight letters in the Arabic Alphabet.

   Last two letters are in fact the variant forms of letters nos. 1 and 3 respectively. However, for our convenience we can consider them to be thirty letters. More so because these two letters i.e. Hamza and Round Taa play a distinctive role in the Arabic language in terms of Grammar and orthgraphic requirements and rules.

2. All Arabic letters are considered to be consonants. However, three letters i.e. Alif ۱, Waw و, and Yaa ی, are also used as elongative vowels. Details regarding vowels and elongative vowels appear in lesson number 5 of this book.

3. Sound transcription of Arabic letters has been given in Roman letters for facilitating the process of learning the Arabic sounds. They should be treated as approximate sound equivalents and not the total equivalents.

4. Key to pronouncing peculiar Arabic sounds is given in lesson number 2.

Exercises:

(1) Read Arabic letters to acquaint yourself with their sounds (as explained in lesson no. 2) and independent shapes:

(2) Acquire Roman equivalents of Arabic letters as they are likely to occur elsewhere in this book.
LESSON — 2

Peculiar Arabic Sounds

Apart from the ordinary sounds available in the Indian languages specially in Hindi there are eleven sound in the Arabic language which may be termed as very peculiar of Arabic.

These sounds are as follows (Read from right to left):

\[
\begin{array}{cccc}
\text{ذ} & \text{خ} & \text{ح} & \text{ث} \\
Dhaal & Khaa & Haa & Thaa \\
\text{ظ} & \text{ط} & \text{ض} & \text{ص} \\
Zaa & Taas & Daas & Saas \\
\text{ق} & \text{غ} & \text{ع} & \text{‘} \\
Qaaf & Ghayn & ‘Ayn & &
\end{array}
\]

In the following lines an attempt is made to guide the learners to say these sounds as close to the correct sounds as possible:

1. \text{ث} Thaa: It should be said like “th” in Elizabeth. To say this sound correctly one has to put the tip of the tongue on the inner edge of the upper teeth. Detach the tongue while saying the sound.

2. \text{ح} Haa: Only your throat shall be functioning to say this sound. When you intend to say this sound your lower throat and uvula shall come very close leaving a negligible aperture between them for the air to pass out. Sound thus made will be heavy aspirate “H” and this is precisely what we know as Arabic Haa.

3. \text{خ} Khaa: For saying this sound also only your throat functions. This sound may be equated with “ch” in LOCH of the Scottish Language. This sound is best produced when the throat is allowed to relax with the mouth open and the uvula hanging down hindering the free passage of the air. This sound may be compared with the snoring of a person when asleep.
4.  ﺪ Dhaal: This sound can be said by putting the tip of the tongue on the inner side of the upper teeth. Detach the tongue when you intend to say the sound. This sound may be compared with soft “dh” sound as in DHOW.

5. ﺱ ﺳ Saad: Give your tongue the Shape of a shallow bowl. Open your mouth moderately. Slowly close your mouth when you intend to say the sound. Your upper and lower teeth will join gently and the tip of the tongue shall touch the palate at the roots of the upper teeth while your lips will remain apart. This sound may be compared with the “s” sound as in BLAST.

6. ﺸ ﺸ Daas: Shape of your tongue and other instructions remaining the same as in Saa except only that the tip of the tongue shall join the palate at the roots of the upper teeth both before and after saying the sound. This sound may be compared with “d” as in DAD.

7. ﺪ Taa: Shape of the tongue remains the same as in the earlier two sounds. Put the tip of the tongue on the frontal palate. Detach the tongue as you release the sound. This sound may be compared with “t” as in FLAT.

8. ﺟ Zaa: Shape of the tongue remains the same as in the foregoing sound. However, here the tongue shall not touch the palate at all both before and after releasing the sound. Your tongue shall go very close to the frontal palate in preparation to say the sound. The tongue will have to be withdrawn when you intend to say the sound.

9. ﻓ ʾAyn: Open your mouth at half its capacity. Stop the breath by lowering the root of the tongue inside the throat, thus narrowing the passage of the air. Slowly lift the root of the tongue and lower the uvula while releasing the sound. It may be remembered here that only the throat functions to say this sound.

10. ﻓ Ghayn: Open your mouth at half its capacity. The softest part at the end of the palate and the uvula shall slowly come down as you prepare to say this sound. This sound is very close to “r” in the French language. It may also be compared with the strong gargling sound.

11. ﻟ Qaaft: Stop the breath in the throat. Open your mouth moderately. Lower the uvula and lift the root of the tongue. Detach them as you say the sound.
Other sounds of the Arabic Language are available in almost all the Indian languages or otherwise they are easy to say.

Note: When given the physical apparition the sounds are technically known as letters.

Exercises:

1. Say all the Arabic sounds as many times as you can. Give special attention to such sounds which do not occur in Indian languages.
2. Repeat peculiar Arabic sounds till you are able to say them properly.
How to write Arabic letters
كيف نكتب الحروف العربية

This lesson has been exclusively designed for giving the learners the right method of writing the Arabic letters.

It is essential keeping in view the fact that Arabic script itself poses a great challenge for a large majority of Indian students who want to learn the Arabic language.

I have shown here with arrow marks the directions which have to be followed strictly if one wants to master the Arabic script.

Read and write from right to left and only in the directions as shown by arrow marks:
Notes:

1. Care should be taken to draw the proper shapes of the letters in the
direction as indicated by arrow/s.
2. Right number of dots should be placed at the right places.

Exercises:

1. Write the shapes of the Arabic letters.
   Note: It may be mentioned here that these shapes are known as the
   independent forms of the letters.
Different Shapes Of Arabic Letters
 مختلفة اشكال حروف اللغة العربية

There are no capital letters in Arabic. Arabic words are obtained by joining these letters with one another. When we join Arabic letters together to obtain words they look to have assumed shapes different from their original independent shapes as per their placement in the words - in the beginning, in the middle and at the end.

Based on this premise we can say that Arabic letters can assume four different shapes. They are as follows:

1. Independent shapes
2. Initial shapes
3. Medial shapes
4. Terminal shapes

1. Independent shapes of letters have been shown in lesson No. 1. As would be evident from the word independent, each letter is written independent of the other i.e. one letter separate from the other.

2. By initial shapes of the letters it is intended to mean the shapes of the letters in the beginning of a word.

In this case only the commencing part of a letter is taken, or it might even be said that a miniature shape of a particular letter is used.

3. By medial shapes of the letters it is intended to mean the shapes of the letters somewhere between the first and the last letters of a word.

In this case also a miniature shape of the letter is used.

4. By terminal shapes of the letters it is intended to mean the shapes of the letters at the end of a word.

In this case the letter is drawn in its full shape. However, it is joined to its preceding letter and hence, it looks different from its independent shape.

Let us take for our example the letter Khaa خ and write it in its four forms as explained above in the following words:

Far khon (young bird)
The letter Khaa 

is written independently i.e. it is not joined to its preceding letter. It is the same as you have seen in the alphabetical table in lesson-1.

<table>
<thead>
<tr>
<th>Khafeeron</th>
<th>(watchman)</th>
</tr>
</thead>
</table>

Only the crown of the letter i.e. its initial part has been taken.

<table>
<thead>
<tr>
<th>Makhfaron</th>
<th>(guardroom)</th>
</tr>
</thead>
</table>

Only the crown of the letter with ligatures on both sides is used in this word.

<table>
<thead>
<tr>
<th>Tafreekhon</th>
<th>(incubation)</th>
</tr>
</thead>
</table>

The full form of the letter is used, however, here it is joined to its preceding letter. It is called the terminal attached shape.

In lesson no. 1, you have seen and practised the independent shapes of the Arabic letters. Hereunder we give the other three shapes of the Arabic letters. Alongside we also give independent shapes of the letters for ready reference and comparison.

<table>
<thead>
<tr>
<th>Terminal Shapes</th>
<th>Medial Shapes</th>
<th>Initial Shapes</th>
<th>Independent Shapes</th>
</tr>
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<tbody>
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</table>
Keen and careful observation of different forms of Arabic letters shall reveal that barring a few letters the Arabic letters do not assume shapes really different from the original independent forms. It is however, the ligatures i.e. additional strokes drawn for joining letters in words which make them look different. It is very much true even of the English cursive writing. For example let us take the following two words:

**cat / act**

You can see in the above two words in cursive writing that component letters: c : a : t : do appear slightly different from their following typewritten forms:

**cat : act**

In the case of Arabic letters the change that occurs in cursive writing or running hand is slightly more or at least so it appears.

When joined together in words the Arabic stomached letters lose their stomachs in the beginning and in the middle. Only the crowns/initial portions of the letters or a representative tooth substitutes them in the said positions. They however retain their distinctive marks i.e. dots.

The letter Meem ۶ when joined in the beginning or in the middle, loses its tail.

The letter ‘Ayn غ and Ghayn غ are the only two letters in the Arabic alphabet which drastically change when joined in words. In the middle and
at the end the crown assumes a triangular shape as it is given in the following: Ma’a (with) م’

It is relevant to mention here that the following six letters are not joined with the letters that follow them. If any of these six letters occurs in the beginning or anywhere in the middle of a word we have to break the word at that stage and write the remainder part of the word afresh.

These six letters are as follows:

\[
\text{Waw} \quad \text{Zaa} \quad \text{Raa} \quad \text{Dhaal} \quad \text{Daal} \quad \text{Alif}
\]

In brief we can say that the letters mentioned above can either be independent or terminal and when they occur in the beginning or somewhere in the middle of a word they should be treated as semi-terminals. For example:

\[
\text{Farkhon فرح} \quad \text{Waalidon والد} \quad \text{(young bird)} \quad \text{(father)}
\]

Notes:

1. Learners are advised to read this lesson carefully and practice sounds and shapes diligently.

2. The letter Hamza ء is not at all joined. It may be written below or above Alif e.g. ل. It may be written on Waw and ز e.g. ز. It may be written somewhere in the word on a tooth e.g. س. It may be written straight on the line غ.

3. The Round Taa occurs only at the end of a noun. Noun ending with Round Taa is generally feminine singular. Counted few are singular masculine because they are specifically used for men. Occasionally some plural nouns can also terminate with round Taa. Learners will acquire this information in due course. It is written thus ٧ when it is terminal or independent. When it is joined to its preceding letter the shape appears thus ٧.

Exercises:

1. Practice acquisition of sounds and shapes of Arabic letters.

Advice: Please seek learned help to achieve accuracy in pronunciation & writing.
LESSON — 5

Vowels

There are two kinds of vowels in the Arabic language:
   i) Close Vowels
   ii) Long Vowels or Open Vowels
Names and usage of close vowels are as following:
a) The first vowel is a small diagonal mark/ stroke above the letters.

Example:

Now we shall read the above mentioned letters as:
   “a” in attend
   “ba” in bandage
   “ta” in tanbark
This diagonal stroke is known in Arabic grammar terminology as fathah.

b) The second close vowel is a diagonal stroke placed under a letter. It is called kasrah.

Example:

   In this case we shall read the above mentioned letters as:
   “i” in in
   “bi” in bin
   “ti” in tin

c) Third close vowel is called dammah. It is an eyed coma placed always above the letters.

Example:

Now we shall read these letters as follows:
“o” in oyster
“bo” in boil
“to” in toil

The vowels mentioned above may have to be written twice under or above the terminal letters of nouns and adjectives. In this case the sound of the concerned letter shall end in nunnation i.e. the sound of the concerned letter shall end in a strong “NOON” sound.

Example:

Now we shall read the above vowelled letters as:

“an” in anthrax
“ban” in bandy
“tan” in tandem

These diagonal strokes might occur under a terminal letter of nouns or adjectives.

Example:

These letters shall be read as:

“in” in inside
“bin” in dustbin
“tin” in tinker

Similarly two eyed commas might have to be written above the terminal letters of nouns and adjectives. In print we ordinarily see one right and the other inverse coma as shown below:

Example:

In this case the terminal letters shall have to be read as:
"un" in munsif
"bun" in bundelkhand
"tun" in tundra

These three double vowels are known as:

i) double Fathah
ii) double Kasrah
iii) double Dammah

The double kasrah and double Dammah are directly written under or above the letters as explained in the foregoing. However, in the case of double fathah one supportive Alif \( \text{ا} \) is necessarily suffixed to the concerned terminal letter except the Round Taa and terminal Hamzah.

Example:

\[ \text{بَ} \]  

In the case of the Round Taa (Taa-e- Marboota in Grammar Terminology) the double fathah is directly placed above it and it does not need any supportive Alif.

Example:

\[ \text{ُ} \]  

Similarly double fathah is directly placed above the terminal Hamzah and placing Alif after it is a mistake.

Example:

\[ \text{َ} \]  

Now let us take up the long or open vowels.

All the twenty eight letters of the Arabic alphabet (or say thirty) are consonants. However, three of them are used as long vowels also. They are:

\[ \text{ي} \text{ و} \text{ا} \]
Yaa Waw Alif

The first open vowel is a long “a” sound. It obtains when the Alif \( \text{ا} \) is preceded by a letter bearing one fathah.
Example:


ta

ba

We shall read the above combinations as:

“ba” in bath or say baa
“ta” in talk or say taa

The second open vowel is a long “e” sound. It obtains when this elongative yaa ی is preceded by a letter bearing one kasrah.

Example:


bi

bee” in beef
“tee” in teeth

The third open vowel is a long “o” sound. It obtains when this elongative “Waw ِ is preceded by a letter bearing one dammah.

Example:


bo

These combinations shall be read as:

“boo” in boon
“too” in tooth

Apart from the vowels mentioned above there are three more signs that fall under this category.

The first sign is a short zigzag stroke placed above consonant Alif َ to elongate the “a” sound as we would read double “aa” as in Baa. It is called Maddah and written thus:

آ

The second sign is a small stomached circle placed always above a letter. This is called sokoon or the silencing vowel. When this sign occurs above a letter it is required of a reader to make a brief pause there before proceeding to the next sound of a word composed of a few letters. It is written thus:
Now we shall read them as:

"b" in obsolete
"t" in bat

The third sign is called shaddah. It is a three toothed sign placed always above a letter. It is used only where one and the same letter comes twice. In this case the letter is written only once bedecked with shaddah and read twice as per its vowel. It is written as follows:

\[ \text{\textbf{؟}} \quad \text{\textbf{ُ}} \quad \text{\textbf{ٌ}} \]

Now we shall read them as:

Hob-bun \quad Hob-ban \quad Hob-bin

It would be seen that double "ba" in the above combinations shall be read twice as "bb" in 'sub base'

Beside whatever has been said above about the vowels there are two diphthongs also in Arabic. Diphthong sounds occur in Arabic where a letter bearing fat\(h ah\) precedes Waw and Yaa with Sokoon.

Example:

\[ \text{\textbf{أَيُّ}} \quad \text{\textbf{ٍ}} \]

Now these should be read as:

"ow" in owl
"y" in by

Note: When these vowels are placed on the terminal letters of the nouns, they indicate case. For example dama\(m\)ah-double or single—indicates that the noun is in the nominative case. Damma\(m\)ah at the terminal letter which indicates case is known in Arabic grammar as Raf\(a\). Similarly fat\(h ah\) at the terminal letter indicates that the noun is in the accusative case. This fat\(h ah\) is known as Na\(s\)b. The kasrah below the terminal letter of the noun is known as Jarr and the noun is considered to be in the genitive case. For details, please see lessons—12 & 13

Exercises:

1. Read this lesson and the lessons preceding this thoroughly and practice well before proceeding any further.
Words And Parts Of Speech
الكلمات و أقسام الكلام

A word is a combination of two or more letters which makes meaning.

Examples:
Hand
Boy
New
Old
This
He
In, Inside
With
Infront of
Behind
He went
He goes

A word may be a noun as in the case of the first two words;
it may be an adjective as in the case of the second two words;
it may be a pronoun as in the case of the third two words;
it may be a preposition as in the case of the fourth two words;
it may be an adverb as in the case of the fifth two words;
it may be a verb as in the case of the sixth two words.

When these words are arranged in a certain specified order they make meaningful speech.

Broadly speaking we can divide the parts of speech into three groups of
words. They are as follows:

1. Nouns

2. Verbs

3. Particles i.e. Prepositions etc.

Noun: It is a word which is used for naming a person, place, animal or thing.

Examples:

Person:

son/boy
daughter/girl
student
worker

Place:

garden
airport
house
city

Animal:

dog
lion
sparrow
hen

Thing:

building
table
book
mountain

Verb: It is a word which is used for meaning an action with involvement of time.
Examples:

(he) went  
(he) goes  
(you) go  

(she) went  
(ta'ah)  
(unah)  

(you) don't go  
(la ta'ah)  

Particle: It is a word (preposition etc.) that is generally helpful in giving useful meaning to combination of words in a sentence.

Examples:

in  
on  
that  

Note: Unless required otherwise under grammatical rules, all Arabic nouns terminate with double dammah.

Exercises:

1. Separate nouns, verbs and particles from the following list:

(they) went  
eddy  
behind  
aeroplane  
infront of  
University  
(I) went  
hen  
cock  
(I) go  

school
orchard
with
teacher
college
under
(we) went
(we) go
airhostess
worker
(they) go
woman
man
over (above)
buffalo
scientist
guard
window
glass, tumbler
girl
pigeon
pen
shirt

2. Learn the vocabulary given in this lesson.
3. Write all the words given in this lesson.
LESSON—7

Moon And Sun Letters And The Definite Article

The twenty eight letters of the Arabic Alphabet are divided into two groups. They are:

1. The Moon letters
2. The Sun letters

The Moon letters are as follows:

اب صح غ ف ق ك م ه و ي

Remaining fourteen letters are known as the Sun letters. They are as follows:

ث ذ د ر ز ن ض ط ظ ل ن

We divide the Arabic alphabet into these two groups for purposes of grammar as detailed below:

All the Arabic nouns which end in nunnation i.e. with a strong “noon” sound because of double fatāḥah or double kasraḥ or double dammaḥ, are categorised as common nouns.

Example:

اَبْنَاء

In this case “a boy” may be any boy of whom you would be unable to establish the identity. Such common or indefinite nouns will always end in nunnation.

Where we want to specify and define the meaning of any noun we use the definite article which is “the” in English.

The definite article of Arabic Al-اَل is similarly used to restrict and define
the meaning of an ordinary i.e. a common noun and places it on par with "proper noun". It is translated as "the" in English.

Function and utility of the Arabic definite article:

i) When this Alِالـ is prefixed to a common noun, it renders it into a definite noun. For example when we prefix Alِالـ to:

\[ \text{ولد} \]

it would be written thus:

\[ أَوْلَدَ \]

ii) The Arabic definite article does not allow double vowel at the terminal letter of the concerned noun. In other words we can say that when it comes to defining a common noun with the definite article they cease to have double vowels. Instead, they retain only single vowel of the respective category.

iii) When we prefix Alِالـ to a noun beginning with a Moon letter then the laam of the Arabic definite article is clearly pronounced.

Example:

\[ \text{ولد} \]

\[ أَوْلَدَ \]

A boy

This noun begins with Waw و which is a moon letter. Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The boy

\[ أَوْلَدَ \]

Here you would see that the laam sound of the Arabic definite article is very clearly said and pronounced.

iv) When the Arabic definite article Alِالـ is prefixed to nouns beginning with a Sun letter then the alif of this article is directly linked to the Sun letter and the laam is left unpronounced.

Example:

\[ رَجُلٌ \]

\[ أَرَّجَلُ \]

A man

This noun begins with Raa ر which is a Sun letter. Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The man

\[ أَرَّجَلُ \]
Here you would see that the laam sound of the Arabic definite article has disappeared and the alif has been directly linked to the initial Sun letter of the noun which is now doubly pronounced.

Exercises:

1. Write down all the Arabic common nouns you have known and then re-write them all with the definite article as explained in the lesson.

2. Remove the definite article from the following nouns and re-write them all as common nouns with full vowel points.

   - The office: المكتبة
   - The fan: المروحة
   - The bed: السرير
   - The teacher: المدرس
   - The cow: البقرة
   - The sun: الشمس
   - The river: النهر
   - The train: القطار
   - The ball: الكرة
   - The dictionary: القاموس

   - The house: البيت
   - The lamp: المصباح
   - The car: السيارة
   - The student: الطالب
   - The moon: القمر
   - The sparrow: الرضف
   - The dog: الكلب
   - The window: الواجهة
   - The playground: الميدان
   - The driver: السائق

3. Separate the above nouns as follows:

   i) Names of places
   ii) Names of persons
   iii) Names of things
   iv) Names of animals
Nominal Sentence, Gender And Number

The boy is sitting.
The teacher (M) is present.
The book is new.
The pen is cheap.
The sparrow is beautiful.
The lion is sleeping.
The girl is sitting.
The lady teacher is present.
The notebook is new.
The table is durable.
The lioness is sleeping.
The hen is beautiful.
The boys are sitting.
The teachers (M) are present.
The books are new.
The pens are new.
The sparrows are beautiful.
The lions are sleeping.
The girls are sitting.
The lady teachers are present.
The notebooks are new.
The tables are durable.
The lionesses are sleeping.
The hens are beautiful.
The boy is in the room.
The girl student is in the room.
The sparrow is in the cage.
The lioness is in the jungle.
The boy students are in the room.
The sparrows are in the cage.

Grammar

There is no auxiliary verb in Arabic.

It is possible in Arabic to make a complete sentence with two nouns. These types of sentences are known as simple nominal sentences. Such sentences are always composed of two parts:

a) The first part is a noun about which some information is given. It is the subject which is known as Mubtada. The subject in Arabic can either be a pronoun or a proper noun or a common noun generally defined with the definite article Al.

b) The second component of such a sentence is again a noun (adjectival, verbal etc). This part gives information about the noun of the first part. This is predicate which is known in Arabic as khabar.

1. The pen is cheap.
2. The table is new.
3. The boy is sitting.
4. The girl is sitting.
5. The pens are cheap.
6. The tables are new.
7. The boys are sitting.
8. The girls are sitting.

While making these types of sentences, following things should be borne in mind:

i) if the subject is singular masculine then the predicate also will be singular masculine (see sentences 1 & 3).
ii) if the subject is singular feminine then the predicate also will be singular feminine (see sentences 2 & 4).

iii) if the subject is plural masculine then the predicate will also be plural masculine (see sentence 7).

iv) if the subject is plural feminine then the predicate also will be plural feminine (see sentence 8).

v) if the subject is nonpersonal plural i.e. non-humanbeing then the predicate will be singular feminine irrespective of its gender (see sentences 5 & 6).

In other words we can say that the predicate will be in complete agreement with the subject—in number and gender. However, nonpersonal plural subject will take singular feminine predicate.

vi) in simple nominal sentences, both the subject and the predicate will be in the nominative case i.e. the terminal letters of the two nouns will have dammah (or its substitute) like层出 in ٌجَالُسُون etc.

We should also know here that a preposition followed by a noun can also make predicate. However, in such cases the terminal letter of the noun occurring after the preposition will have kasrah. For example في is a preposition meaning: in or inside:. Now we want to say that: The dog is in the house. We would say this in Arabic as follows:

الكلب في البيت

You can see for yourself in the sentence above that the noun البيت has kasrah below the Taa which is the terminal letter in this case.

Genders:

Before proceeding any further I would like to explain one more thing. It is about the gender of the nouns. There are only two genders in Arabic as follows:

i) Masculine gender

ii) Feminine gender

There is no neutral gender in Arabic. A noun has to be necessarily either a masculine gender noun or a feminine gender noun.

All nouns in Arabic may be considered as masculine gender nouns unless
they specifically mean a feminine/female e.g. أم i.e. mother and بنت i.e. girl.

There are a few exceptions to this rule.

All such nouns which terminate with a round Taa ة، they are necessarily treated as the feminine gender nouns (with a few exceptions). For example:

Chair
Table
Girl student

Number:

Arabic has three numbers i.e. (1) Singular or mofrad مفرد، (2) dual or Mothannaa مثنى، and (3) plural or Ja'ma جمع. Henceforth in the lessons of this book we propose to mention plural & singular together as far as possible. Details regarding formation of plural & dual shall be discussed in lesson no. 18.

Exercises:

1) Read and write the sentences given in this lesson.
2) Read and write the following words:

sitting (p. جالس ( جالسون )
big (p. كبير ( كبيران ))
ascent (p. غائب ( غائبون ))
small (p. صغير ( صغيرا ))
open مفتوح
studious مطلوب( مطلوبون )
writer (p. كاتب ( كاتبون ))
bag (p. حقيبة ( حقيبً))
clerk (p. كاتب ( كتابة ))
fan موزعه ( موزوعً)
busy مبناي ( مبنً)
(lamp (p. مصباح ( مصباحً)
motor-car سيارة ( سيارات ))
officer موظف ( موظفون )
servant خادم ( خدام ))
newspaper جريدة ( جرّايد )
aeroplane طائره ( طائرات)

3) Make sentences from the following pairs as explained in the lesson:

lady teachers (PF مدرسات )
present
airhostesses/waiteresses (PF مضيفات )
standing
students
present
officers; employees
absent
motorcars
new
elephants
big; huge
cat
beautiful
city
old
pens
expensive
watchman
active

4) Translate into English:

الأستاذ موجود في الغضب. الأستاذ رافق. الأستاذ رافق أمام الشوهر. الكتب في بحث الأستاذ. الكتب مفتوحة. الأستاذ كتب على الشوهر بالطباشير. الطلاب جالسون على الكراسي. الطلاب كابوس في الكراسي. الطلاب جالسون على الكراسي. الطلاب كابوس في الكراسي. الطالبات جالسات على الكراسي. الطالبات كابوس في الكراسي. الفرقة واسعة ونافعة.

Translate into Arabic:

(A) The College is big. The College is in the city. The College has many rooms. The rooms are big. The College has a library. The library is big. There are many books in the library.

(B) The school is small. The school is in the village. The school has many rooms. The rooms are small. The school has a library. The library is
small. There are books in the library. The school has a playground. The
playground is big. The school has a room for teachers. The room is big
& beautiful.

Glossary:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَسْتَاذٌ (أسِتاذ)</td>
<td>Teacher, professor</td>
</tr>
<tr>
<td>(P. أسْتَاذٌ)</td>
<td>(P. Teacher, professor)</td>
</tr>
<tr>
<td>مِدَانٌ (مَدِينَة)</td>
<td>Class, classroom</td>
</tr>
<tr>
<td>(P. مِدَانٌ)</td>
<td>(P. Class, classroom)</td>
</tr>
<tr>
<td>لِإِنَفْنَ (P.</td>
<td>Standing</td>
</tr>
<tr>
<td>لِإِنَفْنَ)</td>
<td>(P. Standing)</td>
</tr>
<tr>
<td>غَرَفَةٌ (P.</td>
<td>Infront of, facing</td>
</tr>
<tr>
<td>غَرَفَةٌ)</td>
<td>(Adv. of place)</td>
</tr>
<tr>
<td>عَدَدٍ (P. عددٍ)</td>
<td>Black-board</td>
</tr>
<tr>
<td>عَدَدٍ</td>
<td>(P. Black-board)</td>
</tr>
<tr>
<td>كُتَّابٍ (P.</td>
<td>Book</td>
</tr>
<tr>
<td>كُتَّابٍ)</td>
<td>(P. Book)</td>
</tr>
<tr>
<td>يَدٌ (P.</td>
<td>Hand</td>
</tr>
<tr>
<td>يَدٌ)</td>
<td>(P. Hand)</td>
</tr>
<tr>
<td>مَدَارِسٌ (P.</td>
<td>Writing/writer</td>
</tr>
<tr>
<td>مَدَارِسٌ)</td>
<td>(P. Writing/writer)</td>
</tr>
<tr>
<td>Big, spacious</td>
<td>(Adj. SM)</td>
</tr>
<tr>
<td></td>
<td>Clean</td>
</tr>
<tr>
<td></td>
<td>(Adj. SM)</td>
</tr>
<tr>
<td></td>
<td>Village</td>
</tr>
<tr>
<td></td>
<td>(P. Village)</td>
</tr>
<tr>
<td></td>
<td>Ground, playground</td>
</tr>
<tr>
<td></td>
<td>(P. Ground, playground)</td>
</tr>
</tbody>
</table>
LESSON — 9

The Pronouns

(A) The Nominative pronouns

He is a boy.
He is a man.
They are boys.
They are men.
She is a cook.
She is a student.
They are (lady) cooks.
They are (girl) students.
You are (boy) student.
You are a (man) grocer.
You are a (boy) students.
You are (men) grocers.
You are a girl.
You are a (lady) worker.
You are girls.
You are (lady) workers.
I am a teacher.
I am a (lady) teacher.
We are (boy) students.
We are (girl) students.

Personal noun or pronoun is a word that replaces a proper noun i.e. a name or a noun. There are two kinds of these personal nouns:

a) Nominative pronouns

b) Accusative and possessive pronouns
Nominative pronouns:

i) Third person

He
She
They (PM)
They (PF)

ii) Second Person

You (SM)
You (SF)
You (PM)
You (PF)

iii) First Person

I (SM & F)
We (PM & F)

All nominative pronouns can be used as first part of simple nominal sentences as has been shown in this lesson.

They are always written separately. That is precisely the reason that they are called the pronouns or separately written pronouns.

Exercises:

1) Separate all the nominative pronouns i.e. personal nouns (of the nominative case) from the sentences given below and use them in phrases/sentences of your own:

هل أنت شاب؟
هو رجل.
نعم، أنا شاب.
هو شاب.
لا، أنا أشداق.
هل أنت ناشئ؟
هم شابون.
نعم، نحن ناشئون إلى الجامع.
هي بنت.
THE PRONOUNS

هِيَ طالِبَة.
هُنَّ بُنات.
هُنَّ طالِبات.
أَيُّهُ أَنتَ ذاهِبٌ.
أَنَا ذاهِبٌ لِلْجَامِعَة.
مَا هَذَا؟
مَا ذَا لَيْكَ؟

2) Use suitable pronoun with each of the following nouns to make meaningful sentences:

الف: أُمّ، أمُّهُ، أَمَّة، مُدَرِّسَة، كَابِطَة.
ب: أَبُّ، بَيْلَة، مَهْنِدِسَة، طَبَاخَة، خَادِمَة، عَالِمَة.

(3) Translate into Arabic:

He is a teacher. He is a teacher in a school. She is a teacher. She is a teacher in a school. They are students. Are you also in the school? No, I am in the post office. Is he a worker in the school. Yes, he is a worker in this school. Are you also in this school. No, we are in an office.
The Pronouns

(B) The Possessive Pronouns or The Accusative/Genitive

The boy’s book is on the table.
His book is new.
His book is open.
He is a professor.
In his hand is a lighter.
(He has a lighter in his hand)
His lighter is expensive.
This is the girl’s notebook.
Her notebook is on the table.
Their (men) books are on the table.
Their (women) notebooks are in the bags.
Where is your (SM) bag?
Are your (PM) bags in the room?
Your (SF) pen is in my (SMF) hand.
Are your (PF) pens in the bags?
My (SMF) car is in front of the office.
Our (PMF) friend is coming.

Accusative/genitive or possessive pronouns:

These pronouns are as follows:

i) Third person صيغة الغائب

Her, hers ـ هو
Their, Theirs (PF) ـ هم
His, of his ـ هو
Their, Theirs (PM) ـ هم
ii) Second person

Your, Yours (SF)  

Your, Yours (SM)  

Your, Yours (PF)  

Your, Yours (PM)  

iii) First person

Our, ours (PM&F)  

My, mine (SM&F)  

The foregoing set of pronouns can be used to show possessor or they may be used after a preposition. They are also used as objects of the verbs. They all have their fixed forms/sounds. Only ُهُمْ and ُهُنَّ are read as ُهُمْ ُهُمْ and ُهُنَّ ُهُنَّ wherever they are preceded by a kasrah or ی Yaa. Pronoun ی of first person singular meaning 'my/ mine' is ordinarily read as elongative ی with kasrah preceding it.

It may also be underlined here that these pronouns are joined to their preceding words/ letters wherever possible and hence comes the name الضمائر المتصلة.

Exercises:

1) Separate all the accusative/ genitive or possessive pronouns from the sentences given below and use them in phrases/ sentences of your own:

(a)  

(b)  

2) Use the following pronouns in sentences/ phrases:
(3) Translate into Arabic:

He is Sameer. He has a family. His family is small. She is Rani. She is his wife. He is Nafe. He is his son. She is sameera. She is his daughter. Their house is big & beautiful. Who are you? I am Shyam. I am their cook. Who is she? She is Romila. She is their maidservant. Where is your house? My house is in R.K. Puram. We are Shuji, Sana & Sunaina. Our house is in Munirka.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>وَلَدَةٌ (أولادة)</td>
</tr>
<tr>
<td>Man</td>
<td>رَجُلٌ (رجال)</td>
</tr>
<tr>
<td>Cook</td>
<td>طَبَّاخٌ (طباعات)</td>
</tr>
<tr>
<td>Lady cook</td>
<td>طَبَّاخَةٌ (طباعات)</td>
</tr>
<tr>
<td>Boy student</td>
<td>طَلَبٌ (طلاب)</td>
</tr>
<tr>
<td>Girl student</td>
<td>طَبْليّةٌ (طلابات)</td>
</tr>
<tr>
<td>Grocer</td>
<td>بَقالٌ (بقالون)</td>
</tr>
<tr>
<td>Daughter/girl</td>
<td>بَنُّة (بنات)</td>
</tr>
<tr>
<td>Lady worker</td>
<td>غَاطَلَةٌ (غاملات)</td>
</tr>
<tr>
<td>Teacher</td>
<td>مَدْرَسٌ (مدرسون)</td>
</tr>
<tr>
<td>Lady teacher</td>
<td>مَدْرَسَةٌ (مدرسات)</td>
</tr>
<tr>
<td>Present</td>
<td>حَاجِزٌ (حاجزون)</td>
</tr>
<tr>
<td>Absent</td>
<td>غَابٌ (غابون)</td>
</tr>
<tr>
<td>Driver</td>
<td>سَائِقٌ (سائقون)</td>
</tr>
</tbody>
</table>

It is an interrogative pronoun
When used to open a sentence it suitably modifies the sentence into interrogative.
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>جامعة</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>Going, goer</td>
<td>ذاهب</td>
<td>(PM)</td>
</tr>
<tr>
<td>Coming, comer</td>
<td>قادم</td>
<td>(PM)</td>
</tr>
<tr>
<td>Maidservant</td>
<td>خادمة</td>
<td>(PF)</td>
</tr>
<tr>
<td>Door</td>
<td>باب</td>
<td>(SM)</td>
</tr>
<tr>
<td>Office</td>
<td>مكتبة</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>Notebook</td>
<td>كرواسات</td>
<td>(SF)</td>
</tr>
<tr>
<td>Book</td>
<td>كتب</td>
<td>(SM)</td>
</tr>
<tr>
<td>Chair</td>
<td>كراسي</td>
<td>(SM)</td>
</tr>
<tr>
<td>Table</td>
<td>طاولات</td>
<td>(SF)</td>
</tr>
<tr>
<td>Engineer</td>
<td>مهندس</td>
<td>(PM)</td>
</tr>
<tr>
<td>Official/officer</td>
<td>موظف</td>
<td>(PM)</td>
</tr>
<tr>
<td>Place of worship</td>
<td>معايذ</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>President/chief/ head</td>
<td>رئيس</td>
<td>(PM)</td>
</tr>
<tr>
<td>Lecture</td>
<td>محاضرة</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>College</td>
<td>كلية</td>
<td>(SF)</td>
</tr>
<tr>
<td>Pen</td>
<td>قلم</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>Lesson</td>
<td>دروس</td>
<td>(SM)</td>
</tr>
<tr>
<td>Lighter</td>
<td>واحة</td>
<td>(Pl. nonpersonal)</td>
</tr>
<tr>
<td>On</td>
<td>على</td>
<td>(Prep.)</td>
</tr>
<tr>
<td>New</td>
<td>جديد</td>
<td>(Adj.)</td>
</tr>
<tr>
<td>Open</td>
<td>مفتوح</td>
<td>(VN/Adj.)</td>
</tr>
<tr>
<td>Dear/expensive</td>
<td>غالية</td>
<td>(Adj./SF)</td>
</tr>
<tr>
<td>Bag</td>
<td>حقائب</td>
<td>(Pl. nonpersonal)</td>
</tr>
</tbody>
</table>
Room (Pl. nonpersonal غرف (SF) عُرْفَة)
Car (Pl. nonpersonal سيارة (SF) سيارات)
In front of (Adv. used as preposition) أمام
Friend (PM صديق (اضيفاءه صديقة)
Magazine (Pl. nonpersonal مجلة (SF) مجلات)
That ذلك (SM)
This هذا (SM)
Pocket (Pl. nonpersonal جيب (SM) جيوب)
Handkerchief (Pl. nonpersonal منديل (SM) مناديل)
Brother (P. إخوَن (SM) أَخ)
(Boy’s name) Sameer سمير
Family (Pl. nonpersonal أسرة (SF) أسر)
He has a family له أسرة
Rani (girl’s name) راني (Adj. SM) صغير
Small (Adj. SM) صغير
Big (Adj. SM) كبير
Beautiful (Adj. SM) جميل
Romila (girl’s name) زوميلا
(Girl's name) Sameera سميرة
House (Pl. nonpersonal بيت (SM) بيوت)
Nafe (boy’s name) نافع
(Girl’s name) Sunaina سَينَا
Munirka (name of a locality) مَنْيِرْكَا (P. إِنْ (SM) أَبْنَاءَ)
Son (P. إِبْنَ (SM) أَبْنَاءَ)
Demonstrative And Interrogative Pronouns

1. This is a boy.
2. This is a lion.
3. This is a book.
4. This is a girl.
5. This is a lioness.
6. This is a notebook.
7. These are boys.
8. These are girls.
9. These are books.
10. These are lions.
11. These are lionesses.
12. These are notebooks.
13. That is an officer.
14. That is a chair.
15. That is a dog.
16. That is a ladyteacher.
17. That is a table.
18. That is a bitch.
19. Those are officers.
20. Those are ladyteachers.
21. Those are chairs.
22. Those are tables.
23. Those are dogs.
24. Those are bitches.
25. This pen is new.
26. This man is an engineer.
27. This girl is a student.
28. These pens are new.
29. These men are engineers.
30. These girls are students.
31. That pen is old.
32. That man is hardworking.
33. Those books are old.
34. Those women are hardworking.
35. Those men are engineers.

Grammar:

Like any other language, Arabic also has a number of demonstrative pronouns to point to near and distant objects. They are used as follows:

a) Demonstrative pronouns for near objects:

This  (SM)  هذا

It is used with all masculine nouns of singular order.

Example:

This is a man.
This is a pen.
This is an elephant.

This  (SM)  هذا

This is a girl.
This is a car.
This is a cat.

These  (PM & F)  هؤلاء
it is used with the plurals of all feminine and masculine nouns that indicate personal nouns i.e. humanbeings.

**Example:**

These are men.  
هذه الرجال.

These are women.  
هذه النساء.

With the nonpersonal plurals (anything other than humanbeings), the singular feminine demonstrative pronoun is used i.e. هُذِهِ.

**Example:**

These are pens.  
هذه أقلام.

These are elephants.  
هذه أفيال.

These are motorcars.  
هذه سيارات.

These are cats  
هذه قطط.

b) Demonstrative pronouns for distant objects:

That  
ذَلِكْ

is used with all singular masculine objects.

**Example:**

That is a man.  
ذَلِك رَجُلٌ.

That is a pen.  
ذَلِك قَلم.

That is an elephant.  
ذَلِك بَيْلٌ.

That  
بلَك

is used with all singular feminine objects.

**Example:**

That is a woman.  
بلَكَ امرأة.

That is a motorcar.  
بلَك سيارة.

That is a cat.  
بلَك قَطَّة.

Those  
أَذَلِكْ

is used with the plurals of such feminine and masculine nouns which indicate only humanbeings.
Example:

Those are men.
أَوْلَيْكُ رِجَالٌ

Those are women.
أَوْلَيْكُ نِسَاءٌ

And with the plurals of feminine and masculine nonpersonal nouns, the singular feminine demonstrative pronoun is used.

Example:

Those are pens.
بَلْلَكَ أَقْلَامٌ

Those are motorcars.
بَلْلَكَ سَبَاطٌ

Those are elephants.
بَلْلَكَ آَنْسَالٌ

Those are cats.
بَلْلَكَ قَطَّ

Interrogative pronouns:

ماٍ، مَنْ، هِلْ، أَ

Maa i.e. ما is placed before a pronoun to ask a question, e.g. ما هَذَا
What is this?
ما هَذَا؟
What is that?
ما ذَلَّك؟

It may be noted that ما is used only for nonpersonal objects, whereas مَنْ is used to introduce a question for personal nouns e.g. مَنْ هَذَا الْوُلْدَ؟, who is this boy?, and مَنْ هُوَ i.e. who is he?, and مَنْ هيَ i.e. who is she?

And i.e Hal & Hamza for interrogation have no meanings of their own. When they (anyone of them at one time) are placed before a sentence, they can give varied meanings like Is, are & am in question mood or do, does etc. in the beginning of the sentences in question mood, e.g.

Is he a boy?
هل هو وَلْدٌ؟

Are these boys?
هل هُوَاء أَوْلَادٌ؟

Hamza can replace هل fully and the meaning of the sentence remains the same as when هل is used e.g.

Is he a boy?
أَهُوَ وَلْدٌ

Are these boys?
أَهُوِّاء أَوْلَادٌ

However it should be noted carefully that beside this use as above, Hamza is
used for introducing negative interrogative sentences, e.g.

Is he not a boy?  
أما هو ولد؟

It is also used for introducing such interrogative questions where answer has to be fixed, e.g.

Is he a teacher or a worker?  
إنه مدرس أم عامل؟

In sum, ٌٓ& can be used to replace each other in interrogative sentences where answers can be yes or no, while only Hamza ٍ can be used in negative interrogative and interrogative where answer has to be fixed and specified, and where in answer yes or no can not suffice.

Exercises:

1) Read every sentence of this lesson very carefully and write it for as many times as you can.

2) Use all the nouns given below with appropriate demonstrative pronouns of near and distant objects:

| Indian       | (SM) هندى | Student | (SM) طالب |
| Cock        | (SM) دينك | Orchard | (SM) سنان |
| Garden      | (SF) خديقة | Bed | (SM) سرينة |
| Indian      | (SF) هنديه | Girl-Student | (SF) طالبة |
| Newspaper   | (SF) خويديه | Hen | (SF) دجاجة |
| Students    | (PM) طلاب | Magazine | (SF) مجلة |
| Orchards    | (NPP) بساین | Indians | (PM) هنود |
| Beds        | (NPP) سرر | Cocks | (NPP) ديوک |
| Girl-students | (PF) طالبات | Gardens | (NPP) خانات |
| Newspapers  | * (NPP) جراحن | Indians | (PF) هنديات |
|             |           |         | (NPP) مجلات |

3. Use interrogative pronouns appropriately in some of your sentences.

* Diptote i.e. the terminal letter can not allow nunnation.
4. Translate into Arabic:
   This is a watch and that is a church.
   This is a temple and that is a mosque.
   This is a notebook and that is a book.
   This is a house & that is a hut.
   This is a radio & that is a television.

5. Translate into English:
   أَهُدَى كَلِبٌ أمَّ أَسْتَدَهُ هَذَهُ قَبْطَةٌ زُبْلُكْ عُفْصُورَةٌ. مِنْ هُؤُلَاءِ الأَزْرَازِ هُؤُلَاءِ الأَزْرَازِ طَلَابٌ فِي المَدْرَسَةِ. مِنْ هُذَا هُذَا رَسَامٌ وَذَلِكْ مَرْسَمٌ. أَذْلِكْ بَنُوتٌ؟ أَمَّا هَيّ مَدْرَسَةٌ؟ بَلَى، هَيّ مَدْرَسَةٌ.
   أَمَا هُوُ طَالِبٌ؟ بَلَى، هُوُ مَدْرَسٌ.

Note:

   بُلْيٌ
   When the answer is affirmative to an interrogative negative.
   نُعمَ

   This would also mean 'no' when the answer is negative to a negative interrogative as above, otherwise it is yes.

   لَا

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ساعة</td>
<td>Hour/watch</td>
</tr>
<tr>
<td>كنيسة</td>
<td>Church</td>
</tr>
<tr>
<td>مدرسة</td>
<td>Place of worship</td>
</tr>
<tr>
<td>كتاب</td>
<td>Copybook, notebook</td>
</tr>
<tr>
<td>كتاب</td>
<td>Book</td>
</tr>
<tr>
<td>بيت</td>
<td>House</td>
</tr>
<tr>
<td>كوكب</td>
<td>Hut</td>
</tr>
<tr>
<td>مذياع</td>
<td>Radio</td>
</tr>
<tr>
<td>تلفزيون</td>
<td>Television</td>
</tr>
<tr>
<td>كلاب</td>
<td>Dog</td>
</tr>
<tr>
<td>كلية</td>
<td>Bitch</td>
</tr>
</tbody>
</table>
Lion  (P) أَسْمَةً (SM) أَسْمَةً
Cat  (P) قَطَّةٌ (SF) قَطَّةٌ
Tomcat  (P) قَطَّةٌ (SM) قَطَّةٌ
Sparrow  (P) غَضِفَةٌ (SF) غَضِفَةٌ
Who (interrogative—all persons & all numbers) مَنّ
Boy  (P) وَلَدَةٌ (SM) وَلَدَةٌ
Boy student  (P) طَالِبٍ (SM) طَالِبٍ
In  (Prep) لِي (P) مَدَارِسٌ (SF) مَدَارِسٌ
School

What (interrogative—all nonpersonal nouns and all numbers) شَما

At places ما is also used in the meaning of لا i.e. no

Studio  (P) مَوْصُوَّمٌ (SM) مَوْصُوَّمٌ
Painter  (P) رَسَامُونَ (SM) رَسَامُونَ
Girl  (P) بَنَاتٌ (SF) بَنَاتٌ
Yes  (P) فَعَّمُ
No

أ It is an interrogative pronoun used as هل

It also has some additional uses as explained in the lesson.
LESSON — 12

Proper Noun

This is Shanker.
Shanker is a student in a school in Delhi.
Shanker has many friends in his school.
These are Nabeel, Mohammad and Joseph.
They are Shanker's friend.
Zainab also is a student in this school.
These are Lali, Rani and Mamta.
They are Zainab's friends.
Zainab has a good friend in the city of Calcutta.

Grammar:

Proper noun is that specific name by which a certain person or place etc., is referred to.

Example:

<table>
<thead>
<tr>
<th>Nabeel</th>
<th>مُحَمَّد</th>
<th>Shanker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph</td>
<td>شَنَكَرُ</td>
<td>Zainab</td>
</tr>
<tr>
<td>Delhi</td>
<td>دِلَّيْ</td>
<td>(W)</td>
</tr>
</tbody>
</table>
It is relevant to tell here that: (i) All non-Arabic names irrespective of their gender, are treated in Arabic as diptotes i.e. they take only one َdammah in the nominative case and one َfathah in the remaining two cases.* However, for our convenience we can read, write and pronounce them as in the original languages without giving vowel marks to the last letter  ii) All masculine Arabic names except those on the patterns of ًحمد and ًرمان are triptotes i.e. they admit all the three cases as a normal noun.

Example:
Nominative case ًحمد Accusative case ًحمد Genitive case ًحمد.

iii) Masculine names on the patterns of ًحمد and ًرمان, are diptotes.

Examples:
Nominative case ًحمَد
Accusative case ًحمَد
Genitive case ًحمَد

iv) All feminine Arabic names are diptotes except ًعد.

Example:
Nominative case ًبَن
Accusative case ًبَن
Genitive case ًبَن

* There are three cases in Arabic. They are: (1) Nominative case, (2) Accusative case and (3) Genitive case. Details follow in lessons 13 & 14.

However, those names which are bedecked with the definite article ًء, they are generally treated as triptotes.

Cairo ًقاهرة
Medina ًمدينة

vi) We do not prefix ًء to the names of persons. However, some Arabic names do have ًء as their integral part.

vii) Some names of places have ًء and some others do not have. This has to be acquired slowly.
The name هند in Arabic is treated as triptote:

Nominative case (Hind)
Accusative case هندة
Genitive case هند

v) Names of places are generally diptotes:

Nominative case (Egypt)
Accusative case مَصر
Genitive case مَصر

Exercises:

1) Translate the following into English:

1. دُلِّني مدينة في الهند.
2. زيّنّ غالية في الكلية.
3. مُحمّد مُوظّف في المكتبة.
4. هند مُدرّسة في الجامعة.
5. هل آشي أختك؟
6. هل نتى أختك؟
7. هو غادي و أنا جميل.
8. هذّا السيدّ نبيل.
9. هذي بنت. اسمها أنيتسا. هي أختي.
10. هو والدي. اسمه غريز.

2) Translate into Arabic:

1) That is a boy. He is my brother. His name is Ashok.
2) That girl is my sister. Her name is Usha.
3) He is Mr. Shamlal. He is an engineer.
4) His name is Mr. Adil. His pen is new.
5) Her name is Mrs. Lalima. She is a teacher.
6) What is her name? Is she your wife?
7) She is Miss Fatima. She is my sister.
8) Her name is Sunaina. She is my daughter.
9) Mr. Hari is a clerk in my office.
10) Is he your driver? What is his name?

3) Separate all the proper nouns in exercises. Nos: 1 and 2, and use them in sentences of your own.
Glossary:

India
And (conjunctive) 
Name

City
College
Name

This word is an interrogative pronoun. When placed before positive sentences, it may be translated as; is ; are; am; in the simple nominal sentences and : do; does in the present indefinite and : did in the past indefinite and will, shall in future tense

Brother
Sister
Engineer
Miss
Mrs.
Wife
Clerk
Driver
LESSON — 13

Verb: Past Tense And Cases
الفعل: صيغة الماضى والحالات

This is Nabeel.
He is a student in the University.
Nabeel went to the University yesterday.
These are Adil, Shanker and Joseph.
Adil, Shanker and Joseph went
to the University
to attend the lessons (i.e. classes).
After attending the first lesson,
Adil, Shanker and Joseph left
the class and they went
to the canteen for drinking tea.

This is Hind.
She is a student in the University.
Hind went to the University yesterday.
These are Zainab, Maria and Asha.
Zainab, Maria & Asha went
to the University to attend the lessons.
After attending the first lesson,
Zainab; Maria & Asha left
the class and they went to the library.

Who are you?
I am Hamid.
I am a student in this University.
Did you go to the University yesterday?
Yes, I went to the University yesterday.
And who are you?
I am Rani.
I am also a student in this University.
Did you go to the University Yesterday?
Yes, I went to the University yesterday.
Nabeel, Shanker and Joseph, where
did you go (in the) last week?
We went to the bookfair
(in the) last week.
And you, Asha, Zainab & Maria.
did you go to the fair?
Yes, we also went to the fair.

Grammar:
Verb is that word which tells us about the happening of some action with reference to time.

Example:
The student went to his school.

In the sentence above the word ‘went’ tells us about the happening of an action in the past and it is therefore, a verb. In Arabic there are only two tenses:

1. The Past Tense
2. The Present Tense
Other tenses e.g. past perfect and future etc. are formed from these two basic tenses by adding certain other words. We shall take up in this lesson the verb of the past tense and in the next lesson we shall deal with the verb of the present tense.

The past tense (verb):

The student went to his school.

The Students went to their school.

The students went to their school.

The girlstudent went to her school.

The girlstudents went to their school.

Did you (SM) go to your school?

Yes, I went to my school.

Did you (PM) go to your school?

Yes, we went to our school.

Did you (SF) go to your school?

Yes, I went to my school.

Did you (PF) go to your school?

Yes, we went to our school.

A large number of Arabic past tense verbs are composed of three letters. These three letters are called “root letters”. Now by prefixing or interfixing one, two or more letters to these root letters we can make many more verbs with meanings akin to the original meanings in the majority of the cases.

The verb with three letters is called in Arabic الفعل المجرد i.e. the triliteral verb of the First Stem.

Other verbs which are formed by adding some other letters, are called الأفعال المزبد فيها i.e. the derived verbs.
All Arabic verbs change according to the number and gender of the subject. It means that for third person singular masculine the verb has a form while for the third person singular feminine there is another form and so on. However, the first person singular of both the masculine and the feminine genders, has a common form of the verb. Similarly, the plural masculine and the plural feminine of the first person have a common form of the verb. These changing forms that obtain according to persons, numbers & genders, are called ضرف i.e. conjugation. Let us take for example the verb:

(He went)

You should carefully examine the changing forms of this verb i.e. its conjugation so that it would be possible to conjugate other similar verbs.

III person masculine-feminine:

He went (SM)  
They went (PM)  
She went (SF)  
They went (PF)

II person masculine-feminine:

You went (SM)  
You went (PM)  
You went (SF)  
You went (PF)

I person masculine-feminine:

I went (SMF)  
We went (PMF)

It is considered good in Arabic that the sentence should open with the verb. When the verb comes in the beginning of a sentence, it agrees with the subject only in gender. This rule applies to the third person nouns and the verbal forms for the second and the first person nouns always remain the same. The following examples shall further explain the rule:
i.e. boy is a singular masculine noun of the third person. Its plural is
i.e. boys:

The boy went

The boys went

In both the sentences given above the verb ذهب has come in the beginning
and it is precisely because of this reason that the verb agrees with its subject
only in gender and person. It does not agree with it here in number.
However, there might be occasions where you have to place the verb only
after the subject. In such cases the verb has to agree with its subject in
number also as you can see in the sentences below:

The boys went to the school

The boys went to the class.

In this sentence as would be clear, there are two verbs of which the second
has to be placed after the subject. The verb ‘sat’ therefore, agrees with its
subject in number also beside gender.

The same rule applies to the third person nouns of the feminine gender.

For example بنات i.e. girl is a singular feminine noun of the third person. Its
plural would be بنات i.e. girls.

The girl went

The girls went

The girls went

Note: In the English language the verb is often referred to in its infinitive
form. However, in Arabic it is referred to in its past tense with its
root-letter. For example ذهب i.e. ‘He went’. Taking these root
letters as the base, the verb is conjugated in the past and in the present
imperfect tenses. In the glossary henceforth, I propose to give past,
present and the infinitive forms of the verb with its meaning in the
English infinitive. For example:

to go ذهب / ذهب / ذهبًا
As explained earlier all the verbal forms for the second and the first person subjects are fixed and remain unchanged in all positions.

**Examples:**

I went  
ذَهَبَت
I went  
آَنَا ذَهَبَت
I went  
ذَهَبَت آَنَا

In terms of their meanings the verbs may be divided into two categories. They are:

1. The intransitive verb
الفعل اللازم
2. The transitive verb
الفعل المتعدى

1. The intransitive verb is the one which takes only the subject and it does not at all require an object. The subject in Arabic is called الفاعل and the object is called المفعول.

**Example of intransitive verb:**

The boy went  
ذَهَبَ الْوَلَد

In Arabic the terminal letter of the subject i.e. الفاعل always takes dammeh as would be amply evident from the example above. The noun functioning as subject is considered to be in the nominative case.

2. The meaning of the transitive verb extends to involve an object also beside the subject.

**Example:**

The boy opened the book  
فَقَحَ الْوَلَد الْكَتَاب

The object is considered to be in the accusative case and in Arabic the terminal letter of the objectival noun is given fathah.

Beside these two cases there is one more grammatical case. It is known as the genitive case.

We have known earlier that if a noun is preceded by a preposition, then the terminal letter of this noun shall have kasrah.

**Example:**

The boy went to the school.  
ذَهَبَ الْوَلَد إِلَى الْمَدْرَسَةِ
In the sentence above the noun المَدْرَسَة which is a preposition and thus it has a kasrah. Any noun that has a kasrah for this reason and any other grammatical reason, is considered to be in the genitive case.

In brief we can say that any noun for specific reasons can either be in the nominative case or in the accusative case or in the genitive case. In the nominative case the terminal letter of subject-noun will have dammah, single if it is a proper noun or any noun defined with the definite article and double if it is a common noun. In this case the dammah is known is رَفْع Rafʿa. In the accusative case the terminal letter of the noun will have fathah, single and double as explained in the immediate preceding lines. The fathah indicating case terminal is known as Nasb. In the genitive case the terminal letter of the noun will have kasrah, single or double as per rule explained above. Here the kasrah is known as جَرّ Jarr.

Exercises:

1) Conjugate the verbs given below and use them in sentence of your own. Remember the difference between the transitive verb and the intransitive verb. Also remember that the subject will take dammah, the object fathah and the noun after the preposition will take kasrah.

He wrote
He killed
He came
He sat

2) Translate into Arabic:

(a) 1. The boy opened the book.
2. The girl washed the clothes.
3. The boys went to the garden.
4. The girls washed their clothes.
5. Shiela, did you go to Mumbai?
6. Mr. Shanker, did you go to the garden?
7. Did you all (men) go to the college?
8. Did you all (women) write your lessons?
9. Yes, we came to your house yesterday.
10. Yes, I sat on the chair.

(b) Mr. Rashid went to the market. He went on foot. He went to the butchers's shop. He bought some meat and returned to his hostel.

(c) Yesterday evening I visited my friend in his house. I sat with him in his drawing room. We drank tea. After that we left his house and went to the market. I bought books, notebooks and paper. I also bought apples, grapes, bananas and oranges. When I came back home, my wife saw my friend with me. She asked me: Who is he? I told her: He is my friend. His name is Shahid. When she saw these things in my hands, she asked me: what are these things in your hands? These are fruits and books, I told her.

3. Translate into English:

(a) 1. فتح الفرَّاح المُكتَبَ.
   2. الطَّالِبَات فتحت كتبهنَّ.
   3. غضب الطالبة الملاصق.
   4. الطالب ذهب إلى الحديقة.
   5. الحارس جلس على الكرسي.
   6. شرب الاستاذ الماء.
   7. هل ذهبتم إلى المَسْجِد؟
   8. قبِّدتِي من مومياء هذا الصباح.
   9. هل ذهبتم إلى الكنيسة في الأسبوع الماضي.
   10. نعم، ذهبنا إلى الكنيسة في الأسبوع الماضي.

(b) كان اليوم ماطِرًا وبارداً. وعاد والدتي من مكتبها في المطر. عندمَا وصل المنزل كان مسئولاً.
   غيِّر والدتي ملابسها وجلس في غرفته. بعد وقت قليل شكا والدتي عن الألم في صدرها.
   فأتَبَث بالدكتور وأخذت والدتي معي وذهبنا إلى المستشفى العام. كان قسم الطوارئ
   مزدحمًا بالنساء. جلسنا على ذكَّة عنبина في إبتيار نوميًا. فرح والدتي حالتها للدكتور.
   ففحص الدكتور صدر والدتي بالسماعة وسألته بعض الأسئلة.
قال الدكتور: أنْتَ مُصَابٌ بإلَّا ِالْبُؤُرَةِ السَّديَدِ ِلَكُ ِبَقِيتِ فِي ِالْمَطرِ لِوُقُتِ ِعَلَى. مِنْ ِالْإِلْلَمُفُورِ ِبِقَافُكِ ِفي ِالمَنْزلِ لأَشْبَعْ. ِوَكَتَبْتِ ِلَكُ ِهِذَا ِالْدوَاءِ لِفَلَاةِ ِيَامُ. ِأَحْذِرتِ ِالْوُحُدُ أَنْ ِرَجُعُ ِلِلْمَنْزلِ.

**Glossary**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peon; attendant</td>
<td>فرَاشٌ (SM)</td>
</tr>
<tr>
<td>He washed</td>
<td>غَسَلَ</td>
</tr>
<tr>
<td>Clothes</td>
<td>ملابسٍ (P)</td>
</tr>
<tr>
<td>He drank</td>
<td>شربَ</td>
</tr>
<tr>
<td>Water</td>
<td>ماءٌ (SM)</td>
</tr>
<tr>
<td>Mumbai</td>
<td>مومبايٍ (Proper noun)</td>
</tr>
<tr>
<td>Yesterday</td>
<td>أمسٍ (Adv. of time: it does not decline)</td>
</tr>
<tr>
<td>From</td>
<td>من (Preposition)</td>
</tr>
<tr>
<td>Morning</td>
<td>صَباحٍ، صَمْعَ</td>
</tr>
<tr>
<td>This morning</td>
<td>هَذَا ِالْصَّبَاحٍ/صَباحُ ِالْيَوْمِ</td>
</tr>
<tr>
<td>College</td>
<td>كليّاتٍ (P)</td>
</tr>
<tr>
<td>Week</td>
<td>أسَابِيعٍ (SM)</td>
</tr>
<tr>
<td>Past, last</td>
<td>ماضٍ</td>
</tr>
<tr>
<td>Garden</td>
<td>حدائقٍ (SF)</td>
</tr>
<tr>
<td>He wrote</td>
<td>كتبَ</td>
</tr>
<tr>
<td>He came</td>
<td>قِدَمٍ</td>
</tr>
<tr>
<td>On</td>
<td>عَلَى (Preposition)</td>
</tr>
<tr>
<td>On foot</td>
<td>عَلَى ِالأَفْدَام</td>
</tr>
</tbody>
</table>
To  (Preposition)  إلى
He was  كان
Rainy  (Adj. SM) مُاطِر
Rain  (P)  مُطر
When  (Adv. of time)  عَنْدَمَا
He reached  وَصلَ
House  (P)  مَنَزلُ  (SM) مَنْزِل
Wet, drenched  (Adj. SM) مُبْتَلِلٌ
He changed  عِبْرَ
After  (Adv. of time)  بَعْدَ
Some, little  (Adj. SM) قَليِّلٌ
He complained  شَكَأ
About  (Prep.)  عَنْ
Pain  (P)  آلَمُ  (SM) أَلَام
Chest  (P)  صَدْورٌ  (SM) صَدْور
He came  اتَّئِي
He brought  اتَّئِي  بِ
I brought taxi  اتَّئِي بِالتَّاكِشٍ
With  (Preposition)  مَعْ
With me  مَعِيَ
Hospital  (P) مَنشَفَيْاتٍ  (SM) مُنَشَفَيْات
General, public  (Adj. SM) غَمِامٌ
Department
Emergency department
Crowded
Bench
Wait, waiting
Turn
He explained
Condition, case
Doctor
He examined, checked
He said
He took
I took
Stethoscope
He asked
He asked him
Some
Hit
Cold
Caught bad cold
Because
He remained
You remained
Long
Necessary/must
Stay
Week
Medicine
Three
Day (of 24 hrs)
He returned
Market, bazar
Rashid/Rasheed
Butcher
Shop, Showroom
Shop
He bought
Meat
Hostel
Evening
(In the) evening
He visited
I visited
Friend
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawingroom</td>
<td>غرفة الإشيفاق</td>
</tr>
<tr>
<td>To drink</td>
<td>شرب، يشرب، ضربا</td>
</tr>
<tr>
<td>Tea</td>
<td>شاي (NM)</td>
</tr>
<tr>
<td>Paper</td>
<td>ورق (NM)</td>
</tr>
<tr>
<td>Apples</td>
<td>ثكاح (NM)</td>
</tr>
<tr>
<td>Grapes</td>
<td>عنب (NM)</td>
</tr>
<tr>
<td>Banana</td>
<td>موز (NM)</td>
</tr>
<tr>
<td>Oranges</td>
<td>بنقال (NM)</td>
</tr>
<tr>
<td>Wife</td>
<td>زوجة (SF) فرحات</td>
</tr>
<tr>
<td>He saw</td>
<td>رأى</td>
</tr>
<tr>
<td>She saw</td>
<td>رأت</td>
</tr>
<tr>
<td>I told her, I said to her</td>
<td>قلت لها</td>
</tr>
<tr>
<td>Shahid</td>
<td>مهجرة (Male Name)</td>
</tr>
<tr>
<td>Hand</td>
<td>يد (SF) أيدى (P)</td>
</tr>
<tr>
<td>She asked</td>
<td>سألت</td>
</tr>
<tr>
<td>Fruits</td>
<td>فاكهة (SF) فواكه (P)</td>
</tr>
</tbody>
</table>
LESSON — 14

Verb: Present Tense
الفعل: صيغة المضارع

Who are you?
ما أنت؟

I am a teacher.
أنا معلم.

What is your name?
ما اسمك؟

My name is Mohammad.
إسمي محمد.

Are you Indian?
هل أنت هندي؟

Yes, I am Indian.
نعم، أنا هندي.

Who is he?
من هو؟

He is my colleague.
هو زميلي.

Where are you going now?
أين تذهب الآن؟

I am going to the University now.
أذهب إلى الجامعة الآن.

Is your colleague also going to the University?
هل زميلك أيضًا يذهب إلى الجامعة؟

Yes, he is also going to the University.
نعم، هو أيضًا يذهب إلى الجامعة.

Who are you?
من أنت؟

I am a (lady) teacher.
أنا مدرسة.

What is your name?
ما اسمك؟

My name is Nihad.
إسمي نهاد.

Where do you work?
أين تعملين؟

I work in this University.
أعمل في هذه الجامعة.

Where are you going now?
أين تذهب الآن؟

I am going to the hospital now.
أذهب إلى المستشفى الآن.
Who is he?
He is our teacher.

Does he go to the University everyday?
Yes, he goes to the University everyday.

Does Nihad also go to the University everyday?
Yes, Nihad also goes to the University everyday.

Are you (all) students in this University?
Yes, we are (all) students in this University.

And who are you (PF)?
We are (all) students in this University.

Will you (all girls) go to the University next week?
Yes, we will go to the University next week.

Do the girl-students go to the University everyday?
Yes, they go to the University everyday.

Will these (boy) students go to the bookfair tomorrow?
Yes, they will go to the bookfair tomorrow.
Grammar:

The Present tense verbs of Arabic are made from its past tense verbs by adding in the beginning and/or at the end or both one or more of the following letters:

\[
\text{i n o}
\]

The Arabic present tense verb which is also known as the present imperfect, can normally be translated into English in three ways depending on the context:

1) In the present indicative/imperfect
2) In the present continuous
3) In the future

We take the verb 

\[
\text{ذَهَبَ}
\]

 to explain our point further. This 

\[
\text{ذَهَبَ}
\]

 is a past tense verb meaning ‘he went’ as we have known in the preceding lesson. Its present form 

\[
\text{ذَهَبُ}
\]

 can be rendered in three ways as follows:

He goes (present indicative/imperfect) 

\[
\text{ذَهَبُ}
\]

He is going now (present continuous) 

\[
\text{ذَهَبُ}
\]

He will go tomorrow (future) 

\[
\text{ذَهَبُ}
\]

Now you should carefully examine the changing forms of this verb i.e. its conjugation so that in future you face no difficulty in conjugating other similar verbs.

III person masculine-feminine

He goes 

\[
\text{ذَهَبُ}
\]

They go (PM) 

\[
\text{ذَهَبُونَ}
\]

She goes 

\[
\text{ذَهَبُ}
\]

They go (PF) 

\[
\text{ذَهَبُينَ}
\]

II person masculine-feminine

You go (SM) 

\[
\text{ذَهَبُ}
\]

You go (PM) 

\[
\text{ذَهَبُونَ}
\]

You go (SF) 

\[
\text{ذَهَبُينَ}
\]

You go (PF) 

\[
\text{ذَهَبُينَ}
\]
I person masculine- feminine

I go (SMF) 

أَفْعَبُ

We go (PMF)

نَفْعَبُ

It may be borne in mind that the verb of this present imperfect tense may also be translated in the present continuous and the future tenses depending on the context as explained earlier.

If the present imperfect verb is preceded by سَ or سَوَفَ, then in that case the verb is necessarily in the future tense of English.

Example:

Will you (girls) go to the University?  هلُّ سَفَتَنَّ إِلَى الْجَامِعَةِ؟

Yes, we will go to the University.  نَعْمَ سَفَتْنَ إِلَى الْجَامِعَةِ؟

Theoretically, سَ defines the verb for the near future whereas سَوَفَ defines the verb for distant future. However, practically there is no difference between the two and both of them are equally used for defining the meaning of the present imperfect verb for future.

Similarly what applies to the placement of the past tense verb before and after the subject, applies to the present tense verb also. That is to say that the sentence should preferably be opened with the verb. In this case the verb agrees with its subject only in the gender. For example we would say:

The boy goes

يَنْهُبُ الْوَلَدُ

The boys go

يَنْهُبُ اللَّامَاذِ

In both these sentences the verb يَنْهُبُ is preceding the subject and therefore, it agrees with the subject only in gender. However, where the verb has to be placed after the subject the verb will have to agree with its subject in number also. For example we would say:

The boys go to the school 

يَنْهُبُ اللَّامَاذِ إِلَى الْمَدْرَسةُ

and sit in the class.

وَيَجِلْسُونَ فِي الْقَلْسِ.

As you would find there are two verbs in this sentence. In this case the second verb has to be placed after its subject. Hence, it agrees with the subject in number also.
The same rule applies to the third person nouns of the feminine gender also.

Let us take for example the following sentences:

The girl goes  

The girls go  

And where the verb has to come after the subject the verb will agree with the subject in number also. For example we would say:

The girls go to the school  

and sit in the class  

However, the verbal forms for the first and the second person subjects are fixed and remain unchanged in all positions.

Examples:

I go  
I go  
I go  
You (SM) go  
You (PM) go  
You (SF) go  
You (PF) go

Exercises:

1. Conjugate in the present (Imperfect) tense all the verbs used in this lesson and make sentences from them.

2. Conjugate the following verbs in the present imperfect tense and use them in sentences of your own.

He plays  
He eats  
He takes  
He rides/boards  
He helps
3. Translate the following into Arabic.

1. He will go to his office tomorrow.
2. She is writing a letter to her teacher.
3. They (M) will come to you in the next week.
4. They (F) are eating their lunch now.
5. Will you (SM) to your college tomorrow?
6. Yes, I will go to my college tomorrow.
7. Do you (SF) read the newspaper in the morning?
8. Yes, I read the newspaper in the morning.
9. Will you (PM) come to my house tomorrow in the morning?
10. Yes, we will come to your house tomorrow in the morning.
11. Do you (PF) eat meat?
12. Yes, we eat meat.

(b) My friend Shahid came to me yesterday evening. I was very happy to see him. I received him with all cheerfulness and seated him in the drawing room. Shahid asked me: Will you be busy during the next week? I said: yes, but why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea! Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: We will stay there for two weeks. I said: That is nice too! When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: Fine! then get ready to leave tomorrow morning. We shall go by bus.

4. Translate the following into English:

هذا الولد صديقى. هو يذهب إلى مدرسته كل يوم في الصباح. له زمالة يُقدمون إلى المدرسة. ألبان أيضًا يدراسة في هذه المدرسة. هي أوضاء. هي تدرس في الصف العاشر. هل أنت أيضا تدرس في هذه المدرسة يا حامد؟ نعم، أنا أيضا أدرس في هذه المدرسة يا صديقى. وؤلكة نصترك وعائلة ومحمد.

أهلا بكَم Bibliolore أنتِ أيضًا تدراسة في هذه المدرسة؟ نعم، نحن أيضًا ندرس في هذه المدرسة. من هؤلاء ألبان؟ هم آنا و أوضاء و شالو. أين تدرس يا بنات؟ نحن أيضًا ندرس في هذه المدرسة.
Glossary

Now (الآن) (Adverb of time)
Classmate (زميل) (SM) (P)
University (جامعت) (SF) (P)
Also (Adverb of manner) 
To work (عمل) 
Who (من) (Interrogative pronoun)
Where (أين) (Interrogative pronoun)
Tomorrow (غدا) (Adverb of time)
Hospital (مستشفى) (SM) (P)
Teacher / Professor (أساتذة) (SM) (P)
Everyday (كل يوم) (Adverb of time)
(In the)next week (في الأسبوع القادم)
Fair, exhibiton (معرض) (SM) (P)
To sit (جلس) 
Office (مكتب) (SM) (P)
Letter/message (رسالة) (SF) (P)
Lunch (غداء)
College (كلية) (SF) (P)
In the morning (في الصباح)
House (بيت) (SM) (P)
Meat (لحوم) (SM) (P)
Friend (صداقه) (SM) (P)
To come (قائمنا) 
To study (درس) 
Class (صف) (SM) (P)
Welcome (أهلا بك) (greeting)
To see
زأء/ نأء/ زمن
To receive
بسطبأ/ بسطبأ/ إستقبال
Cheerfulness
بضاحة
To seat
جقلس/ يقلس/ إجلالا
Busy
مسفول
(Past participle)
Why
لِباذا
Question
سؤال
(P) ( أسئلة)
During
خلال
(Adv. of time)
To accompany
رافقت/ رافق/ مرفقة
Idea, thought
فكره
(P) (فكره)
Nice idea
فكرة جيدة
روجع/ يروجع/ رجوعا
Calcutta
كلكتا
Wife
زوجة
(P) (زوجات)
To see (infinitive)
لزيون
Son
ابن
(P) (أبناء)
I have come
قد قدمت
Child
طفل
(P) (اطفال)
To receive (infinitive)
لاستقبال
Here they are
هاإم هؤلاء
Hello
أَو
Uncle
عم
(P) (عموم)
To live
سكن/ يسكن/ سكونا
Delhi
ذله
Daughter
بنت
(P) (بنات) (SF)
Who
من
O.K.
حسنا
O.K.
Early
To answer
To say
Alone
House
To ask
Zoo
Incidentally
When
Market
To buy (infinitive)

مُنْتَكِرًا
أجِبَتُ، يُجِبُّ، إجِبَة
قَالَ يَقُولُ، قَوْلًا
وَخَداً (وَخْدَهُ)
مَنْزَلٌ (SM) بنزل
سَأَل، يُسَأَل، سُؤالًا
خَيْبَةُ الْحَيَوَاتِ
بالْمُنَاَسِبَة
مَنْي
مَوْكِبَ (SF) أنواق
لِيَشْرَأَ
Simple Past Tense
الفعل الماضي البسيط

Use of the verb (Kaana) ie. (He) was

استخدام الفعل (كان)

One day

in the morning

I went to the airport.

A friend of mine was coming
from America.

When I reached the airport

I saw many people.

My friends Hameed, Joseph and
Kishan were already present there.

They were standing in front of
the glass facade.

I asked them:

Where (were) Asha, Jamila and Elen?

Hameed answered:

They were present here

a little while ago.

Now they have gone to the canteen.

I asked Joseph:

Where were you yesterday?

Joseph said:

I was present in the school.
Asha came, and I asked her:

Where were You (O) Asha?

She said:

I was sitting in the canteen
with Jameela & Elen.

The plane (i.e. flight) was late.

So we all went to the canteen.

We ate something and (we) drank tea.

After one hour we returned
to the waiting hall.

Our friend Shanker was present.

He saw us and asked us:

Where were you, O' Hameed, Joseph & Kishan?

We said:

We were present here
one hour before.

We did not eat anything
in the morning.

Therefore, we went to the canteen.

And you (ladies),
where were you
O’ Asha, Jameela and Elen?

We were also present here
an hour ago.

We also did not eat
any thing in the morning.
Therefore, we went with Hameed, Joseph and Kishan to the canteen.

The boy was sitting
The boys were sitting
The girl was sitting
The girls were sitting
You (SM) were sitting
You (PM) were sitting
You (SF) were sitting
You (PF) were sitting
I (SM) was sitting
We (PM) were sitting
I (SF) was sitting
We (PF) were sitting

Grammar:

We have known that there is no equivalent of "is, are, am" in the Arabic language. We have also known that in the simple nominal sentences of the Arabic language i.e. the subject should (normally*) be either a propernoun or a pronoun or any common noun defined with the definite article Al or and in the nominative case.

The predicate i.e. khabar in such sentences is a verbal or adjectival noun and that would also be in the nominative case.

* It may be undefined common noun also. In this case khabar will have precedence over Mobjtada.
Example:
The boy is sitting
The girl is sitting

However, in the simple past tense we have to use one verb also. This verb is known as كان. In English it is translated as "was or were" depending on its form and the context.

We have known in lessons nos 13 & 14 dealing with the past and the present verbs that the Arabic verb is conjugated to agree with its subject in number, gender and person.

كان is an irregular verb in the sense that it has ١ i.e. a weak letter occurring in the middle of this three lettered verb.

In the following is given the list of the changing forms of the verb كان for guidance. All the verbs matching the pattern of كان should be conjugated accordingly.

He was
They (PM) were
She was
They (PF) were
You (SM) were
You (PM) were
You (SF) were
You (PF) were
I (SMF) was
We (PMF) were

Now, to change a simple nominal sentence into simple past tense we have to use an appropriate form of كان before or after the subject as per need. The Arabic verb كان continues to allow dammah to the terminal letter of the اسم i.e. the subject. However, the predicate i.e. خير will be given fathah. In other words we can say that the subject of كان will be in the nominative case and the predicate will be in the accusative case. For example:

The boy is sitting
It is a simple nominal sentence. However if we want to say:

The boy was sitting, then we would say in Arabic: كأن الولد جالساً

It would be amply clear from the example that the verb كان is in complete agreement with its subject which happens to be a singular masculine noun of third person. The noun الولد in the sentence above is the subject of كان and therefore, it is in the nominative case with dammah i.e. raf'a at its terminal letter. The predicate 'sitting' i.e. جالساً is in the accusative case with fathah i.e. nasb.

All (verbal*) nouns on the جالس pattern are said to be singular and masculine. Such nouns can be changed into plural by suffixing to them ون in the nominative case. In this case the letter preceding و will have dammah and the ن fathah. For example the plural of جالس will be:

جَالَسَاتُ وَنَ= جالسون

In the accusative and the genitive cases the و is replaced by the و and accordingly the letter preceding و is given a kasrah. The ن letter however, retains its fathah. For example the plural of جالس in the accusative and the genitive cases will be: جالسين.

Singular masculine nouns of this pattern can be changed into feminine gender by suffixing to it the round Ta ة. For example:

جَالَسَةُ= جالسة

The round Ta ة declines normally in different cases.

About the feminine plurals of these feminine singular verbal nouns, we have to drop the round Ta ة and replace it with and normal stretched ت. In the nominative case** this ت will have dammah and in the accusative and genitive cases** it will have kasrah only. For example:

جَالَسَةُ= جالسة

* Verbal nouns are those which are derived from the verb.

** As explained earlier, the vowel i.e. حركة below or above the terminal letter of a noun indicates case and in this position they are technically termed as Raf'a for dammah, Naṣb for Fathah and Jarr for Kasrah.
Nominative case

Accusative and Genitive cases

It should be borne in mind that all feminine nouns ending in round Taḥ, do not have similar plurals particularly if they are not verbal nouns.
Plurals as mentioned in this lesson are known as sound plurals for masculine and feminine genders respectively.

Exercises

1. Translate the following into Arabic:

The class was full. All the students were present in the class. They were sitting and reading their lesson. The teacher also was present. He was standing in front of the blackboard. He was writing difficult words on the blackboard.

Shamim, why were you not present yesterday?
Sir, I was sick.

Hassan, Shanker & Joseph, You were also absent. Yes sir, we were also sick.

Miss Kanta, you were also absent?
Yes sir, I was busy at home. My mother was sick.

Shiela, Leela & Zainab, were you present yesterday?
No sir, we were absent. Asha, Usha & Bi were present in the class.

Translate the following into English:

ذُهِبَتْ مَرَّةٌ فِي نُزُهْةٍ إِلَى شَاطِئِ بَحْرٍ. كَانَ الشَّاطِئُ جَمِيلًا وَ مُرَدُدُهُم بِالنَّاسِ. كَانَ النَّاس
خَالِسِيْنَ وَ وَاقِعِيْنَ فِي جَمَاعَاتٍ. رَأَيْتِ بِنَى صَغَرَةٍ. كَانَتِ جَالِسَةُ فِي ظُلِّ شَجْرَةٍ. كَانَتْ
بَاكِيَةٌ. مَنْ أَنْتِ؟ لِمَبَأْنَ أَنْتِ تَبْكُنِينَ؟ سَأَلَتِهَا.
فَقَالَتِ الْبَنَيَّةَ: أَنَا بِهَا. كُنْتُ لَا عَيْبَةُ هَذَا مَعَ أَصِيِّ سُمَيْرَ فَخُجْرَ مَعْيَ وَ ذُهِبْتِ. لَمْ يَأْخُذْنِي مَعَهُ.
فَأَخْذَتِهَا مَعِيْ. وَ ذُهِبَتْ مِنْ أَشْرَى إِلَى أَشْرَى حَتَّى رَأَيْتِهَا أُنْهَا فَسَأَلَتِهَا: أَيْنَ كُنْتُ غَابِيَةً؟ وَفِي
الكلمات العسيرة

Full; complete (Adj. SM) مكمل/ كامل
Present; available (Adj. SM) حاضر
Class; classroom (P) فصل (SM) فصول
Reading; reader (P) قراءة (Adj. SM) قراء
Infront of (functions like a preposition) أمام
Blackboard (P) سورة (SF) سطور
Yesterday (indeclinable) أمس
Sick (P) مريض (SM) مرضي
Absent (Adj. SM) غائب
Once (Adv. of time) مرة
Beach; bank (of river) (P) شاطئ (SM) شواطئ
Room (P) غرفة (SF) غرف
Reading (NF) قراءة
Reading Room غرفة القراءة
Busy (P) مشغول (Adj. SM) مشغولون

* Indeclinable word in Arabic retains its given vowel point at the terminal letter and it does not change in any circumstances. It is known as مثبت in Arabic.
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>أمّ (SF)</td>
</tr>
<tr>
<td>Picnic</td>
<td>نِزْهَاتُ (SF)</td>
</tr>
<tr>
<td>Sea</td>
<td>بَحَرُ (SM)</td>
</tr>
<tr>
<td>Shade</td>
<td>ظَلَالُ (SM)</td>
</tr>
<tr>
<td>Tree</td>
<td>شَجَرَةُ (NUF)</td>
</tr>
<tr>
<td>To Cry, to weep</td>
<td>بكِي، يبكي، بكاء</td>
</tr>
<tr>
<td>Crying, In the act of crying</td>
<td>بكاء (Adj. SM)</td>
</tr>
<tr>
<td>Crying, in the act of crying</td>
<td>باكِيَاتُ (Adj. SF)</td>
</tr>
<tr>
<td>Family</td>
<td>أَسرّةُ (P)</td>
</tr>
<tr>
<td>To, unto</td>
<td>ﻓِي تَنْسَ اﻟْوَقُتِ</td>
</tr>
<tr>
<td>At the same time</td>
<td>ﻓِي ﻓَتْرَةُ ﺑِكاءِ</td>
</tr>
<tr>
<td>To appear, to give audience</td>
<td>ﻓِي ﻓَتْرَةُ ﺑِكاءِ</td>
</tr>
<tr>
<td>To play</td>
<td>لِعْبُ، يَلْعِبُ، لِعبًا</td>
</tr>
<tr>
<td>To roam around</td>
<td>تُحَوِّلُ، يُتَحوَّلُ، تحوّلأ</td>
</tr>
<tr>
<td>Player</td>
<td>لَاعِبُون (P)</td>
</tr>
<tr>
<td>Under</td>
<td>ﻓِي تَنْسَ اﻟْوَقُتِ</td>
</tr>
<tr>
<td>To beat, to hit</td>
<td>ضَربُ، يَصْبِرُ، ضربًا</td>
</tr>
<tr>
<td>To leave</td>
<td>نَزَكُ، يَنْزِكُ، نزكا</td>
</tr>
<tr>
<td>Father</td>
<td>آبَةُ (SM)</td>
</tr>
<tr>
<td>Father</td>
<td>وَالدُّونَ (SM)</td>
</tr>
<tr>
<td>Goal, aim</td>
<td>هَدْفُ (SM)</td>
</tr>
<tr>
<td>Without</td>
<td>ﻣِن دُونِ هَدْفِ</td>
</tr>
<tr>
<td>Aimlessly</td>
<td>ﻣِن دُونِ هَدْفِ</td>
</tr>
</tbody>
</table>
LESSON — 16

Negative Verb: Past And Present Imperfect
الفعل المنفي: الماضي والمضارع

One day Hamid went
to Shanker's house.

Shanker received him with warmth
and said:

Welcome! my friend.

Hamid: Thank you my brother.

Shanker: How are you?

Hamid: God be praised. I am fine.

And how are you?

Fine! Praises be to God.

Shanker: I do not see you
in the college now-a-days.

Hamid: Yes, I am very busy
these days.

We have guests from London.

That is why I did not go
to the college last week.

I shall not go to the college
next week also.

I have come to inform you.

And this is the leave application.

Please give it to the professor.
Shanker: fine! any other service?
Hamid: Thanks a lot.
Shanker: Mention not.
The tea came and Hamid and Shanker drank tea.
Shanker: O' Hamid, did you go to London?
Hamid: No, I did not go.
Shanker: Will you go with your guests?
Hamid: No, I will not go with them.
I will go to London next month only after the examinations.
And after some time Hamid returned to his house.

Grammar:
Like any other language, in Arabic also there are two kinds of statements:

a) Positive statement
   البيان المثبت
b) Negative statement
   البيان المنفى
a) The positive statement is the one which tells us about the happening of some act.

Example:
The boy drank water
شرب الولد الماء

The boy drinks water
يشرب الولد الماء

b) Negative statement is the one that negates the happening of some act.

Example:
The boy did not drink water
ما شرب الولد الماء

The boy does not drink water
لا يشرب الولد الماء
To render the positive statement of the past tense into the negative statement we can employ two methods:

i) We can use the negative particle لم before the past tense verb of the positive sense.

Example:

He drank
He did not drink
He opened
He did not open
He ate
He did not eat
He went
He did not go
He came
He did not come

ii) The other way to obtain the past negative is by using the particle لم. However it is used before the present imperfect verb of the positive sense.

Example:

He drinks
He did not drink

As it would be evident from the example above the negative particle لم is used before the present imperfect verb of positive sense. However, the meaning changes into the negative past. This negative particle لم which is introduced before the present imperfect of the positive sense to bring about the past negative meaning, functions by causing 'sokoon' to the terminal letter of the present imperfect verb and additionally causing all the terminal 'noons i.e. ن to drop except the 'noon' of II & III persons plurals of the feminine gender. In the following is given the full conjugation of لم بشرب preceded by the negative particle لم as explained above:

He did not drink
They (PM) did not drink
She did not drink
They (PF) did not drink
You (SM) did not drink
You (PM) did not drink
You (SF) did not drink
You (PF) did not drink
I (SMF) did not drink
We (PMF) did not drink

Similarly, the present imperfect verbs of the positive sense can be changed into the negative by just placing the negative particle لا before it.

**Example:**

He drinks
He does not drink
He opens
He does not open
He eats
He does not eat
He goes
He does not go
He comes
He does not come

This combination of لا and the present imperfect verb negates the statement in the present context as would be amply clear from the list of verbs above. It may also give the negative meaning in present continuous and future provided there is reason for it. For example:

The student will not go to the school tomorrow.

Here the adverb of time غداً i.e. tomorrow in the sentence causes the act of the verb يذهب to extend to embrace futurity.
However, when لن is introduced before the present imperfect verb of the positive sense the meaning changes into the future negative only. For example:

The boy will not/never drink water لَن يُشرب الْؤلُد الماء

In this case the last letter of the present imperfect takes the fatha and all the 'noon' letters are dropped except the 'noons' of the II & III persons plurals of the feminine gender. Below is produced the full conjugation of لَن يُشرب for future guidance.

He will not drink لَن يُشرب
They (PM) will not drink لَن يُشربوا
She will not drink لَن تسرب
They (PF) will not drink لَن يُشرب
You (SM) will not drink لَن تسرب
You (PM) will not drink لَن يُشربوا
You (SF) will not drink لَن تسرب
You (PF) will not drink لَن تسرب
I (SMF) will not drink لَن أشرب
We (PMF) will not drink لَن يشرب

Note that (1) Maa i.e. ما and Laa i.e. لا are negative paricles which are placed before Maaذي i.e. ماضٍ and mudaarī'a i.e. مضارع as shown in this lesson above. However, deviations in use are acceptable, specially in the spoken Arabic. Even though in the past negative Maa i.e. ما introduces the negative meaning in a sentence however, if this negative meaning is repeated then Laa i.e. لا is used for any number of times, e.g.

ما أكلت و لا شربت
I did not eat and I did not drink i.e.
I did not eat & drink
or
I did not eat nor did I drink.
and
ما خففت و لا قرأت و لا كتبت
I did not memorize nor did I read or write. etc.
(2) Silencing vowel mark which is a small circle (۸) above a letter in a word preceded by a vowelled letter is used to indicate a syllable. This circle is called sokoon i.e. سكون. For example: Sokoon above رaa in غرفة indicates that غر & ر together make one syllable, Fa with Fathah above makes another syllable and تaa marboota makes the third syllable. Where sokoon is caused to be placed above the terminal letter of a word, it is known as Jazm i.e. جزم and the noun or verb is called Majzoom i.e. such a verb or noun is supposed to be in the apocopate and jussive mood respectively.

(3) When لى precedes the Mudaari'a verb, it causes Fathah to the last letter of the verb or causes all 'noons' to drop as explained in this lesson above. In this case the verb is considered to be in the subjunctive mood.

Exercises:

1. Translate the following into Arabic:

He is my friend Samir. He lives in Calcutta. This is his wife Sarita. She also lives in Calcutta with her husband and children. And these are Amir, Ritesh and Babu. They study in a college in Delhi.

Why have you come to Delhi, Mr. Samir? I have come to see my sons. And you, Mrs. Sarita, why have you come? I have also come to see my children in the college.

Have your children come here to receive you? Yes, here they are.
Hello! Children, how are you? Fine, sir. Thank you. Where will you all go now? Now we will go to our uncle. He lives here in Delhi. This is his daughter Shiela.

Hello, Miss Shiela, how are you? Fine! Thank you. Miss. Shiela, do you also study in the college? Yes, I study in a college in Delhi. Who are these girls? They are Sunaina, Priya and Zainab. They are my friends.

Hello! do you also go to the college? Yes, we go to the college with shiela.

O.K. I will go now. I will come tomorrow.
2. Translate the following into English:


3. Write a paragraph in Arabic using verbs in jussive and subjunctive moods.

4. Choose some verbs to write their conjugations in jussive & subjunctive moods.

Glossary

الكلمات المُسيرة

To receive

يستقبل / يستقبل / يستقبل

With warmth; warmly

بحرارة

To say

قال / يقول / يقول

Saying

(gerund) قائلًا

O'

يا

(vocative compulsorily used in Arabic but rarely translated in English)

One day

في يوم

Thank you

شكراً لك

To see

رأي /رى / رؤية

Busy

(PS) مَشغولون

(SM) مَشغولون
Very; very much (Adv. of manner) جدًا
We have لِدْنَا (SM)
Guest ضيوف (P)
To inform you إِخْبَارَكَ

Infinitive meaning in Arabic is obtained by introducing لـ meaning 'for' before the infinitive form (i.e. gerundal form) of the concerned verb. For example:

1. He informed (Past imperfect) أَخَابَ
2. He informs (Present imperfect) يَخَابُ
3. To inform (Infinitive form) إِخْبَارَ

The form mentioned at serial no. 3 is known as the infinitive form (gerundal form) and generally it is preceded by ل to render the meaning in the English infinitive.

<table>
<thead>
<tr>
<th>Group</th>
<th>جماعة (SF) (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>الناس (SM) (P) ظلال</td>
</tr>
<tr>
<td>Shade</td>
<td>شجرة (SF) (P) شجرات</td>
</tr>
<tr>
<td>Tree</td>
<td>نباكَة (VN/SM) *</td>
</tr>
<tr>
<td>Weeping; crying</td>
<td>سأل / سوأَة</td>
</tr>
<tr>
<td>To ask</td>
<td>لاعب (VN/SM)</td>
</tr>
<tr>
<td>Playing; player</td>
<td>تشاجر / تشاجروا</td>
</tr>
<tr>
<td>To quarrel</td>
<td>أسر (SF) (P)</td>
</tr>
<tr>
<td>Family</td>
<td>في نفس الوقت</td>
</tr>
<tr>
<td>At the same time</td>
<td>ظهر / ظهرًا</td>
</tr>
<tr>
<td>To appear</td>
<td></td>
</tr>
</tbody>
</table>

* Verbal nouns i.e. nouns derived from verbs/ adjectives terminating in ي preceded by Kasrah are made into plural on the pattern of ساعة as in the case of نبكاية and ساعي (postman).
To beat  ضرب
To leave  ترك
Searching (for) ; Looking (for) (VN/SM)  بحث (عن)
To talk  تحدث / يتحدث / تحدث
To roam about  تجول / يتجول / تجول
Without  من دون
Aim  هدف (SM) (P) أهداف
That is why  لذلك
Application  طلب (SM) طلبات (P)
Leave  إجازة (SF) إجازات (P)
To give  أعطى / يعطى / إعطاء
Please  من فضلك
With (Prep.) مع
Only  فقط
Examination  إمتحانات (SM) (P) إمتحانات
To return  رجع / يرجع / رجوعا
Calcutta  كلكتا
Wife  زوجة (SF) زوجات (P)
Why  لماذا
To see  لرؤية (infinitive)
Son  ابن (SM) أبناء (P)
I have come  قد قدمت
Child  طفلا (SM) أطفال (P)
To receive  لاستقبال (infinitive)
Here they are  هم هلا
Hello  أتُو
Uncle  عم (SM) أعمام (P)
To live  يسكنون / سكنوا
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delhi</td>
<td>دوله</td>
</tr>
<tr>
<td>Daughter</td>
<td>بنت (SF)</td>
</tr>
<tr>
<td>Who</td>
<td>من</td>
</tr>
<tr>
<td>O.K.</td>
<td>حسنًا</td>
</tr>
<tr>
<td>Early</td>
<td>مبكرًا</td>
</tr>
<tr>
<td>To answer</td>
<td>أجاب / يجيب / إجابة</td>
</tr>
<tr>
<td>To say</td>
<td>قال / يقول / قولًا</td>
</tr>
<tr>
<td>Alone</td>
<td>وحده (وحده)</td>
</tr>
<tr>
<td>House</td>
<td>منزل (SM)</td>
</tr>
<tr>
<td>To ask</td>
<td>سأل / تسأل / سوالاً</td>
</tr>
<tr>
<td>Zoo</td>
<td>حديقة الحيوانات</td>
</tr>
<tr>
<td>Incidentally</td>
<td>بالمناسبة</td>
</tr>
<tr>
<td>When</td>
<td>متى</td>
</tr>
<tr>
<td>Market</td>
<td>سوق (SF)</td>
</tr>
<tr>
<td>To buy</td>
<td>شراء</td>
</tr>
<tr>
<td>Needs (necessities)</td>
<td>حاجيات</td>
</tr>
<tr>
<td>To want</td>
<td>أرادة / يرتده / إرادة</td>
</tr>
<tr>
<td>To break</td>
<td>(Reflexive meaning)</td>
</tr>
<tr>
<td>Together</td>
<td>سويًا</td>
</tr>
<tr>
<td>All</td>
<td>كل</td>
</tr>
<tr>
<td>Evening</td>
<td>مساء</td>
</tr>
</tbody>
</table>

* كلُّ is a noun and it declines like any other noun. It is placed in construct position with another noun. It means 'every' before a singular common noun. For example:

Every boy/ Each boy كلُّ ولد

When it is placed before a plural defined noun it means ‘all’. For example:

All the boys كلُّ الأولاد
Because
To me
To see/watch (infinitive)
Film
To be ashamed/embarrassed
To visit
Sick
Unbecoming; unreasonable
To do well
To remind, warn
To come
One sunday in the noon I was sitting
in my study-room
reading a magazine
when suddenly
my youngest son entered.
He stood beside me for a while,
then he proceeded towards my table
and climbed up the chair placed
beside it.
He started playing with the books
and the stationery placed on it.
He took my pen and a sheet of paper
and started drawing lines
on the paper as if he were writing.
I left the chair and walked
towards him.
I went close to him but I found that he had
broken its nib.
I put him down from the chair
against his will.
And I started restoring everything
to its place on the table.
When I was busy arranging
the table, he turned to the magazine
and (he) started turning its pages.
When I was free from the table
and paid attention to him,
I found that he had torn it.
I went to him
and held him by his hand
and turned him out of my room.
He started weeping
and went to his mother in the kitchen.
His mother started fondling him
and gave him milk in a cup to drink.
He became quiet and came to me
with the cup of milk.
He sat on the floor
and drank the milk.
Then he tried to put the cup on
the table.
The cup fell down and broke.
After that he came to me.
I pretended that I was angry
with him.
He started talking to me about this
and that in his innocent voice inviting
my attention towards him.
I laughed and began to tickle him till
his cheeks turned red.
I let him off and he left the room.

After some time he returned with his toy.

Then he pulled a chair and put it

infront of me and we sat face to face

playing together (with each other).

**Grammar:**

In terms of number of original letters that constitute an Arabic verb, there are three varieties of Arabic verbs. They are as follows:

(i) تَلََّاكُيٍّ, triliteral i.e. composed of three root letters. These triliteral verbs constitute the majority of the Arabic verbs.

(ii) رُبَّاعٍ, quadrilateral i.e. composed of four root-letters. We sparingly encounter these quadrilateral verbs. However they do exist and form the next majority or rather the major minority in the Arabic Verbs.

(iii) خَمَسيٍّ, quintuple i.e. composed of five root-letters. These verbs are the rarest to come across with. They are the counted few and are cited only as examples in the books of grammar. These verbs, composed of three or four or five original or root-letters are known in Arabic as الافعال المجردة i.e. verbs of the first stem.

When some other letters are added to these original verbs to extract fresh forms from the verbs, such extracted forms of the verbs are known in Arabic as الافعال المزید فيها i.e. the derived forms of the verbs.

It has been explained in the foregoing lines that the triliteral verbs form the biggest majority of the Arabic verbs, so much so that we can easily dispense with the quadrilateral and quintuple verbs if we make a little effort. It is therefore, I shall tell you only about the triliteral verbs of the first stem and their derived forms.

In simple triliteral verbs (i.e. those consisting of three different consonant letters) the first and the third letters (III person singular masculine form) always, invariably carreis the fathah. The second letter may, however carry either fathah or kasrah or dammah. For example:
Another variety of trilateral verbs is that which consists of one or two weak letters beside one or two consonant letters. This weak letter or letters may either occur in the beginning or middle or the end. For example:

- غَدَّ (Ve) He ran
- مَسَحَّ (Rs) He went
- قَالَ (Fq) He said

The foregoing variety of verbs is popularly known as irregular trilateral verbs. It is slightly problematic to conjugate them. (For conjugation patterns of these verbs, see appendix.

The third variety of trilateral verbs is that which consists of two identical letters i.e. the second & the third letters are one and the same. It is therefore these two letters are written as one and said twice with the help of shaddah. On the face value, such verbs appear to be biliteral i.e. composed of two root-letters. However, in reality and for all practical purposes they are fully trilateral verbs. For example:

- مَدَّ (Mhh) He stretched
- قَوَّ (Qw) He ran away

These trilateral verbs of the first stem are categorised under form (i). Now let us take up the derived forms of the trilateral verbs. For our convenience we can divide them into three categories: A, B and C.

(A) Verbs having only one additional letter in excess of the three originals. This may be wrought:

(ii) By doubling the second root-letter e.g. رَجَعَ to restore; to return s. th. (from رَجَعَ to return i.e. to come back or to go back).

In terms of meaning, it changes an intransitive or reflexive verb into transitive. Its normal infinitive verbal form is on the pattern of نَفَعُل as we find نَفَعَ in the case of رَجَعُ.
DERIVED FORMS OF VERBS

(iii) By adding one Alif after the first root-letter e.g. دَعَبَ to fondle (from دَعَبَ to joke).

In terms of meaning, it normally expresses the application of the act of the root form to another person. This form is always transitive. Its infinitive verb is always drawn on the pattern of مُفاعَلَة as we find in the case of دَعَبَ مُفاعَلَة

(iv) By adding one Alif before the first root-letter. e.g. أَنزَلَ to take (s.o.) down (from أَنزَلَ to get down).

This additional Alif changes the meaning of the intransitive verb into transitive and that of the transitive into double transitive. This form of verb is popularly known as causative. Its infinitive verb is drawn on the pattern of إِنْزَالٌ as we find أَنزَلَ from إِنْزَالٌ.

B) Verbs having two additional letters in excess of the three originals. This may be wrought:

(v) By placing ت before the first root-letter and doubling the second root-letter. e.g. قَدَمَ تَقْدَمَ to move ahead (from قَدَمَ to come).

In terms of meaning, this from is normally the reflexive of form (ii). For example قَدَمَ means to move some one or some thing ahead and تَقْدَمَ means to move ahead oneself.

Its infinitive verb is drawn on the pattern of تَفَعْلُ, as we find تَقْدَمَ in the case of تَقْدَمَ.

(vi) By adding ت before the first root-letter and interfixing Alif after the first root letter. e.g. أَلَّاَعَبَ تَلَّاَعَبَ to play together (from أَلَّاَعَبَ to play).

It is normally the reflexive of form (iii). For example لَعَبَ means play with and تَلَّاَعَبَ means to play together. Also that pattern takes subject and the object. e.g. لَعَبَ الْوَلْدَ الْبَيْنَةَ: The boy played with a girl, whereas تَلَّاَعَبَ takes only the subject, e.g. تَلَّاَعَبَ الْوَلْدَ والْبَيْنَةَ: the boy and the girl played together.

Its infinitive verb is drawn on the pattern تَفَعُّلُ, as we find تَلَّاَعَبَ from تَلَّاَعَبَ.
(vii) By adding ﺔ & ﻥ before the three root-letters. e.g. إنَكسرَ to be broken (from كَسرُ to break).

It changes a transitive verb into a reflexive verb. It may also be treated as passive for all practical purposes. Its infinitive verb form is drawn on the pattern of إنَفَعَلُ إِفْعَالًا as we find إنَكسرَ إِفْعَالًا.

(viii) By adding ﺔ before the first and ﺑ after the first root-letter. e.g. ﻟَفَتُ to pay attention (from ﻟَفَتَ to drawn attention).

It is difficult to relate it with any particular shade of meaning i.e. reflexive or intransitive or passive etc. However, in a large number of cases, this verb pattern changes the transitive verb into reflexive. Its infinitive verb is drawn on the pattern of إنَفَعَلُ إِفْعَالًا as in the case of إنَفَعَلُ إِفْعَالًا.

(ix) By adding ﺔ before the first root-letter and doubling the last root-letter. e.g. ﻔَحوُّ to be crooked (from ﻔَحوُّ to be bent).

This verb pattern is reserved for describing colours or physical defects. Its infinitive verb is drawn on the pattern of إنَفَعَلُ إِفْعَالًا as in the case of إنَفَعَلُ إِفْعَالًا.

(C) Verbs having three additional letters in excess of the three root-letters. This is wrought:

(x) By adding ﺔ & س، ﺔ respectively before the three root-letters of the verb. e.g. إِفْتُلِتَ to request some one’s attention (from ﻟَفَتَ، to draw attention).

This verb pattern is employed to express desire or request and such other relative meanings. Its infinitive is drawn on the pattern of إِفْعَالًا إِفْعَالًا، as in the case of إِفْعَالًا إِفْعَالًا.

Apart from these verb patterns from (i) to (x), there are five more patterns. However, they are sparingly used.

I have given alongside each verb pattern the shade of meaning for which it is ordinarily employed. However, it also should be made amply clear that it is not essential that a particular verb pattern from all verbs shall always
have the same shade of meaning. It might have a different shade of meaning as well.

Theoretically speaking, we can derive all the verb patterns from a single verb consisting of three root-letters. However practically it does not obtain in the case of all the verbs. Some root-verbs might have only three verb-patterns in practical use. Some others might have four, five or six, while some others might have more than this. However, no verb can necessarily provide all the forms.

The conjugation of all the derived verbs is the same as that of the triliteral original verbs. In other words same prefixes, interfixes and suffixes are used in the conjugation of the derived verbs. Please see appendix for sample conjugations.

**Exercises:**

1. (a) Translate into Arabic:

   (1) Did you receive your brother's letter?
   (2) I want to employ one maid-servant for the house chores.
   (3) I don't expect any good from him now.
   (4) He threw a stone at the sleeping dog.
   (5) Has the postman delivered your parcel to you?
   (6) I know that you helped me a lot in that difficult time.
   (7) We sat together and spoke about our past days.
   (8) We shall meet here tomorrow again.
   (9) The bottle fell down and was broken.
   (10) Has he gone to his college?

   (b) I had great desire to visit Varanasi. This city of Varanasi is famous for its sarees, temples and the river Ganges. But every time I prepared to go there, some thing or other prevented me from it. No solid opportunity came my way to go there. One day I was very happy. Finally, a very solid opportunity was there. Banaras Hindu University
had invited me to conduct viva voce examination for two Ph. D students in Arabic. On receiving this invitation I rushed to the railway booking office to reserve my ticket. I always prefer train journey to air journey. The booking office was crowded with people. People were standing in long queues. I also stood in one queue. Soon I realised that the queues were moving fast. In a few minutes time I found myself facing the counter clerk. He received me with courtesy and smiled to me gently. I handed over to him my reservation form with requisite information. He passed a look at my form. After that his fingers began to tap the keys of the computer. Fortunately reservation for my date was available. He gently asked me money for the ticket. I took out my purse from my pocket and gave him the money. He received the money and handed over my ticket to me. I smiled to him in thanks-giving and he smiled to me in return.

(2) Translate into English:

أَرَكَّبْتُهُ فِي سَبَارِي وَ ذَهَبْتُ بِهِ إِلَى المُشْنَفَى.

(1) إِسْتَفْقَلْتُ مَضِيْفِي عَلَى بَابِ مَنْزِلِهِ.

(2) قَلَّمَ لِيَ الْفَارَّسُونَ فِنْحَاجَ مَباَى سَاْحِمِ.

(3) كَانَ يُعْضُبُ عَلَى النَّمَاءِ فَانْزَقَ.

(4) حُلُّ سَمَّاَفْرَهُ إِلَى لَنْدَنَّ فِي الْشَّهْرِ الْقَاَدِمِ.

(5) لَا أَتَذْكَرُ إِسْمَ مَدْرَسِي.

(6) تَضْفِرُ العَيْنَيْنِ فِي مَرْضِ الْبَرْقَانِ.

(7) يَجْبَ أن نَتَّخَمَنَّ أَسَاَبِيْنَا.

(8) جَلْسَتْنَا تَبَادَلُ الْحَدِيثَ عَنْ ذُكُورَاتِ الْعَامِي.

(9) سَََّمِعْتُ صَرُوحَ مُرَاعِجا وَاسْتَفْقَطْتُ مِن النَّوْمِ.

(10) بَعْدِ إِكَامَةِ دِرَاسَاتِي فِي الجَامِعَةِ ضِعْتُ كَثِيرًا مِنْ كَوْنِي الْغَالِي فِي الْحَبِّ عَنْ زِنَاطِيِّ

حُكْمِيَّة. تَقَلَّبْتُ بَطْنَيْنِ إِلَى الْوَزْرَاتِ وَالْسَفَارَاتِ وَالْمَكَاتِبِ الْحُكْمِيَّةِ وَ غَيْرِ

الْحُكْمِيَّةِ وَ لَكُنْ لِلْأَسْفِ الْحَوَاتِ كَانَ لَا.
Separate all the derived verbs from the foregoing passage and use them in sentences of your own in their different forms i.e. singular & plural forms etc.

Glossary

الكلمات العصرة

To receive (s. th.)

إِسْتَلَمَ / ِبِشْلُمَ / إِسْتَلَامًا

To employ

إِسْتَخْدَمَ / ِبِسْتَخْدَمَ / إِسْتَخْدَامًا

Maid-servant

خَادِمَةَ (SF) خَادِمَاتٍ (P)

House chores

أَعْمَالَ مَنِرِيَةَ

To expect

تَوَقَّعَ / ِبِتَوَقَّعَ / تَوَقَّعًا

Good

خَيْرٌ (Adj. SM)

To throw

الْقَيِّ / يِلْتَقَى / إِلْقَآءَ

Stone

حَجْرٌ (SM) حَجْرَةَ

Sleeping

نَامَٓ (Adj. SM) بَنَامٌ

Postman

سَاعِيُ الْبَرِيدَ

To deliver

سَلَمَ / بِسَلَمٍ / سَلَمًا

Parcel

طَرْوَةَ (SM) طَرْوَةٍ

To help

سَاعَدُ / بِسَاعَدَةٍ / سَاعَدَةٍ

A lot

كُبْرِىٰ (Adj.)
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult</td>
<td>صعب (Adj. SM) صعب</td>
</tr>
<tr>
<td>To sit together</td>
<td>تجلس / تجلس / تجلسنا</td>
</tr>
<tr>
<td>To speak (together)</td>
<td>تحدث / تحدث / تحدثاَنا</td>
</tr>
<tr>
<td>Day</td>
<td>يوم (P) يوم</td>
</tr>
<tr>
<td>Past</td>
<td>الماضي (Adj. SM) الماضي</td>
</tr>
<tr>
<td>To meet; to assemble</td>
<td>إجتماع / إجتماع / إجتماعاً</td>
</tr>
<tr>
<td>Once again</td>
<td>مرة أخرى (Adv. of time) مرة أخرى</td>
</tr>
<tr>
<td>Bottle</td>
<td>زجاجة (P) زجاجة</td>
</tr>
<tr>
<td>To fall down</td>
<td>سقطت / سقطت / سقطت</td>
</tr>
<tr>
<td>To be broken</td>
<td>إنكسر / ينكسر / يكسرنا</td>
</tr>
<tr>
<td>College</td>
<td>كلية (P) كلية</td>
</tr>
<tr>
<td>To make s. o. ride; to give a lift</td>
<td>ذهب / ذهب / ذهاباً</td>
</tr>
<tr>
<td>To go</td>
<td>ذهب / ذهب / ذهاباً (ب)</td>
</tr>
<tr>
<td>To take (s. o., s. th.) to</td>
<td>مستشفى (P) مستشفى</td>
</tr>
<tr>
<td>Hospital</td>
<td>مستشفى (P) مستشفى</td>
</tr>
<tr>
<td>To receive (s.o.)</td>
<td>مستقبل / مستقبل / استقبلنا</td>
</tr>
<tr>
<td>House</td>
<td>منزل (P) منزل</td>
</tr>
<tr>
<td>To offer</td>
<td>قدم / تقديم</td>
</tr>
<tr>
<td>Garcon, service boy</td>
<td>غارسون</td>
</tr>
<tr>
<td>Waiter</td>
<td>نادل (P) نادل</td>
</tr>
<tr>
<td>Cup</td>
<td>فنجان (P) فنجان</td>
</tr>
<tr>
<td>Hot</td>
<td>ساخن (Adj. SM) ساخن</td>
</tr>
<tr>
<td>To walk</td>
<td>مشي / يمشي / مشي</td>
</tr>
<tr>
<td>To slip</td>
<td>انزلق / انزلق / انزلقنا</td>
</tr>
<tr>
<td>To travel</td>
<td>سافر / سافر / سافرة</td>
</tr>
<tr>
<td>London</td>
<td>لندن</td>
</tr>
<tr>
<td>Month</td>
<td>شهر (P) شهر</td>
</tr>
</tbody>
</table>
Next, coming

To turn yellow, to turn pale

Eye

Disease

Jaundice

To be necessary

To respect

Teacher; professor

To recall

Memory

In the memory of

Sound; voice
Numbers

This is a class.
The teacher is present.
He is sitting on the chair.
His book is open.
The (boy & girl) students are sitting on the chairs.
Their books are open.
The teacher said:
We read a lesson yesterday and today we will read two lessons.
These two lessons talk about a lazy boy.
He did not work as he should have.
Therefore, he failed in life.
He did not achieve anything worth mentioning.
When the teacher was busy in presenting the gist of this lesson, Hamid & Shanker came and they entered the class.
The teacher closed his book and he paid attention (turned) to Hamid and Shanker, and asked them:
Where were you and why are you late for the lesson?
Hamid and Shanker replied.
We were sitting in the library and we did not hear the bell.
About the same time Asha & Usha came.
The teacher asked them:
O' Asha & Usha! Where were you?
Why are you late for the lesson?
They (both) said: sir, we left house on time but we missed the bus that is why we are late.
We are very sorry.
When the teacher was busy talking he heard some sound in the class.
The (boy & girl) students were busy in talking among themselves.
The teacher saw two girls talking.
The teacher scolded them and he said:
Why are you talking, O'Maria & Leela.
The (two) girls became silent.
Jameel & Joseph were busy with something.
The teacher asked them:
What are you (both) doing O' Jameel and Joseph?
They (both) did not say anything
and they (both) sat without movement.

The teacher said:
It is very necessary for you (all) to come
to the class on time.

This will help you in future,
God willing.

After that, the teacher took the book and
read the lesson
and explained the meanings
for the (boy & girl) students.

**Grammar:**

There are three numbers in Arabic. They are:

i) **Singular number**
   صيغة المفرَد

ii) **Dual number**
    صيغة التثنية

iii) **Plural number**
     صيغة الجمع

i) **Singular number of a noun** is that word which indicates one person, unit
or item etc., as against two or more.

**Example:**

One boy
وَلَدٌ

One girl
بَنَّةٌ

One dog
كُلْبٌ

One car
سَيَّارَةٌ

One city
مَدِينَةٌ

One officer
مُؤَرَّفٌ

ii) **Dual number** is a characteristic of the Arabic language. As would be
evident from the name, it indicates duality of a noun. It is very simple to
make it from the original singular noun. We have to suffix to any noun of singular number َان. The last letter of the singular noun will now be given a 
Fathah and the َن of this dual will have a Kasrah.

Example:

Two boys َولَدانَان
Two girls َبنانِ
Two dogs َكلنانَ
Two cars َسيارتانِ
Two cities َمدنتانِ
Two officers َموظفانِ

The dual number of the noun so obtained is supposed to be in the nominative case. For example we would say:

Two boys came َقِدَمُ وَلَدَانِ

It should be very clear from the sentence that َولَدانِ is the subject of the verb َقِدَمُ. In the accusative and the genitive cases this َان of the nominative case is replaced by َن. The letter preceding the َی retains its Fathah. The َن of duality also continues to retain its Kasrah.

Example:

Two boys َولَدَنِينَ
Two girls َبنَينِ
Two dogs َكلَينِ
Two cars َسيارَينِ
Two cities َمَدنَينِ
Two officers َموظفينِ

Now to express the meaning:

I saw two boys

We would say: َرأَيْتَ وَلَدَنِينَ
Similarly if we want to say-
I went to two boys

iii) The plural number of a noun is that word which indicates in Arabic more than two persons or things etc.

Example:

Boys
Girls
Dogs
Cars
Cities
Officers

Kinds of plural:

There are two kinds of plural in Arabic. They are:

i) Broken plural
ii) Sound Plural

i) Broken Plural

Broken plural is formed from the singular noun by breaking the order of the letters composing a singular noun and by adding one or two or more letters. In some nouns one or two or more letters might have to be removed and the original vowel points replaced by some other vowel points. In brief we can say that wherever obtains replacement or displacement of letters or vowelpoints the plural so made is called broken plural.

Examples:

Boys
Books

Careful observation of the word أُئْلَادَ will tell you that this plural has been made from the singular noun وَلَدَهُ. one ‘Alif’ has been added before the
original 'Waw و ' letter and another 'Alif ال ' is inserted after the original laam ل letter. Thus in this way by disturbing the order of the original letters and introducing additional letters we have made a broken plural of ولد.

In the case of كتب we have removed the original 'alif ال of the singular noun كتاب which means one book. Original vowel points of كتاب have also been disturbed.

There are set patterns of broken plurals. However, they are so many. Similarly there are exceptions to the rules. It is therefore, suggested that the students should refer to teacher or dictionary to acquire plurals of those singular nouns from which we can not make sound plurals.

ii) Sound Plural

Unlike the broken plural, there is no deletion of letters in this kind of plurals. We don't have to prefix or interfix any letter or letters to the original form of the singular noun. We can make this kind of plural from certain fixed forms of singular nouns by suffixing to it certain letters. Sound plural is further divided into two forms as follows:

1) Sound plural for Masculine

2) Sound plural for Feminine

1) Sound plural for Masculine:

Sound plural is generally made from the Active participle and the passive participle i.e. اسم المفعول and اسم الفاعل.

Sound plural masculine in the nominative case is obtained by suffixing to the singular noun و and ن noon. In this kind of plural و and ن is always preceded by a dammah and the ن noon necessarily carries fathah. For example:

Murderers came. قُتُلُونَ قُتِّلْنَ + وُنَ = قُتِّلْنَ
Muslims came. مُسْلِمُونَ مُسْلِمْنَ + وُنَ = مُسْلِمْنَ
Tailors came. خُبَاطُونَ خَبَاطُونَ + وُنَ = خَبَاطُونَ
However, in the accusative and genitive cases we have to suffix 

ٍ Yaa and َٰ noon. In this case the ى Yaa has to be necessarily preceded by kasrah and the noon َٰ retains its Fathah. For example:

I saw murderers. 

قَاتِلِينَ

I saw muslims. 

مُسْلِمِينَ

I saw tailors. 

خَياَطِينَ

2) Sound plural for feminine:

It is generally wrought from nouns which terminate in Taa Marboota i.e. round Taa َٰ, e.g.

notebook 

كُرْاسَة

table 

طَوْلَة

Procedure is as follows:

To obtain plural from such nouns we remove the round Taa َٰ and instead we suffix elongative alif and normal stretched Taa َٰ.

Example:

Muslim woman 

مَسلمة

Muslim women 

مُسلمات

Lady worker 

عَاملة

Lady workers 

عَاملات

In the nominative case the letter before alif shall bear Fathah and the َٰ carries dammaḥ — double dammaḥ if the noun is not defined with Al َّ and single if the noun is defined with Al or by way of Idaafat i.e. ascription:

(Some) Muslim women came 

قَدْمَتُ مُسلمات

(Some) Lady workers entered 

دَخَلَتْ عَاملات

The Muslim women came 

قَدْمَتْ مُسلمات

The Indian Muslim women came 

قَدْمَتْ مُسلمات الْهُنَّد

The lady workers of the factory entered 

دَخَلَتْ عَاملات المَصْطَع
In the accusative & genitive cases the stretched Taa ت will accept kasrah—double or single as per conditions explained above.

**Example:**

I saw (some) Muslim women

I saw the Muslim women

I ate with (some) Muslim women.

**Notes:**

1. Names of objects which do not have broken plurals, take sound feminine plural.

2. Verbal nouns generally take sound plurals.

There are three kinds of verbal noun in Arabic:

i) Verbal noun of infinitive meaning. This will be referred to as infinitive henceforth. This verbal noun generally takes sound feminine plural.

ii) Verbal noun extracted from the verb to mean the doer of some action. It is called in Arabic اسم الفاعل. Rules regarding the making of اسم الفاعل i.e. the English active participle are explained in lesson no. 19. Henceforth this verbal noun will be referred to as active participle.

iii) Verbal noun extracted from the verb to mean the receiver of the action. It is called in Arabic اسم المفعول i.e. the English passive participle. Rules regarding the making of it are explained in lesson no. 19. Henceforth this verbal noun will be referred to as passive participle.

It should be remembered here that active participle i.e. اسم الفاعل is different from the subject i.e. فاعل.

Similarly the passive participle i.e. اسم المفعول is different from the object of the verb i.e. مفعول.
Exercises:

1) Separate the sound plurals and the broken plurals from the following and use them in all the three cases (i.e. nominative, accusative and genitive cases) in sentences of your own:

الف

١. إجتمع الطلاب في النادي.
٢. ما كانت الطالبات موجودات في الفصل.
٣. لا أشاهذن أفلامًا كبيرة.
٤. كانت النساء معلوِنَة بعلجرون.
٥. الأكلاب نائمة تحت الشجرة.
٦. كانت الشيكات وألفة في الساحة.
٧. المدرسون يغادرون إلى المدرسة.
٨. مافروض شيرًا من هذه الكتب.
٩. لا تقع المكتبات والكتب ومجامع وكتب في يوم جيد الإفلاط.
١٠. ذهب طبيب ماهر إلى الامارات العربية المتحدة.

ب

هذى المدرسية. هذه المدرسية جيدة. هي تدرس اللغة الإنجليزية وعلوم الإجتماع. هناك عدد لا بأس به من المدرسات في هذه الكتبية. أتى اختيار هذه الكتبية من بين جميع الكتبان في نيب دلهي لأنها تعتبر أحسن الكتبات و sổب في ذلك يرجع إلى المستوى التعليمي في هذه الكتبية في جميع المواد. يوجد في هذه الكتبية المدرسون أيضًا. هؤلاء المدرسون و المدرسات تخرجوا في جامعات أجنبية و حيث أن الكتبية نقلت مرتين جيدة للمدرسات والمدرسات فذالك هم كلهم يخضعون لعملهم. تكون هيئة المدرسون لهذه الكتبية من كبار الأكاديميين من الهنود والأجانب.

ج

هذا الصباح متي وصلت مكتبي وجدت أني أباب كان مغلقًا. كان فرحا المكتب والفريقين أمام الباب. فأخبراني أن المفتاح للباب الأصلي كان ضايع. وقال لي أن أدخل من الباب الخلفي. متي دخلت المكتب رأيت الموظفين الآخرين موجودين. ثم ً أر فقط كابينتي. كنت أيضًا متأخرًا. ذهب إلى طاويتي و رأيت كومة من الملفات. جلست على كرسي واحدث أطرف مع الملفات.
Translate into Arabic:

(A) One pleasant after noon in winter I was going to the market with my daughter. When we reached the market we saw a crowd of people and a good number of police personnel. Though most of the shops were open, however, some uneasiness prevailed in the atmosphere. I asked one shopkeeper about the reason of the police presence in the market. He told me that one jewellery shop had been broken into the previous night. The thieves had taken away every thing from the shop. My daughter asked me: Are there only men thieves? I told her: there are women criminals also. There are women-thieves, lady pickpockets and lady murderers. They are not many. These women-criminals work in collaboration with men-criminals. My daughter asked: Who catches these women-criminals? Are their policewomen? I told her: Yes, there are policewomen also. We have lady officers in all our offices.

B) The police man is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad people. Bad people are afraid of him.

3: Translate into English the passages of question number one.

Glossary

الكلمات العسيرة

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assemble, to meet</td>
<td>إجمَّع / يَجْمَع / إجمَاعًا</td>
</tr>
<tr>
<td>Club</td>
<td>نَادِى (SM) نَوادِى (P)</td>
</tr>
<tr>
<td>To see, to watch</td>
<td>سَاهُد / يَسَاهُد / سَاهَاذَا</td>
</tr>
<tr>
<td>Film</td>
<td>أَفْلَام (SM) أَفْلَام (P)</td>
</tr>
<tr>
<td>Gaol, jail</td>
<td>سَجْحَن (SM) سَحْجَن (P)</td>
</tr>
<tr>
<td>Full, filled up</td>
<td>مُمْلَوَة (SM) مَمْلُوَة (Adj. SM)</td>
</tr>
<tr>
<td>Criminal</td>
<td>مُجْرَمَة (SM) مَجْرَمَة (P)</td>
</tr>
<tr>
<td>Occasion of festivity</td>
<td>عَيْبَة (SM) عَيْبَة (P)</td>
</tr>
</tbody>
</table>
To become free, إستقل، بِسْتِقَالَة
To become independent
Lady doctor طبيّة (P) (SF)
Expert, dexterous ماهر (Adjud. SM)
United Arab Emirates الإمارات العربية المتحدة (P)
Dog كلب (SM)
Open space, parking lot مَسَاحَة (SF) (P)
Sociology, social science علوم الاجتماعيّة (P)
There هناك (Adv. of place)
Number عدد (SM) (P)
Considerable, not negligible, quite a few لا بأس ب
To choose, to select إختيار، يَخْتَبَأُ إِخْتِيَارًا
to consider إعتبار، يَعْتَبَر إِعْتِبَارًا
Reason سبب (SM) (P)
To go back, to return رجوع، يَرْجَعُ رجُوعًا
Standard, level مستوى (SM) (P)
Standard of education المستوى التعليمي
Material; course (of study) مادة (SF) (P)
To find يجد، يَجِدُ وُجُودًا
to be found يوجد، يوجد، وَجِدًا
to graduate تخرّج، يَخْرُجُ تخرّجًا (P)
Foreign, foreigner أجنبٍ (Adj. SM) (P)
to be sincere, to devote أُخْلَصُ، يَعْلَصُ أَخْلاصًا
to consist of تكون، يتكون، تكوُناً
Body, board هيئة (P) (SF)
Director مدير (SM) (P)
Academician, academic أكاديمي (SM)
Closed مغلق (P/SM)
To inform

Key

Back, behind

Only

Pile

File

To begin

To dispose of

Pleasant

Good

Afternoon

Market

When

People

Good number, large number

Crowd

Police personnel

Though, despite

Uneasiness

To prevail

To be broken into

Jewellery

Night

Previous night, last night

Thief

Criminal (man)

Criminal (lady/ woman)

Pickpocket

اغْبِرْ، اخْبَرُ، إِخْبَارًا

مَفْتَاحٌ (SM) مَفْتَاحٌ (P)

خَلْفُ (Adv. of place)

فَقْطْ

كُوَّمَةٌ (SF) كُوَّمَةٌ (P)

مَلِفُ (SM) مَلِفُ (P)

بَدَاءٌ، بَيْدَاءٌ، بَيْدَاءٍ

تَصُرُّفُ، تَصُرُّفٌ، تَصُرُّفًا

لَطِيفٌ (Adj. SM)

جَيْبُ لُو (Adj. SM)

عَضْرُ (SM) عَضْرُ (P)

سُوقُ (SM/F) سُوقُ (P)

عَنْدَمَا (Adv. of time)

إِنْسَانٌ (SM) إِنْسَانٌ (P)

عَدَدٌ كَبِيرٌ

زَخْماً (SM) زَخْماً (SF)

رَجَالٌ مِنْ الشَّرْطَةِ

بِالرَّجُمِ مِنْ، عَلَى الرَّجُمِ مِنْ

إِضْطَرَابٌ

سَارُ، سَارَ، سَارَةً

سُوقُ، سَاقُ، سَاقُةَ

مُجْوَرَاتُ (SM) مُجْوَرَاتُ (P)

لَيْلَةٌ (SF) لَيْلَةٌ (P)

لَيْلَةٌ أُمِيٌّ

لَصُّ (SM) لَصُّ (P)

مَخْرَفٌ (SM) مَخْرَفٌ (P)

مَخْرَفَاتٌ (SM) مَخْرَفَاتٌ (P)

نَسَائَلٌ (SM) نَسَائَلٌ (P)
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murderer</td>
<td>قاتل (SM) قاتلون (P)</td>
</tr>
<tr>
<td>In collaboration with</td>
<td>بِالتعاونِ مع</td>
</tr>
<tr>
<td>To catch</td>
<td>مَسْكٌ / يَمسِكِ / مَسْكًا</td>
</tr>
<tr>
<td>To arrest, to catch</td>
<td>يُلقي القبضّ على</td>
</tr>
<tr>
<td>Policeman</td>
<td>شرطيّ (SM) شرطيون (P)</td>
</tr>
<tr>
<td>Policewoman</td>
<td>شرطيةّ / شرطياتّ (P)</td>
</tr>
<tr>
<td>Officer/captain</td>
<td>ضابط (SM) ضباطًا (P)</td>
</tr>
<tr>
<td>Dress, uniform</td>
<td>زِيّ (SM) ارتداء (P)</td>
</tr>
<tr>
<td>Official dress/ uniform</td>
<td>زِيّ رسميّ</td>
</tr>
<tr>
<td>Stick</td>
<td>عصيّ (SF) مُعاصِيّ (P)</td>
</tr>
<tr>
<td>Gambler</td>
<td>مَقَامِرٌ (SM) مُقَامِرونَ</td>
</tr>
<tr>
<td>Drunkard</td>
<td>سَكْرَانٌ (SM) سَكْرانٌ (P)</td>
</tr>
<tr>
<td>Afraid, fearful</td>
<td>خائِفُ (Adj. SM) خائفٌ (P)</td>
</tr>
<tr>
<td>To hear, to listen</td>
<td>سَمِيعٌ / يَسمعُ / سَمِعًا</td>
</tr>
<tr>
<td>Sorry, regretful</td>
<td>مُتَأسِفٌ (Adj. SM) مُتَأَسِفٌ (P)</td>
</tr>
<tr>
<td>To become silent</td>
<td>سَكْنَةٌ / يَسكونُ / سَكونًا</td>
</tr>
</tbody>
</table>
LESSON — 19

Verbal Nouns:

Active Participle And Passive Participle

I am a research scholar in the centre of
Arabic and African Studies
in the school of languages
in Jawaharlal Nehru University.
This University is famous all over the
world for its high academic standard.
During last winter break
I went to Hyderabad
on an educational tour.
I went to Usmania University and
I met (men) teachers and (lady) teachers of
the Arabic language.
I also met (boy) students
and (girl) students.
I had work in the University library.
Therefore, I took a letter from
the head of the Arabic department
for the Librarian.
I visited the library on the same day
in the afternoon and I saw in the library

For conjugation Pattern see Appendix
a large number of (men) workers and (lady) workers.

I went to the room of the Librarian. The Librarian sent me to his assistant.

The assistant librarian helped me in my work and similarly other employees of the Library helped me.

I spent two days in work in the Library and on the third day I went to the Central Institute of English and Foreign Languages, and I met all the (men) teachers and (lady) teachers in the department of Arabic.

A new teacher helped me a lot in my work.

This new teacher accompanied me to the historical places.

I returned to Delhi on the fourth day.

Grammar:

Verbal nouns or the active and the passive participles of the Arabic language are drawn from the verbs on certain set patterns as per details given below:
ii) Active Participle

Active participle is a noun (adjectival) which is formed on the pattern of 

in the first original letter and compulsorily give a kasrah to the second original letter of the concerned three-lettered verb.

Example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active participle</th>
<th>(He wrote)</th>
<th>(Writer)</th>
<th>(Goer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتب</td>
<td>كتب</td>
<td>كتب</td>
<td>كتب</td>
<td>كتب</td>
</tr>
<tr>
<td>+ا</td>
<td></td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>+ب</td>
<td></td>
<td>+ب</td>
<td></td>
<td>+ب</td>
</tr>
<tr>
<td>+ذ</td>
<td></td>
<td>+ذ</td>
<td></td>
<td>+ذ</td>
</tr>
</tbody>
</table>

In the case of verbs which have more than three letters, we have to prefix to them one with dammah (except where it is alif) and the penultimate letter is given kasrah.

Example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active participle (Traveller)</th>
<th>(He travelled)</th>
<th>(He travelled)</th>
</tr>
</thead>
<tbody>
<tr>
<td>سافر</td>
<td>سافر</td>
<td>سافر</td>
<td>سافر</td>
</tr>
<tr>
<td>+م</td>
<td>+م</td>
<td>+م</td>
<td>+م</td>
</tr>
<tr>
<td>+س</td>
<td>+س</td>
<td>+س</td>
<td>+س</td>
</tr>
<tr>
<td>+افر</td>
<td>+افر</td>
<td>+افر</td>
<td>+افر</td>
</tr>
</tbody>
</table>

And where the first letter happens to be' alif َ the alif َ is dropped and the process explained above is applied.

Example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active participle (User)</th>
<th>(He used)</th>
<th>(He used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>مستخدم</td>
<td>مستخدم</td>
<td>مستخدم</td>
<td>مستخدم</td>
</tr>
<tr>
<td>+م</td>
<td>+م</td>
<td>+م</td>
<td>+م</td>
</tr>
<tr>
<td>+تخدم</td>
<td>+تخدم</td>
<td>+تخدم</td>
<td>+تخدم</td>
</tr>
<tr>
<td>+خ</td>
<td>+خ</td>
<td>+خ</td>
<td>+خ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active participle (Giver to drink)</th>
<th>(He gave to drink)</th>
<th>(He gave to drink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>أشرب</td>
<td>أشرب</td>
<td>أشرب</td>
<td>أشرب</td>
</tr>
<tr>
<td>+م</td>
<td>+م</td>
<td>+م</td>
<td>+م</td>
</tr>
<tr>
<td>+شرب</td>
<td>+شرب</td>
<td>+شرب</td>
<td>+شرب</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active participle (Giver to drink)</th>
<th>(Giver to drink)</th>
<th>(Giver to drink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>مشرب</td>
<td>مشرب</td>
<td>مشرب</td>
<td>مشرب</td>
</tr>
<tr>
<td>+م</td>
<td>+م</td>
<td>+م</td>
<td>+م</td>
</tr>
<tr>
<td>+شرب</td>
<td>+شرب</td>
<td>+شرب</td>
<td>+شرب</td>
</tr>
</tbody>
</table>
ii. Passive participle

Passive participle is also a noun (adjectival). It is formed from the three-lettered verbs by adding one م with fatha before the first original letter and by placing a'waw ج after the second original letter. Additionally, the first original letter will be given a Sokoon and the second letter a dammah.

Example:

Verb (He wrote)  كتب: كَتَب
Passive participle (Written) مكتوب = مَكتَوب

In the case of verb having more than three letters, one م with dammah is placed before the verbs (except those which have alif ٍ as the first letter) and the penultimate letter is given a fatha.

Example:

Verb (He addressed) خطاب: خَاطِب
Passive participle مخطوب = مَخَاطِب
Addressee/Addressed

And where the first letter is alif ٍ, the alif is dropped before adding the ‘meem م’ . The penultimate letter shall have fatha.

Example:

Verb (He employed/ He used) استخدم: إِسْتَخْدَم
Passive participle مستخدم = مَسْتَخْدَم
(Employee/Used)

It should be remembered that the passive participles can not be made from the verbs which have reflexive meanings.

Example:

To be broken انكسار
To change (by itself) تغيير
All the active and the passive participles i.e. اسماء الفاعل و المفعول made in the way and manner explained above are masculine in gender. They may be changed into feminine gender merely by suffixing the round 'Ta ḍ' to them.

Example:

A man clerk

A woman clerk

A man traveller

A woman traveller

It may also be remembered as a general rule that all the active and the passive participles have sound plurals as explained in lesson no. 18.

Beside what has been said about the active participle and its making from the triliteral verbs and the verbs having more than three letters, there is another form of the active participle with rather quite intensive meaning. The pattern of this intensive active participle is the فَعَل pattern. It is made only from the triliteral verbs by doubling the second original letter of the verb and placing one 'alif l', after this redoubled letter. This elongative 'alif l' is preceded by fathah.

Example:

To cook

A cook

To cultivate (land)

A cultivator (of land), A farmer

It may be remembered here that this intensive active participle is mostly employed for the professionals.

Nouns of this pattern also decline like anyother active participle.

Exercises:
1. Make active and passive participles from the following verbs and suitably use them in sentences of your own in all the three numbers and cases:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>He drank</td>
<td>ضرب</td>
<td>He killed</td>
<td>قتل</td>
</tr>
<tr>
<td>He heard</td>
<td>سمع</td>
<td>He beat</td>
<td>ضرب</td>
</tr>
<tr>
<td>He helped</td>
<td>ساعد</td>
<td>He sought help</td>
<td>استنتج</td>
</tr>
<tr>
<td>He offered</td>
<td>انتخب</td>
<td>He elected</td>
<td>انتخب</td>
</tr>
<tr>
<td>He helped</td>
<td>نصر</td>
<td>He overpowered</td>
<td>غلب</td>
</tr>
<tr>
<td>He accepted Islam</td>
<td>اسلم</td>
<td>He sent</td>
<td>ورسَل</td>
</tr>
</tbody>
</table>

2. Translate into Arabic:

(A) In Delhi in the mornings and in the evenings you will find the buses very crowded. They are mostly crowded with the office goers and the school going children. And particularly in the morning when the timings of the office goers and the school going children coincide. Unfortunately the bus drivers in Delhi are very careless. It is therefore, you will always find the commuters complaining about the unco-operative behaviour of the drivers in general. I believe the commuters are in the right. The conductors are also unco-operative and often use harsh language. I hope the local authorities will take steps to improve the quality of service in the near future.

(B) We find that recently there is a lot of openness in the world societies. Now not only European societies but also the Asian and African societies have allowed a lot of freedom to ladies. As a result we find lady-workers working shoulder-to-shoulder with men-workers in all walks of life. They are teachers. They are telephone operators. They are ministers, engineers, journalists, computer engineers and scientists. It is impossible to see any workplace without lady workers holding all kinds of positions.
3. Translate into English:

(A) 
أود أن أتحدث إليكم هنا عن مصنع زجاج يقع قرب دلبي. يعمل في هذا المصنع عدد كبير من العاملين والعمالات. منهم المهندسون والمحللون والكابتن والكابتن والموظفون والموظفات. هؤلاء كلهم مستخدمون من صاحب المصنع لعمل في مصنعهم. هؤلاء الموظفون والموظفات يعملون سويًا لصالح المصنع وصاحب المصنع. هذا المصنع يشمل نهارًا والموظفون يعملون فيه في توءات نهارية وليلية. كلهم راضون بعضهم عن بعض.

(B) 
تُجد في دلبي كُبيرًا من الآثار التاريخيّة. منها (عَقْصَة فَطْب) والكلمة الحمراء وقلعة القديمة والمسجد الجامع ومَقَرَّ صَفَرَدْ ٌ جَنَك. هذه الآثار القديمة مشهورة جدًا في كل العالم. يقدّم السائحون والسائحات من كل أنحاء العالم لزُويَة هذه الآثار التاريخيّة القديمة لغة فتحت حكومة الهند المركزيّة مكاتب السياحة في الهند وخارجها لتطوير السياحة. يعمل بهذه المكاتب عدد كبير من المستخدمين والمستخدمات.

بجانب هذه الآثار يوجد هناك أماكن الإهتمام الأخرى من أمثال المتحف القومي ومكتب الأراضي القومى ومراعاة الثقافة والبحث العلمي. دلبي مدينة كبيرة ومُؤَروفة في كل العالم.

4 Separate all the active and passive participles from the foregoing passages and use them in sentences of your own.

Glossary:

الكلمات العسيرة

Morning
And
Evening
To find
Bus
Crowded

(Conjunctive) و
(P) صنْح (SM) أضْبَاح
(P) مَسَاءَة (MS) أضْبَاث
(P) وَجَدْ بَيْنَ وَجَدُوا
(SM) أوُوْبَيس
(AP/SM) مُزْدَحِمٌ
Mostly (Adv. of manner) في الخريطة الإخبارية
Goer (AP/SM) ذاهب
Office goer-going to office ذاهب إلى المكتب
Particularly (Adv. of manner) خاصة
To coincide توافق/توافقاً
Timing (P) موعد
Unfortunately لسوء الحظ
Careless (AP/SM) مهمل
Always (Adv. of time) دائمًا
Commuter, passenger (P) راكب
To complain (About) شككًا/شككة (عن)
Behaviour (SM) سلوك
In general, generally بشكل عام
To believe (P) يعتقد/يعتقد
Correct, right, in the right (AP/SM) مصيب
Uncooperative غير معون
Conductor (AP/SM) محصل
Hard words/harsh language كلامًا حادًا
To hopeأمل/املاً
Local (Adj. SM) محل
Authorities (P) سلطات
To take (A measure, step) (P) إجراء
Measure/step (SM) إجراءات
To improve تحسين
Quality; type نوع
Quality of service; type of service نوعية الخدمة
In the near future
Recently
Openness
Society
Europe
European
Asia
Asian
Africa
African
To allow
Freedom
Woman
Shoulder-to-shoulder
Field/scope
Telephone operator
Minister
Engineer
Scientist
Computer
Holding, holder
To wish, desire, want
To talk
Plant, industrial unit, factory
Glass
To be situated
Near, close (Adv. of place) قرب
In the interest of the factory في صالح المعنى
To work إتمال / إشغال / إشغالاً
Day in & day out ليل نهار
Shift نوبة (SF) نوبات (P)
Day time نهار (SM) أنهار (P)
Night ليل (SM) ليالي (P)
Day نهاري (SM) نهاري (Adj. SM)
Night, nocturnal ليالي (Adj. SM)
Pleased, happy راضي (SM) راضون (P)
Relic, monument آثار (SM) آثار (P)
Historical تاريخي (Adj. SM)
Qutb Minar مَقَبَرة (SF) مقابر (P)
Red fort القلعة الحمراء (P)
Old fort القلعة القديمة (P)
Tomb, mausoleum
To come قدم / يقدم / قدوماً
Tourist سائح (SM) سائحون (P)
Corner نحبو (SM) نحبو (P)
Centre مركز (SM) مركز (P)
Central مركزى (SM) مركزى (Adj. SM)
Government حكومة (SF) حكومات (P)
Outside/ out خارج (Adv. of place)
To develop طور / تطور / تطوراً
In addition to, beside بجانب
Place مكان (SM) أماكن (P)
Places of interest
Like
Museum
National Archives
Cultural centres
Research
Scientific research
Known, famous
I was sitting in my room in the University preparing lessons for the next day. Suddenly, Mohammed and Ram came to me and (they both) said to me:

Sir, we need your help. We two and Asha and Kiran would like to go to attend the marriage of our friend Ahmad. We request your permission.

I said: O.K., but you (both) should write a leave application mentioning the days of absence. As regards Asha and Kiran, they should come to me to give the leave application. Ram and Mohammed felt happy and left my room. After some time Asha and Kiran came and (they both) submitted the leave application. I asked them (both):

When will you (both) return from the marriage.
They (both) said: after two days,
God willing.
I said: please convey my congratulations to Ahmad & his bride.
They (both) said: sure sir.
Kiran said: Ahmad & his wife have sent their greetings for you.
They are (two) good people.
I said: O.K., God willing, we will meet after two days.

Grammar:

(a) Dual of the verbs:

It has been explained in lessons nos. 13 &14 that the verb in Arabic has to agree with its subject in gender when it precedes it. It has to agree with the subject in number also when it occurs after the subject.

1) To obtain the dual form of the past third person masculine verb one 'alif' has to be suffixed to the past third person masculine verb of singular number. For example:

1. He went
   They (MD) went

2. He wrote
   They (MD) wrote

11) In the third person feminine also one 'a alif has to be suffixed to the singular form of the feminine verb. In this case the silent Taa ت will be given a fathah.
Example:

1. She went
   They (FD) went

2. She wrote
   They (FD) Wrote

iii) In the case of second person of both the genders 'ما' has to be suffixed to the respective verb of singular number and the 'تاء' in both these cases is given a dammah. Examples:

1. You (SM) went
   You (MD) went

2. You (SF) went
   You (FD) went

iv) In the case of the present tense verb أن is suffixed to the singular verbs of both the genders except the feminine singular verb of the second person where the ي is first elided and then the أن is added. However, in all these cases the letter preceding 'اليف' is given fathah and the 'noon' ن carries Kasrah.

Example:

He goes
   They (MD) go
She goes
   They (FD) go
You (SM) go
   You (MD) go
You (SF) go
   You (FD) go
b) Of the nouns

Dual of the noun and its cases have been explained in full details in lesson no. 18.

c) Of the personal (pro) nouns.

Details regarding personal (pro) nouns have been given in lesson no. 9 and 10. In case of their dual forms they happen to be fixed words. They are:

They two girls or boys
You two girls or boys

In case of the possessive pronouns also the forms are fixed as given below:

Their (MFD)
Your (MFD)

These two pronouns of the dual number are used in both the accusative and the genitive cases.

d) Of the demonstrative pronouns

The following words are used to indicate the dual of the demonstrative pronouns:

These (MD)
These (FD)
Those (MD)
Those (FD)

The demonstrative pronouns are indeclinable except their dual forms. The forms mentioned above are said to be in the nominative case. In the accusative and the genitive cases the following forms are used:

These (MD)
These (FD)
Those (MD)
Those (FD)
Exercises:

1. Conjugate the following verbs in the past and the present tenses and then use them in sentences of your own:

To sit
جَلَسَ، جَلَّسَ / جَلَسْتَ
To stand
فَقَطَ، فَقُطَ / فَقُطْتَ
To ride
رَكَبَ، رَكَّبَ / رَكَّبْتَ
To alight; to get down
نُزِلَ / نُزَِّلَ / نُزِّلْتَ
To enter
دَخَلَ، يَدَخَّلُ، دَخَّلْتَ

2. Rewrite complete tables of personal, possessive and demonstrative (pro) nouns and use them in sentences of your own keeping in mind the three cases.

3. Translate into Arabic:

Ramu is a young boy. My son Abid is also about the same age. They are friends. They study in the same school. They go to school every morning together. They play together and do their homework together. They are always together. One day the teacher asked them: why do you sit so close and behave so alike? Are you twins? Another boy got up and said: No sir, they are not twins. They are two good friends. And these two are their favourite seats. They like to sit on these seats.

4. Translate into English:

Glossary:

Young; small
Son, boy
About
Same/the same
School
Together
To do
Home work
Always
One day/ on one day
To ask
Why
Close/close by
So/so much; to this extent
To behave
Alike; similar
Twin
Another
To get up
Good
Favourite
Seat
To love

شفع
(P) 의자 (SM)

* For conjugation pattern, please see appendix.
No, not

To walk

According to

Habit

To Build up

Accross

Year

Continuous

On; at the time of

To reach

Turn (Of the road)

Road

To find

To wait

Waiting for me

To walk; to go

Towards, to

To enter

* This verb does not have the present indefinite form. It gives the intensified meaning of ‘لا‘. It functions like ‘Kaana كن‘ to govern the subject i.e. مَعْبَدًا and the predicate i.e. it gives dammeh to the subject and causes fathah to the predicate. The conjugation of لَيْسُ is given hereunder for ready reference & future use:

لَيْسَ لَيْسَا لَيْسُ لَيْسِينَ لَيْسُ لَيْسِينَا

لَيْسَ لَيْسِينَ لَيْسِينُ لَيْسِينَا

لَيْسِينُ لَيْسِينَا لَيْسِينُ

لَيْسَ لَيْسِينَا لَيْسِينَ لَيْسِينَا

** For conjugation pattern, please see appendix
to see
Grass
Soft
Before
Area; colony
Neighbouring
To come

** رأى/ى، رؤية **

غُشَابَةَ (P) أغَشَابَةَ (SM)

ناعمٌ (Adj. SM)

(used as preposition)

خَيَّةَ (P) أَخْيَاةَ (SM)

مُجاورٌ (VNSM)

اتيّ/ِّيّ، أيّاناً **

** For conjugation pattern see appendix.**
Possessed & Possessor Or The Construct Phrase

الملكية والمالك أو المركب الإضافي

This is a boy.

He is a teacher's son.
The teacher's son is a disciplined boy.
This is his school.
His school is quite far from his house.
He rides his bi-cycle from his house to his school.
These are his friends.
His friends like him.
And he likes his friends.
This is their class.
And this is their teacher.
The students are sitting.
And their teacher is standing infront of the blackboard.
He is writing difficult words on the blackboard.
His students are writing these words in their copybooks with their meanings.
Grammar:

The genitive case of the Arabic language is popularly known as possessed & possessor. It is called الإضافة in Arabic.

This kind of phrase indicates that some thing or some quality belongs to some one or some thing. This very relation of belonging is expressed by placing any two (nouns) in construct position or by using in English 'of' or the apostrophe 's'. However, in Arabic there does not exist any such word. This meaning is obtained by the placement of nouns in certain order with the adjustment of the vowelpoints. This is known as construct phrase or المركب الإضافي. As has been explained in the foregoing the relation of belonging between two objects in Arabic is created by placing two or more nouns in certain order. This kind of placement of nouns causes kasrah to the terminal letter of the possessor which noun precisely is known to be in the genitive case.*

The following things are to be borne in mind while making these kinds of construct phrases or sentences:

i) The object possessed is placed before the possessor.
ii) The possessor is placed immediately after the possessed.
iii) The object possessed does not admit nunnation i.e. the double vowel points.
iv) The possessed object in such possessive phrases and sentences does not take the definite article.

Example:

A teacher's son came.
I saw a teacher's son.
I went with a teacher's son.

* Nouns carrying kasrah for whatever grammatical reasons are known or categorised to be in the genitive case.
In the three sentences above the possessed object is ابن. It is therefore placed before مُدَرَّس which is the possessor here. Now it would be seen that ابن has only one dammah in sentence no. 1, where it serves as subject of the verb قُبِّل. In sentence no. 2: ابن has فاثِح. Here it is serving as object of the verb رَأَيْت. In sentence no. 3: ابن has كسرة because it is preceded by a preposition. Hence we find that the possessed objects carry vowelpoints according to their placement after the verb and the preposition. However, مُدَرَّس the possessor invariably has كسرة. It has double كسرة because it is not defined with the definite article ال. When the possessor is defined it admits only one كسرة. For example:

The teacher's son came
I saw the teacher's son.
I went with the teacher's son.

In case of the dual and the sound plural masculine the 'noon ن' drops out when it is placed in construct position with another noun. For example ابنان is a dual noun meaning two sons. It will be put in construct position with the noun مُدَرَّس in the following manner:

The two sons of the teacher came.
I saw the two sons of the teacher.
I went with the two sons of the teacher.

مُدَرَّسون is a sound plural of the singular مُدَرَّس. When this مُدَرَّسون is placed in construct position with another noun كنيتة it will decline in the following manner:

The teachers of the college came.
I saw the teachers of the college.
I went with the teachers of the college.

This kind of placement of two nouns beside causing the meaning of belonging can also show that something is part of something. For example:

A cup of water/ a water cup
A window of glass/ a glass window
Exercises:

1. Put the following pairs of nouns in construct position to show belonging and use them in sentences of your own:


2. Repeat exercise no: 1. with the duals & the plurals of the nouns.

3. Translate into Arabic:

This is my friend Hamid. He works in an office in Delhi. Hamid's office is in Krishi Bhavan. He goes to the office in the morning and comes back in the evening. Hamid likes to work hard. Hamid also likes to spend time with his office colleagues. He sits with the office colleagues in the lunch break. On sundays and holidays he likes to visit office colleagues and friends. This is Hamid's house. It has two rooms only. Hamid's wife keeps the two rooms of the house very clean. They are a small family of four including their two sons who are big enough.

4. Translate into English:

أدرس في جامعَة جواهر لال بهور. أنا أدرس في كلية اللغات. أنا أدرس اللغة العربية. كلية اللغات وحيدة من كليات عديدة في جامعَة بهور. هي كلّ كلية مركز متقدمة. إنّها مركز اللغة العربية والأفريقية. هذا مكتب الجامعة. موطّن مكتب الجامعة أساس طيور. إذاً يصف الصارو فأصاب من موطّن الجامعة من وقت إلى وقت طوال السنة. وكذلك هناك مناسبات تجمع فيها مع موطّن الجامعة. هذه مكتبة جامعَة بهور غنية جداً من حيث الكتاب في العلوم والآداب واللغات وكلّ فروع المعرفة. جامعة جواهر لال بهور جامعة دبلومية لها مدينة مكتبة كبيرة. لهذه المدينة المكتبة بابان رئيسين. نرى بابي الجامعة مفتوحين ليلاً ونهاراً. يجلس على بابي الجامعة رجال الأمن بالناو.
Glossary:

Some; a few (Adj. SF) عديدة
Centre (P) مركز
Different; various (Adj. SM) مختلف
Humanbeing, man (P) إنسان
Good (P) كيب
Capacity (SF) صفة
In my capacity as a student بصفتي دارسًا
Student (P) دارس
To meet قابل
Whole, all...long طوال
All the year round طوال السنة
Dean (P) عميد
Doll (P) عروسة
Ambassador (P) سفير
Table (dining) (P) طاولة
Food (P) طعام
To work عمل
To like: to love أحب
To work hard اجتهاد
To spend إفق
Colleague (P) زميل
Lunch (SM) غداء
Break, interval, period (P) فترات
Holiday (SF) غطالة
To visit زار/يُزور/زيارة
To keep
Family
Small
Of four
Including
Big
Enough, adequate

أَثْرَةٍ (SF) أَثْرَاتٍ (P)
صَغِيرٌ (P) صَغَارٌ (Adj. SM)
مِن أَزْتَعَةٍ
بِالضَّمَامٍ
كَبِيرٌ (P) كِبارٌ (Adj. SM)
بِنَحْگَلِ كَافٍ
In fact I am a teacher.
I work in a secondary school.
The covered area of this school is very big.
Besides, it has a big playground.
We have combined education in this school.
There are about two thousand boys and girls in this school.
We have small girls and small boys in our school.
We also have big girls and big boys in this school.
We have two hundred teachers.
I have a big class.
Other teachers also have big classes.
We have only two small classes.
Our principal has recently bought a new car.
Other teachers also have cars.
Those are old cars.
This is the office of the principal.
You will always see two sturdy peons sitting at his door.
These two sturdy peons always go with our dear principal wherever he goes.
These two peons have their quarters in the school campus.
Beside poultry birds they also keep beautiful and tiny dogs. I also have taken one tiny dog from them.
I love my tiny dog very much.
Do you also love dogs?

Grammar:

Adjective in Arabic is known as صفة and the noun qualified by the adjective is called موصوف. They are also known as صفت and مثفوت respectively.

In Arabic the:

i) Adjective follows the noun it qualifies.
ii) Adjective completely agrees with its noun in:
   a) case
   b) definitiveness and indefiniteness.
   c) number
   d) gender

Example:

A big boy came

قدِّمِ وَلَدُّكِ بِكِبرٍ
The foregoing sentence is composed of three parts:

(He) came ٍّدَمَّ intransitive verb
A boy ٍّدَلَّ a common noun
big ٍّكَبِّرَ adjective

In this sentence ٍّدَلَّ is a masculine noun of singular number. It is considered to be a common noun because it is not defined with the definite article ٍّدَ. It is in the nominative case being the subject of the intransitive verb ٍّدَمَّ. Hence, the adjective ٍّكَبِّرَ agrees with the noun in all aspects as mentioned above under (a) (b) (c) (d).

Similarly in the cases of the dual and plural nouns the adjective will fully agree with the noun it qualifies. For example we would say:

Two boys came ٍّدَمَّ ٍّدَلَّانِ
Two big boys came ٍّدَمَّ ٍّدَلَّانِ ٍّكَبِّرَانِ
Boys came ٍّدَمَّ ٍّأَوَلَدَانِ
Big boys came ٍّدَمَّ ٍّأَوَلَدَ ٍّكَبِّرَ

And where the noun is defined with the definite article ٍّدَ the adjective also will have to be defined with ٍّدَ. For example:

The big boy came ٍّدَمَّ ٍّوَلَدِ ٍّكَبِّرَ

If the noun qualified is in the accusative or genitive cases the adjective also will follow. For example:

I saw a big boy ٍّرَأَبَتَ ٍّوَلَدَ ٍّكَبِّرَأ

'Boy' in this sentence is the object of the transitive verb ٍّرَأَبَتَ and therefore, it is in the accusative case. The adjective here shall have to be placed in the accusative case.

And if we say:

I went to a big boy ٍّدَعَبَتَ إِلَى ٍّوَلَدِ ٍّكَبِّرَ

We would find that the noun ٍّوَلَد is preceded by a preposition which functions in Arabic to cause kasrah to the terminal letter of the noun it precedes. It is therefore, the adjective also will have kasrah.
Similarly, if the noun is of the feminine gender the adjective also has to be feminine. All the Arabic adjectives of the masculine gender including the verbal nouns of the active and the passive voices which give adjectival meaning can be changed into the feminine gender by suffixing to them the round "Taa ّ". For example the adjective "كبير" of the masculine gender will become "كبيرة" after the round Taa ّ is suffixed to it. This "كبيرة" will decline to agree with the noun in case, number and all other aspects as explained above.

The plural of such feminine adjectives and adjectival nouns will be sound plural as explained in lesson no. 18. They will decline also as explained in the said lesson.

It should be remembered here that plurals of objects indicating non-human beings are treated on par with singular feminine for all purposes as explained in lesson no. 8. For example we would say:

The new books are expensive.

It may be noted here that 'books' is a nonhuman plural. It is therefore, the feminine singular adjective 'الجديدة new' is used.

**Exercises:**

1. **Translate into Arabic:**

This huge building is an office complex. They are mostly governmental offices. This huge and tall building has nine floors including the ground floor. The ground floor mainly consists of public canteens and a big co-operative store run by the government employees themselves. Besides, there are covered parking places for the official cars. For the visiting cars there is a big open space to park them. The ground floor and the surrounding area is very unsafe and unclean. There are bad people who roam about in this area. They are mostly tricksters and pickpockets. Besides, you can always see tens of dirty dogs loitering about. At other floors there are offices of different ministries. There is mixed working
force in all these offices. There are big officials and small officilas in these offices. There are men-officials and women-officials.

2. Given below are the masculine adjectives of singular number. Use them in sentences of your own. Also use suitably their dual and plural forms in sentences of your own.

- سريّع، رجعٍ، صعب، سهل، قينٍ، جميل، طويل، قديم، جديد.

3. Render the adjectives in exercise no. 2 into those of the feminine gender for all numbers and suitably use them in sentences of your own.

4. Translate into English:

الف: هذه جامعة جوهر زال يهمه. هذه جامعة كبيرة. يدرسون في هذه الجامعة الطلاب الكرام مع الطلاب الكبار. هؤلاء الطلاب الكبار والطلاب الكبيرات ينافعون دراستهم في العلوم الفضائية واللغات الحديثة. تقدم الجامعة كورسات منتظمة كاملة الدوام في النهار وكورسات رجوعية نصف الدوام في النهار. أنا طالب في قسم اللغة العربية الحديثة. أنا فضل صغير وغيرة كبيرة. للغرة الكبيرة بابان واسعان وشاكان ضيقان. كرواستي الغرة كبيرة وجريحة. سوف نرى هذين البابيين الواسعين مفتوحين دائما خلال ساعات دواهم الجامعة. يدخل الطلاب هذه الغرة من هذين البابيين الواسعين ويبخرون منهما.

ب: قالب المدرسة: نحن الآن في أواخر الشتاء. هذه الأيام ليست خارجة ولاباردة. هي أيام لطيفة جدا. لماذا لا نذهب إلى نهوضة. نذهب مثالا إلى حدامة الحيوانات لترى أنواعا مختلفة من الحيوانات والطيور. تتواجد في حدامة الحيوانات حيوانات مفترسة. وكذلك نجد في الحديقة حيوانات نادرة وطيرة غريبة. قصف جماعة الطلاب الخاصين والطلاب الحاضرارات.

Glossary:

Reality
Teacher (Mدرَسُونُ (SM)
To work غَيْلَةُ، يُعْمَلُ، عَمَلًا
Secondary (Adj. SM) قَالِيٌّ
Area; terrain, sector بَسَائِحُ (SF) بَسَائِحاتِ
Covered (VNSM) مَغْطىٌ
Apart from عَلاَءَةٌ غَنَّ
Ground; square مِيْدانُ (SM مِيْدانٍ
Mixed, combined مَخْطَطُ
Around حَوْرَأَيْ
One thousand ألف
class
Small, young صَفَارُ (Adj. SM) صَفَارٍ
Small, young ضَيْغِيْزَاتِ (Adj. SF) ضَيْغِيْزَاتِ
One hundred مَائَةٌ مِئةٌ
Principal (SM) غَمِيزَةٌ
To buy إِشْتَرَىٌ، يُشْتَرَىٌ، إِشْتَرَا
New (Adj. SM) جَدِيدُ
Old (Adj. SM) قَديِمُ
To see رَأِيٌّ، يُرَأَيٌ، رَأَا
Peon; attendant فَرَاشُونُ (SM) فَرَاشٍ
Strong القَوَيٌّ (Adj. SM) القَوَيٌّ
Always دائمًا
With (Preposition) مَعَ
Dear; beloved

Wherever

House

Ground

Ground floor

Bird

Poultry, domesticated (animals/ birds)

Beside; in addition to

To keep; to acquire

To take

Expensive; costly

Fast

Cheap

Difficult

Easy

Ugly

Beautiful, handsome

Short

Tall

To study

To pursue

Studies

Science

Modern

Course (of study)
ADJECTIVE & THE NOUN QUALIFIED

Regular
Full time
Brief; short
Part-time
Narrow
Wide; broad
Comfortable

मन्त्रितम्
كامل الدوام
وجبیتر
نصف الدوام
ضيق
واسع
منبخ

(Adj. SM)
(Adj. SM)
(Adj. SM)
That day was very hot in midsummer.

We were present in the class (room) waiting for the teacher.

The teacher was late today.

The teacher came and he entered the class (room).

We greeted him.

The teacher returned the greetings and he said:

Today is very hot, then he said to me:

Ram Kumar, put on the light and turn on the fan & open the window.

After that the teacher said:

Open your book O' Adil.

Boys, open your books.

The teacher began to teach and he wrote the difficult words on the blackboard.
The students began to write
the meanings in their notebooks.
The teacher asked Asha:
Where is your note book, Asha?
Open your notebook and write
these words with their meanings
and do not talk with others.
Why do you write on
the book, Adil?
Don't write on the book, Adil.
Don't write on the book, boys.
Don't write on the book, Miss.
Don't write on the book, girls.
During the lesson the teacher cast
a look at the class and asked
about Hamid: Where is Hamid?
Munir said: Sir, Hamid is unwell.
The teacher said: Let Hamid take rest
for two or three days.
After his recovery from illness
I will repeat this lesson for him.
Let us continue the lesson now.
During the lesson
the school principal came
and he entered the room.
The teacher rose for him

and he said: Sir, please come.

The principal spoke to the teacher

for a while and returned.

The bell rang and the lesson ended.

**Grammar:**

The imperative verb i.e. فعل الأمر and the negative verb i.e. فعل النهي are formed from those forms of the present imperfect verb i.e. فعل المضارع which indicate second person i.e. صيغة الحاضر. In the case of the triliteral verbs i.e. verbs which have three original letters, we have to drop the symbol of مضارع which will necessarily be ت in all cases. After removing the symbol of مضارع we look at the first original letter. In most of the cases it will have a sokoon and we can not read any word in Arabic which begins with a silent letter. Therefore, we prefix to it one alif with Hamza ء. If the second original letter has fathah or kasrah then this alif ا is given kasrah. If the second original letter has dammah then the ‘Alif ا so prefixed is given dammah. The last letter of the verb is given Sokoon ﺪ. For example:

To go ذُهِبَ يَذْهِبُ تَذْهَبُ إِذْهَبُ

In this case the ت of ﺪ is dropped. Now we find that the letter ذ bears Sokoon. Therefore, we prefix to it alif with Hamza ء and because the second original letter has fathah, therefore, we give kasrah to this alif. The last letter which is ب in this case, is given sokoon. Now we read this form of the verb as:

Idh hab إِذْهَبُ

In the case of the singular feminine, the dual masculine and the dual feminine and the plural masculine forms of the verb, the letter noon ن is dropped. The last letter alif ا Ya'a and و waw are considered to be carrying sokoon as elongative vowels, therefore, we don't add any letter at
the end of these forms of the verb except the plural masculine form of the verb. We suffix to it one ‘Alif ٌ’ which is Known as protective ‘Alif ِ’.*

For example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular feminine</td>
<td>إِذْهَبْناً</td>
</tr>
<tr>
<td>dual masculine</td>
<td>إِذْهَبْناً</td>
</tr>
<tr>
<td>dual feminine</td>
<td>إذْهَبْناً</td>
</tr>
<tr>
<td>Plural masculine</td>
<td>إذْهَبْناً</td>
</tr>
</tbody>
</table>

In the case of the plural feminine the letter noon ٍ is retained with its original fathah. For example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural masculine</td>
<td>إذْهَبْنَهُ</td>
</tr>
</tbody>
</table>

In the case of verbs which have more than three letters- whether original or additional-after removing the symbol of مضارع, if we find that the next letter has a vowel, then in that case we only give sukoon to the last letter of the verb and follow the procedure as explained above for obtaining other forms i.e. dual and plural etc, of the verb.

Example:

سَافِرَ َُّلْبَرٌ َُّلْبَرٌ

to travel

After removing the symbol of مضارع we have سَافِرَ form of the verb. In this case س is having a fathah. Therefore, we only give sukoon to the last letter

* In the plural masculine form of the imperative we suffix one Alif to the original letters of the verb. This Alif is called “protective Alif” which disappears when the verb is followed by any linkable personal pronoun.

Example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat him (you all men)</td>
<td>إِضْرُّبُوهُ</td>
</tr>
<tr>
<td>Beat the boy (you all men)</td>
<td>إِضْرُّبُوْا الْوَلَدَ</td>
</tr>
<tr>
<td>Beat this boy (you all men)</td>
<td>إِضْرُّبُوْا هذَا الْوَلَدَ</td>
</tr>
<tr>
<td>Beat Hamid (you all men)</td>
<td>إِضْرُّبُوْا خَاَبِدًا</td>
</tr>
</tbody>
</table>
which is راذ in this case and in this way, we obtain the following form:

ساذ

For other forms of the verb we follow the procedure as explained above:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular masculine</td>
<td>ساذ</td>
</tr>
<tr>
<td>dual masculine</td>
<td>ساذ</td>
</tr>
<tr>
<td>plural masculine</td>
<td>ساذو</td>
</tr>
<tr>
<td>singular feminine</td>
<td>ساذة</td>
</tr>
<tr>
<td>dual feminine</td>
<td>ساذ</td>
</tr>
<tr>
<td>plural feminine</td>
<td>ساذون</td>
</tr>
</tbody>
</table>

If we find that after removing the symbol of مضارع, the next letter has sukoon, then in that case we prefix to such a verb one Alif/ Hamza with kasra and give sukoon to the last letter. For example:

ِسُقِيلَ ِتُسُقِيلُ

to receive (s.o.)

ِسُقِيلَ

If the verb is causative on the pattern of فعل يفعل then in that case after removing the symbol of مضارع we prefix to it Alif/ Hamza with fatha and give sukoon to the last letter. For example:

ِجَلَسَ ِنُجِلَسُ

to seat

ِجَلَسَ

In the case of verbs which end with two identical letters and written as one with the help of shadda, we, after dropping the symbol of the present imperfect, either separate them and write them as two separate entities and prefix to them one Alif with appropriate vowel point or read them with a fatha at the terminal letter while at the same time retaining the existing vowel point on the letter after dropping symbol of the present indicative. For example:

ِمُطَلَتَ ِتُمَطَتُ

to stretch

مُطَلَتَ

singular masculine
dual masculine
plural masculine
singular feminine
dual feminine
plural feminine

In the case of triliteral verbs which have َ or َِ as the medial letter preceded by an even vowel, we would drop this letter in the singular masculine and plural feminine imperative verbs while retaining it in the other four forms for obvious reasons.

**Examples:**

قَالَ قَولُ
فَلَنِمُ فَولَا قُولَا قَولُ
تمَّ نَامًا نَامَوْا نَامَٰ

to say
to sleep

Arabic imperative verb may also be used in the meaning of request e.g. إِخْلَسْ which means "sit down", may also mean in the given circumstances "Please sit down". However, the phrase من فَضْلِك meaning 'Please' is normally appended to the imperative, e.g. إِجْلَسْ، من فَضْلِك. is the standard and widely followed form of rendering the dictative meaning of the imperative into the polite meaning of request.

The negative form of the verb is obtained by using the negative particle ِل before the present imperfect verb without disturbing the order of the letters of the verb. Only the last letter of the verb is given sukoon. Other forms of the verb i.e. dual and plural etc, are obtained by applying the same procedure as in the case of the imperative verb. That is to say, we drop all the 'noons ن' and retain only the noon ن of the plural feminine with its original fathah. We also suffix the protective alif ﯾ, to the plural masculine form of the verb subject to rules as explained in the imperative. For example:
is the most apt equivalent of "please" which might be used at any occasion without using the required word. For example, opening the door you can invite your visitor inside the house by merely saying فَأَدْخِلُ which alone means "enter". Or pointing to a chair you can simply say فَأَدْخِلُ and in the context it would mean ‘‘please sit down’’.

is also thoroughly conjugated on the تَفْصِيل pattern.

Imperative for the third & the first persons

For obvious reasons, the third and the first person nouns cannot be ordered or dictated to do anything. However, suggestions may be made to them as they may be made to the second person nouns.

This meaning in English is conveyed by the verbs "let, should, must or ought to". Beside other ways of conveying the same meaning in Arabic, we use one ل with kasrah. This ل is known in the grammar terminology of the Arabic language as the ل of imperative i.e. لِإم الامر. This "laam" causes a sokuoon to the terminal letter of the present indicative and causes removal of all the ن letters except those of the third and second persons of plural feminine. The meaning of a verb bedecked with this "laam" is interpreted with 'should' or 'let' or any other word with a similar meaning.

If this "laam" is preceded by و and ف "And" and "Then", then this "laam" is given a "sokuoon".

And he should go

Then he should go
Exercises:

1) Make the imperatives and the negatives from the following verbs and use them in sentences of your own:

- To drink: درب / يشرب / شرب
- To kill: قتل / يقتل / قتل
- To break: كسر / يكسر / كسر
- To come forward, to apply: تقدم / يتقدم / تقدم
- To be happy: سعيد / يسعد / سعادة
- To hear; to listen: سمع / يسمع / سمع
- To seat: أجلس / يجلس / إجلاس
- To inform: أخبر / يخبر / إخبار
- To break (into pieces): كسر / يكسر / كسر
- To tear: ممزق / يمزق / ممزقة
- To drive: ساق / يساق / ساق
- To lead: قاد / يقود / قيادة

2) Translate into Arabic:

(A) 1. Open (PM) your books and read lesson no. 21.
2. Eat (SF) your breakfast and go to your school. You must reach there before eight O’clock.
3. Read (DM) Your lesson aloud and learn it by heart.
4. Please don't shout (PF) at me like this.
5. Don't break (SM) the glass; it is very expensive.
6. Don't enter (PM) his room without his permission.
7. Knock (SF) the door before you enter.
8. Don't drive (SM) the car without licence.
9. Please don't stand (PM) in the passage.
10. Write (SM) a letter immediately after reaching there.
(B) It was a very nice day in the early monsoon season. My children asked me to go to the Zoo. I agreed to this proposal. We started making preparation. My younger daughter took some of her toys. I told her: Don’t take your toys. You will have no time to play with them. I told my son: Don't forget drinking water. I told my wife: Please take one or two umbrellas also. When we reached the Zoo I gave money to my children and told them: Go together. Stand in the queue and buy four tickets. Inside the Zoo when we were offering groundnuts to the monkeys, one watchman approached us. He said: Please don't offer anything to the animals. It is not allowed. We moved on from cage to cage and saw many animals and birds. In the evening when we returned home, we were very tired.

3. Translate into English:

ٍنَعَدَ غَيَابَ يُوْمَيْنِ أوَّلَ عَامَّةً أَيَامَ مَذْهِبَتِي إِلَى الْمَدْرَسَةَ لِلُحْضُورِ فِيّ. زَائِنُ الآُسْتَاذُ وَاسْتَوْفَقَتْ فِيّ وَقُطْفَتْ. سَأَلَّي الآُسْتَاذُ: أَيُّنْ كَتَبَ؟ فَقَلْتُ لَهُ: سَيَّدِي، كَتَبَ مَرْتَحَةً. فَقَالَ الآُسْتَاذُ: مَذْهِبُ الْآنِ إِلَى

ٍصِيَّرُةُ الْمَدْرَسَةَ وَقُطْفَتْ لَهُ طُلُبُ الْإِجْازَةَ.

عَنْمَا وَضُعْتُ عَرْفَةَ النَّاعِرَ كَتَبَ خَالِقًا. وَلَكِنُ النَّاعِرُ إِسْتَفْهَلَتْ بِبَعْضِهَا وَخَرَازَةً. فَفَرَحَتْ لَهُ مَطْلُوبِي فَقَالَ لِي النَّاعِرُ: أَكْتَبِ لِي طَلَبًا وَجَهَرًا وَقُطْفَ غَلَبَهُ. وَسَيَوْفَعَ غَلَبَهُ أَيْضًا وَالدُّك. غَدَا

تَقُدَّمَ إِلَى الْطَلَّبِ. بَعْدَ ذَلِكَ حَدَثَ إِلَى فَضْلِي. فَقَالَ الآُسْتَاذُ: إِلَيْسِ وَأَسْتَمَعْ إِلَى الْمَدْرَسَ بِأَنْهَا وَلَاتُزْهَقُ زِمْلَاكُكَ. فَيُفْقَسُ الْوَقْتُ أَخْذُ الطَّلَّابَ يَتَحَدَّثُونَ إِنْما بَيْنَهُمْ فَقَالَ الآُسْتَاذُ: يَا أَوْلَادُ الْمَدْرَسَةَ، لا يَتَحَدَّثُوا وَأَفْقَرُوا وَأَدْسُقُوهُمْ غَيْبًا.

4) Separate the imperative and the negative forms of the verbs from the exercise no. 3 above and use them in sentences of your own.

Glossary:

الكلمات العصرية:

قَالَ
الساعة التاسعة
بَصُوتٍ غَالِيٍّ، بَصُوتٍ غَالِ

Before
8'O clock
Aloud
To learn by heart
To shout
(He shouted) at me
Like this
To enter
Without
Permission/permit
To break
Glass
Expensive
To knock
To drive
Licence
To stand
Passage, way
Letter
Immediately after
Immediately
To search (for)
To contact (s.o.)
To ask; to request
To beware
Lesson
House
Thief
Thief
Train
Season
Summer season
Because, that is why
Journey
Comfortable
Wine
To collect; to assemble
To receive (s.o)
To allow entry
Respect
Adjective Of The Comparative And
The Superlative Degrees

The city of Delhi is a big city.
It is divided into Old Delhi
and New Delhi.
New Delhi is bigger
than Old Delhi.
Old Delhi is more congested
than New Delhi.
In New Delhi the houses are big
and the roads are wide.
In Old Delhi the houses are small
and the roads are narrow.
In New Delhi you will find
the most important offices
of the government of India.
In Delhi you will find the
historical buildings including
Qutub Minar.
It is the tallest minaret in India.
It is not the oldest building in India.
Beside these monuments
here are found
other places of importance
like the National Museum
and the National Archives,
and the cultural centres
and the scientific research.
Delhi is a big city
and it is known all over the world.

Grammar:
Indeed the comparative and the superlative degrees are different forms of simple stative adjective.

In Arabic all such adjectives and adjectival/verbal nouns which are based on triliteral verbs can easily be changed into adjectives of comparative degree by prefixing one alif with fathah to the original or the root letters of the verbs.

In this case the first original letter will have Sokoon, the second letter will have fathah and the third dammah.

For example we take the adjective قصير. It means short (in stature or length). This adjective is originally derived from قصر. Now to obtain the comparative degree we have to apply the formula explained above:

أ + قصر = أقصر

This form of the adjective will mean: shorter. In English the comparative is followed by 'than', which meaning in Arabic is obtained by using من.

Thus if we want to say that:
This boy is short......we would say in Arabic هذا الولد قصير and if we want to say ‘This boy is shorter’, we would say in Arabic: هذا الولد أقصر

However, if we want to say that:

This boy is shorter than that boy. then we would say in Arabic:

اُذْهِبْ الْوَلَدُ أَقْصُرَ مِنْ ذَلِكَ الْوَلَدَ.
It may be remembered that the majority of such derived adjectives consists of four letters. In the following are given a few examples of simple adjectives and adjectival nouns being changed into adjectives of comparative degree. Let us take for example:

Shorter قصير
Wiser عاقل
more beautiful جميل

And if we want to express the superlative degree of the adjective we use only the adjectival noun of comparative degree immediately followed by the plural of the noun bedecked with the definite article ال. In this case also the last letter of the plural noun will have a kasrah. Let us suppose that we want to say that: He is the shortest man or He is the ‘Shortest’ of the men. In Arabic we would express this meaning as under:

هو أقصر الرجل

There is another way of expressing superlative degree. We can use the comparative degree of the adjective immediately followed by the concerned noun in singular number and in this case the singular noun will not admit the definite article and the terminal letter will take double kasrah. Example:

He is the shortest man هو أقصر الرجل

It should also be clarified that this من أقصر in the case of comparative and only أقصر in the case of superlative degree respectively are treated as fixed patterns or forms which are used with all nouns irrespective of their number and gender as would become amply evident if you carefully peruse the following sentences:

This man is short.

This man is shorter than that man.

This is the shortest man.

This boy is tall.

This boy is taller than that boy.
This is the tallest boy.

This train is fast.

This train is faster than that train.

This is the fastest train.

This pen is cheap.

This pen is cheaper than that pen.

This is the cheapest pen.

This house is beautiful.

This house is more beautiful than that house.

This is the most beautiful house.

This girl is tall.

This girl is taller than that girl.

This is the tallest girl.

This girl is taller than that boy.

This boy is taller than those two boys.

In the case of such adjectival nouns which are drawn from the verbs other than the triliteral verbs and in the case of such triliteral verbs where it is not possible to express the adjectival meaning of the comparative degree through the pattern explained above, we use a supporting word (either أكبر or أشد) of the said pattern followed by the infinitive forms of the verb in the accusative case. For example, if we want to say that: This boy is hardworking, we would say in Arabic:

هذا الولد مُختَهَثة

However, if we want to say that: this boy is more hardworking than that boy, we would say:
You should carefully note the expression "أَكْثَرُ إِجْهَيْهَا" in the sentence above.

In the case of the superlative meaning this أَكْثَرُ will be immediately followed only by the plural of the concerned noun bedecked with the definite article and this noun will be in the genitive case i.e. its terminal letter will have kasrah and then the infinitive form of the verb will come in the accusative case. Suppose here we want to say that: He is the most hardworking boy, we would say in Arabic:

هو أَكْثَرُ الأَوْلَادِ إِجْهَيْهَا

This pattern of comparative degree i.e. أَفْلُمُ is diptote i.e. in the nominative case it takes dammah and in the accusative and genitive cases it takes only fathah unless otherwise it is in the construct phrase where it admits kasrah also.

To understand it better, carefully note the following sentences:

قدِمْ إِلَيْ وَلَدَ أَقْصَرَ مِنْ إِبْنِكِ

(There) came to me a boy shorter than your son.

In the sentence above وَلَدَ is the subject of the verb قُدِّمَ and thus it takes dammah and أَقْصَرَ is the adjective in the comparative degree for qualifying the nominative noun وَلَدَ and agrees with it beside other things, in case also and it is precisely because of this reason that أَقْصَرَ is also in the nominative case. Now let us see the following sentence:

أَرَأَيْتِ وَلَدَ أَقْصَرَ مِنْ إِبْنِكِ

I saw a boy shorter than your son.

In this sentence the noun وَلَدَ is the object of the verb رَأَى and it is therefore in the accusative case marked by fathah and the adjective of the comparative degree qualifying the وَلَدَ agrees with it, beside other things, in case also.

Now there remains with us only the genitive case. Let us see this sentence:

دَعَبَتْ إِلَيْ وَلَدَ أَقْصَرَ

I went to a shorter boy.

Note that the noun وَلَدَ is in the genitive case as it is preceded by the preposition إِلَى and the adjective of comparative degree أَقْصَرَ should also have
been in the genitive case i.e. it should have borne a kasrah at its terminal letter. However, it is not so because this pattern of أَقْصَرُ is diptote. Hence, although in the sentence above, it is qualifying a noun of the genitive case, yet it can admit only fathah.

However, if this pattern of comparative adjectival meaning is placed in construct phrase then it can admit kasrah also. For example:

I went to the shortest boy
I went to the shortest of the boys in the class.

In the foregoing two sentences أَقْصَرُ is in construct phrase with ولد and الأولاد and it is preceded by preposition إلى, therefore, it carries kasrah.

Other changing patterns of أَقْصَرُ for feminine singular or for masculine & feminine dual & for plural are very sparingly used as stative adjectives. For example, we can say هي البنّى الصغرى She is the youngest daughter. In sum, we can not and we should not say: إنه صغرى من تلك البنّى pattern is good enough for expressing comparative & superlative adjectival meaning as explained above.

**Exercises:**

(1) **Translate into Arabic:**

(A) (1) He is poorer than his brother.
(2) Is your sister bigger than my brothers and sisters.
(3) He is the tallest boy in our class.
(4) I saw a man fatter than your peon.
(5) The girls are more intelligent than the boys.
(6) My brother is more hardworking than you are.
(7) My book is cheaper than your book.
(8) Is your garden more beautiful than my garden.
(9) Do you think that this worker is more honest than those workers.
(10) This teacher is more sincere than the students.
This is our school building. It is an old building. It is older than the mosque beside it. It has many rooms. Some rooms are big and some rooms are small. Calss rooms are bigger than the teachers' rooms. The hall in this school is the biggest of all rooms. This is my classroom. It is a big room. There are thirty boys and girls in my class. Girls are more hardworking than boys.

2) Translate into English:

هذه حديقة كبيرة. هي أكبر الحدائق في كل المدينة. فيها أضخم طويلة وأضخم فضيفة. فيها أشجار الأوركاليتوس أيضاً. هي أطول من أشجار البتين ولكنها أقصر من أشجار البتين. لذا عُشتَب الطُوْبر في هذه الأشجار. تفصل الطُوبر الأشجار الطويلة. فهي أقلما تعيش في الأشجار ذات الطمار. ترى في هذه الحديقة طوبر كبير. بعضها كبيرة وبعضها صغيرة. بعضها جميلة وبعضها عادية. الجداول أكبر من الغراب. البُغاء أجمل من الوليد. العندليب أصغر من الخُلْدِين. هناك حيوانات كبيرة وصغيرة في هذه الدنيا.

(3) Make adjectives of the comparative & the superlative degrees from the following & use them in sentences / paragraphs of your own.

عالم / عاقل / قليل / خفيف / رقيق / عالي / فاتح / طويل / رجيم

(4) Where and how do you make adjectives of comparative & superlative degrees by using words أكبر / أصغر and أضخم. Write a paragraph by using such adjectives.

Glossary:

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<th>Arabic</th>
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<tr>
<td>Divided</td>
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<tr>
<td>Bigger</td>
<td>أَكْثَرُ (Adj. com.)</td>
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<tr>
<td>More</td>
<td>أَكْثَرُ (Adj. com.)</td>
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<td>إِزْدَخَامُ</td>
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<tr>
<td>Wide, broad</td>
<td>واسِعُ (Adj. SM)</td>
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<td>-------------------------</td>
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Honest (P) أحمدٌ (Adj. SM) أَميِّنُ
More honest (P) أَكْثَرُ أَمَانًا
Worker (P) عَمَالٍ (SM) غَامِلٌ
Sincere (P) مُخَلِّصُونَ (Adj. SM) أَكْثَرُ إِخْلاَصًا
More sincere (Adj. com.)
Mosque (P) مَسَاجِدٌ (SM) مَسْجِدٌ
Garden (p) حدائقٌ (SF)
Fig (CNM) بَيْنٌ
Thin (P) هَزُّلِي (Adj. SM) هَزَّلٌ
Thinner (Adj. com.)
To nestle (P) يَعْتَضِلُ، يَعْتَضِلُ، يَتَعْضَبَنَا فَضْلًا، يَفْضَلُ، يَفْضِلُ
To prefer
Hardly (Adv. manner) قَلُّما
Fruit (P) بَنَاءٌ (SM) نَمْرُ
Birds (P) طُيُورٌ (SM) طَيْورٌ
Ordinary (Adj. SM) غَادِئٌ
Kite (bird) (P) جَذَاتٌ (SF) جَذَاةٌ
Crow (P) غَزَابٌ (SM) غَزَبَانٌ
Nighttangle (P) غَانِدِلٌ (SM) غَانِدِلٌ
Animal (P) حَيْوَانُ (SM) حَيْوَانُ
Heavy (Adj. SM) ثَقَيلٌ
Light (Adj. SM) خَفِيفٌ
High, lofty (Adj. SM) غَالِبٌ
Dear, expensive (Adj. SM) غَالِبٌ
Kind (Adj. SM) رَجِيمٌ
Hard, tough (Adj. SM) ضَبْيتٌ
Harder, tougher (Adj. com.) أَصَدَّ
John works in a private office in New Delhi.
John goes to his office in his car.
The colour of his car is red.
John bought it one year ago or so.
This is Sheela.
She is John's wife.
She works in the Home Ministry.
This is her personal car.
It is black.
Sheela bought it one year ago or so.
The red & black cars are many in our city.
However, men & women, we are brown and black.
This is Faheem.
He too works in the Home Ministry.
The Government has reserved some jobs for the blind & the lame.

This man is black.
These two men are black.
These men are black.
This girl is black.
These two girls are black.
These girls are black.
This dog is black.
These two dogs are black.
These dogs are black.
This bitch is black.
These two bitches are black.
These bitches are black.
This car is black.
These two cars are black.
These cars are black.
What colour is the car.
The car is black.
The colour of the car is black.

Grammar

The adjectives of colour and physical defect have a set pattern in the Arabic language.

It is drawn on the أَفْعَلْl pattern for a masculine object of singular number and on the فَعْلًا pattern for a singular feminine object.

In the case of dual number is suffixed to the singular number of both the genders, however, in the case of the feminine, the terminal Hamza ـ is changed into ـ.

In the case of plural noun the فَعْلُ pattern is used. However, its use is confined to the plurals of such nouns only which indicate human beings. See sentences numbers 3 & 6.

For plurals of such nouns which indicate non-human beings the singular
feminine form is used irrespective of the gender of the noun qualified by 
the adjective of colour and physical defect. See sentences numbers 9, 12 &
15 above.

Adjective of colour and physical defect comes after the noun it qualifies 
like any other ordinary adjective in Arabic.

It completely agrees with its noun as explained in lesson No:22. The 
adjective of colour and physical defect is diptote and admits one dammah in
the nominative case and one fathah in the accusative and genitive cases.

Example:

A black boy came. 
قدم ولد أسود.

I saw a black boy.
رأيت ولد أسود.

I went to a black boy.
ذهب إلى ولد أسود.

In the case of comparative meaning, the word أَكْثَرُ أَسْوَدَ is used followed by 
the noun of colour and the infinitive form of the verb of physical defect in
the accusative case. Suppose that we want to say: This man is blacker (more 
black) than that man, we would say in Arabic:

هَذَا الْرَجُلُ أَكْثَرُ أَسْوَدَ مِنْ ذَلِكَ الْرَجُل

Adjectival noun of dual number denoting colour and physical defect is 
delinable as per rules regarding the dual noun.

Example:

قدم رجلان أسودان.
رأيت رجليين أسودين.
ذهب إلى رجليين أسودين.

Where the meaning of the superlative degree is required the word أَكْثَرُ أَسْوَدَ is immediately followed by the plural of the concerned noun bedecked with
the definite article Al ََ which in turn is followed by the noun of clour in
the accusative case.

Example: He is the blackest man هو أَكْثَرُ الْرَجُالَ أسواداً
The word for colour is لون, Its plural is ان. i. e. colours.

When we want to ask about the colour of some person or some other thing, we use the interrogative pronoun ما meaning what, followed by the word لون and then the concerned noun is placed in the genitive case bedecked with the definite article Al or else it should be placed in construct position with a pronoun or a proper noun or a defined noun.

Example:

What colour is the shirt?  ما لون الفميس؟
Or
What is the colour of the shirt?  ملول فميسك
What colour is your shirt?  ملول فميسك
What colour is the car?  ملول السيارة؟

In reply if we want to say that:

The shirt is black, we would say in Arabic:

الفميس أسود

Here, because the shirt i.e. الفميس is a masculine gender noun of singular number, therefore, we use أسود the adjective of colour on the أفعل pattern which is used for singular masculine. However, if we want to reply the second question i.e. ملول السيارة؟

We would say:

السيارة سوداء

Here, in this case the car i.e. السيارة is a feminine gender noun of singular number, therefore, we say سوداء the فعال ا pattern which pattern is used for singular feminine. As has been made amply clear in lesson number 22. that the adjective agrees with its noun in number, gender, definiteness, indefiniteness and cases, except that the plural of the non-personal noun whether masculine or feminine, is treated as singular of the feminine gender. For example, if we want to say that: The cars are black, we would say:

السيارات سوداء

or if we want to say: The shirts are black, we would say:

الفميسان سوداء
We can also say as follows:

The cars' colour is black, or

\[ \text{لون السِّيا*رات أَسْوَدُ} \]

The shirts' colour is black.

\[ \text{لون الفِضْصَان أَسْوَدُ} \]

It may be added here that in this case in fact, اسود qualifies the word which may be written before. However, because context dictates that therefore, it is not written.

The plural of افْعَلْ and فَعْلَاء is drawn on the pattern of which and this pattern indicating plural is used only for personal nouns i.e. human beings.

**Example:**

The man is red (SM)

\[ \text{الرَّجُلُ أَحْمَرُ} \]

The woman is red (SF)

\[ \text{الْمَرأَةَ حَدْرَةً} \]

The men are red (PM)

\[ \text{الرَّجُالُ حَدْرَةً} \]

The women are red (PF)

\[ \text{النساءُ حَدْرَةً} \]

The adjectives of physical defects are used similarly i.e. they also have to be in complete agreement with their nouns they qualify.

**Example:**

A lame boy came.

\[ \text{قَيِّمَ وَلَدٌ أَغْرَجُ} \]

I saw a lame boy.

\[ \text{زَأَيْتُ وَلَدٌ أَغْرَجُ} \]

I went with a lame boy.

\[ \text{ذَهَبتُ مَعَ وَلَدٍ أَغْرَجُ} \]

**Note:** It may be mentioned here that the adjectives of the colour and the physical defect of the singular number are treated as diptote as shown in examples above while the duals and plurals are triptote. However, if the singular adjective of colour or physical defect is bedecked with the definite article ‘ال’ then it is treated as triptote. In fact all diptote nouns in Arabic are treated as triptotes if they carry ال or if they are in construct position. For example we would say:

I went with the lame boy

\[ \text{ذَهَبتُ مَعَ الْوَلَدِ الأَغْرَجُ} \]
Some colours

بعض الالوان

White

بعض

مفرد

مفرد مذكر

أبيض

خمر

أحمر

أزرق

أسود

أخضر

أصفر

Red

حمراء

حمراء

حمراء

حمراء

حمراء

Blue

أزرق

أسود

أخضر

أصفر

Brown/ Tan

أصفر

أصفر

أصفر

أصفر

أصفر

Green

أخضر

أخضر

أخضر

أخضر

أخضر

Yellow

أصفر

أصفر

أصفر

أصفر

أصفر

Some physical defects:

بعض العيوب البدنية

One eyed

 synced

غول

غول

غول

غول

غول

Blind

غمي

غمي

غمي

غمي

غمي

Lame

غرج

غرج

غرج

غرج

غرج

Dumb

بكماء

بكماء

بكماء

بكماء

بكماء

Deaf

ضياء

ضياء

ضياء

ضياء

ضياء

Exercises:

1. Translate into Arabic:

A: 1) Is he blind?
2) Are they lame?
3) I saw a red car.
4) Did you meet the two deaf boys?
5) He met the Red Indians.
6) These two black girls are from Sudan.
7) What colour are your dogs?
8) My dogs are black.
9) I want to see a dumb boy.

10) These trees are tall and they have green leaves and yellow flowers.

(B) One day, in the early morning I went out for a walk. I came out of my house and saw a black dog. This black dog is in fact an unpaid watchman of this locality. There is a big group of dogs and bitches. There is a black bitch in this group. It has two black puppies and seven brown puppies. There are many other bitches in this group. Two bitches are black and five are brown. In this group there is a lame dog and a blind bitch. Two other dogs are blind and two more bitches are lame.

These lame and blind dogs and bitches do not move much from their place. The other healthy dogs and bitches take care of them. They help them with food. These are animals. Human beings are not this good. They have reasons and reasons to trouble and harm other people. I know an old and blind man. His people have abandoned him. Now he lives with other blind and lame people on the street. This black girl has a very sad story. She was lured away from her house by a handsome and brown boy. He exploited her and abandoned her. Now she lives on the street with all kinds of people. They are black. They are white. They are brown. Let us hope our society will do something to prevent the sufferings of the people. I was walking with so many things on my mind. I did not know the passage of the time. I had completed my round and now I was standing at my door. I had come back home.

2. Separate the adjectives of colours and physical defects from question no. 2 and 3 and use them in your own sentences.

3. Translate into English:

١. افْتَقَرَت سَيِّاءة سَوَاءً.
٢. قَدَّمَت إِلَى إِمرَاءَاتٍ غَفِيَاءٍ.
٣. مَا أَلْقَى قَبْيَعُكَ؟
٤. قَلْبُتِ الْحُكْمَةَ مَسَاوِيَةَ مَالِيَةً لِلْمَذَاقِ الْعَقْرِ.
ADJECTIVES OF COLOURS & PHYSICAL DEFECTS

5. زرّت منقطة عضراء جدا في ولاية كيرالا بالهند.
6. أسود وأبيض سواء.
7. الجاهاومة سوداء والقرة بضاء.
8. زرّت ولدنا أفرجين في المستشفى.
9. عاجل الدكّور بنا غرجة بنجاح.
10. هل تعرف أنك أصم وآفك؟

ب: مرة رأيت منظرًا مذهلاً للغابة. كنت أذهب في سيارتي السوداء إلى كليفز. كان النوراء الرئيسي موضوعًا للغابة بالسيارات. رأيت ولدنا أغرى مع ولده أغرّج. بدأ أهله صديقان ويسكنان ويعملان سوياً. جنس الولد الأغرج على منكب الولد الأغمي. وارتفعت الولد الأغرجولد الأغمي حتى عبر الطريق بسلامة. تعجبت كثيراً من هذه الصداقة العملية بين الأغمي والأغرج. بدأت أفكر في موضوع التعاون بين الجميع على نطاق واسع.

لتحقيق الرخاء والرفاهية في هذه الدنيا.

Glossary

الكلمات المصرية

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<tr>
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<th>SM</th>
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<td>صفراة</td>
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<td>(SF)</td>
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<td>To allocate, to set apart</td>
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<td>To live</td>
<td>سَكَنَ، يَسَكَنُ، شَكَّنَأ</td>
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<td>To guide</td>
<td>إِزْدَادُ، يَزَادُ، إِزْدَادَةَ</td>
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</table>

* Generally body parts in pairs are treated as feminine gender nouns.
To cross
Safety
To wonder
Practical
To begin
To think
Topic, subject
Cooperation
Wide, broad
Wider, broader
Scale, level
Prosperity
Prosperity
To achieve, to realise
The Number & The Noun Qualified
By The Number
العدد والمعدود

Cardinal Number

This is a private school for teaching the foreign languages.

For this school i.e. this school has a grand building.

In it i.e. it has three floors.

This school organises private lessons in all the major languages of the world including German, French, Chinese, Japanese, Arabic, English and Russian.

These are seven languages.

I study the Arabic language.

There are fifteen girl students and fifteen boy students in my class.

They are thirty boy & girl students in my class.

٢٦ الدرس —

العدد الأصلي

هذه مدرسة خاصة لتعليم اللغات الأجنبية.

لهذه المدرسة منى فخم.

فيه ثلاثة أدوار.

نظم هذه المدرسة الدروس الخصوصية في جميع لغات العالم الرئيسية، منها اللغة الألمانية واللغة الفرنسية واللغة الصينية واللغة اليابانية واللغة العربية واللغة الإنجليزية واللغة الروسية.

هي منبع لغات.

أدرس اللغة العربية.

هناك خمسة عشرة طالبة وخمسة عشرا طالباً في فصلتي.

هم ثلاثون طالباً وطالبةً في فصلتي.
There work in this school twenty five male teachers and twenty five female teachers. The number of boy & girl students in this school is estimated at one hundred (boy) students and one hundred thirty (girl) students.

### Numerals:

<table>
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<tr>
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<th>For Masculine Nouns</th>
<th>Arabic Numerals</th>
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<td>Seventy</td>
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<td>٨٠</td>
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<td>٩٠</td>
<td>Ninety</td>
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<tr>
<td>١٠٠</td>
<td>Hundred</td>
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</tbody>
</table>

**Group One**

Three boys came to my house.

Three girls came to my house.

I saw three boys in the playground.

I saw three girls in the playground.

I sat with three boys in the restaurant.

I sat with three girls in the restaurant.

**Group Two**

Thirteen boys came to my house.

Thirteen girls came to my house.

I saw thirteen boys in the playground.

I saw thirteen girls in the playground.
I sat with thirteen boys
in the restaurant.
I sat with thirteen girls
in the restaurant.

**Group Three**

One hundred boys came to my house.
One hundred girls came to my house.
I saw one hundred boys
in the playground.
I saw one hundred girls
in the playground.
I sat with one hundred boys
in the canteen.
I sat with one hundred girls in the restaurant

**Grammar:**

The usage of Arabic numerals is slightly typical. It is therefore essential to read this lesson very carefully and note the important points.

We have known that all nouns which have Taa Marboota ﺹ as their terminal letter, are feminine in gender. These Arabic numerals too are (adjectival) nouns and the same rule applies to them also. For example ثلاثة (three) is a masculine gender noun because it does not end with Taa Marboota ﺹ and if we suffix to it the Taa Marbuta ﺹ and say ثلاثة٤ it would be treated as a feminine gender noun because of the presence of the Taa marboota.

To learn the usage of these numerals quickly and correctly, following points have to be borne in mind:

The numbers given above are cardinal numbers i.e. العدد الاصلي.

The cardinal number in Arabic always precedes the noun it qualifies.

The numbers one and two i.e. إثنان٤ واحده٤ in the case of masculine nouns
and واحده in the case of feminine nouns are normally not used to indicate the singularity and duality of the noun as the same is denoted by the nouns themselves. For example كتاب or كتابا or كتابات in their respective cases shall mean only one book and likewise the dual form of the nouns shall enable us to dispense with the number indicating two. For example كتابين و كتابان shall mean only two books in their respective cases. And where these numbers are used, they shall be used only after the nouns they qualify as their adjectives and render their meaning into emphatic. For example كتاب و واحد and كتابان وانان shall mean “only one book” or “only two books” respectively.

For the convenience of the readers usage of Arabic numerals has been explained under three groups as follows:

**Group One**

The factual usage of the Arabic numerals begins from three onwards.

From three to ten if the noun qualified by the number is masculine, in that case:

1) The number shall be feminine i.e. the number with Taa marboota will be used.
2) The noun qualified shall be plural.
3) The noun qualified shall not admit the definite article.
4) The noun qualified shall be in the genitive case i.e. its terminal letter shall bear kasrah.

**For Example:**

Three boys came to my house.

I saw three boys in the playground.

I sat with three boys in the restaurant.

Where the noun qualified by the number is feminine, in that case:

the number shall be masculine in gender i.e. the number shall be without Taa marboota and other instructions shall remain the same as in the case of the masculine nouns as explained above.
For Example:

Three girls came to my house.

I saw three girls in the playground.

I sat with three girls in the restaurant.

Group Two

From eleven to ninetynine the noun qualified by the number shall be singular in the accusative case and the number shall be as per details below:

The "tens" from twenty onwards are common for both the genders i.e. twenty & thirty etc. will be used for the nouns of both the genders and also they will decline according to the case. In the nominative case these will end with ةً. For example if we want to say that: twenty boys/girls came to my house, we would say in Arabic:

ئَمْعَ عُشْرَنَ طَالِبًا إِلَى بَيْتِيِّ.
ئَمْعَ عُشْرَنَ طَالِبًا إِلَى بَيْتِيِّ.

In the accusative and genitive cases the number shall take ين termination.

Example:

I saw twenty boys.

I saw twenty girls.

I sat with twenty boys.

I sat with twenty girls.

In the case of eleven & twelve both the components of the compound number shall have to agree with their noun in gender. For example:

(A)

i) Eleven boys came to my house.
ii) Twelve boys came to my house.

(B)

i) Eleven girls came to my house.
ii) Twelve girls came to my house. 

قوَامُتْ إِلَيْنَا عَشَرَةَ بَنَّةٍ إِلَى بَنَّي.

In the case of twelve, the first component i.e. the unit only of this compound number in both the genders shall decline in the accusative and genitive cases. For example:

I saw twelve boys. 

رأَبِتْ إِلَيْنِي عَشَرَةَ وَلَداً.

I saw twelve girls. 

رأَبِتْ إِلَيْنِي عَشَرَةَ بَنَّة.

I sat with twelve boys. 

جَلَّسَتْ مَعِ إِلَيْنِي عَشَرَةَ وَلَداً.

I sat with twelve girls. 

جَلَّسَتْ مَعِ إِلَيْنِي عَشَرَةَ بَنَّة.

Eleven & thirteen onwards unto nineteen both the components of the compound number are indeclinable i.e. both the components shall carry fathah irrespective of the case of the noun they qualify in terms of nominative, accusative and genitive cases. For example, we would say:

Thirteen boys came. 

قَدِيمُ ثلاَثَةَ عَشَرَةَ وَلَداً.

I saw thirteen boys. 

رأَبِتْ ثلاَثَةَ عَشَرَةَ وَلَداً.

I sat with thirteen boys. 

جَلَّسَتْ مَعِ ثلاَثَةَ عَشَرَةَ وَلَداً.

In the case of twentyone & twentytwo & other similar numbers the "ten" component of the compound number shall be commonly used for nouns of both the genders and the "unit" component shall agree in gender with the noun they qualify and both the components of the number shall be declinable according to the case.

Example:

21 boys came. 

قَدِيمُ وَاحِدَاء وَعِشْرَةَ وَلَداً.

I saw 21 boys. 

رأَبِتْ وَاحِدَاء وَعِشْرَةَ وَلَداً.

I sat with 21 boys. 

جَلَّسَتْ مَعِ وَاحِدَاء وَعِشْرَةَ وَلَداً.

In the case of twenty three and other numbers till ninetynine (barring 31, 32 and similar numbers) the first component of the compound number shall be feminine in the case of a masculine noun and in the case of a feminine noun the same shall be in the masculine gender. Both the components shall decline according to the case.
Example:

23 boys came. قيم ثلاثة وعشرون ولداً.  
I saw 23 boys. رأيت ثلاثة وعشرين ولداً.  
I sat with 23 boys. جلست مع ثلاثة وعشرين بننا.  
23 girls came. قدمت ثلاث وعشرون بننا.  
I saw 23 girls. رأيت ثلاث وعشرين بننا.  
I sat with 23 girls. جلست مع ثلاث وعشرين بننا.

Group Three

In the case of hundred the noun qualified shall always be singular and in the genitive case. The number shall be declinable according to the case.

Example:

One hundred boys came. قدم مائة ولد.  
I saw one hundred boys. رأيت مائة ولد.  
I sat with one hundred boys. جلست مع مائة ولد.  
One hundred girls came. قدمت مائة بنات.  
I saw one hundred girls. رأيت مائة بنات.  
I sat with one hundred girls. جلست مع مائة بنات.

Figures of numbers in Arabic are written and read from left to right in declining order. For example: 120 i.e. one hundred twenty, would be rendered in Arabic similarly, i.e. one hundred will precede twenty and we would say مائة وعشرون.

The biggest number (in figures) is written at the extreme left followed by smaller numbers in order as in English except that from eleven unto ninetynine the unit shall precede the ten. For example in English we say twenty three but in Arabic we would say three and twenty (ثلاثة وعشرون).  

All components of the compound numbers in Arabic are linked with the conjunctive particle و except that in the case of eleven unto nineteen no conjunctive is used.
All numbers in Arabic are declinable according to their case except that in the case of eleven and thirteen unto nineteen the number shall never decline. From three to ten the noun shall be plural and in the genitive case. From eleven to ninetynine the noun shall be singular & in the accusative case. From hundred onwards the noun shall be singular and in the genitive case. In a bigger number the position i.e. اعراب of the nouns shall be determined in accordance with the smallest unit of the number. Suppose we want to say: one thousand one hundred boys. We would say this in Arabic as follows:

 ألف ومائتان ولهب

It is because the smallest unit in this big number is hundred which takes singular noun in the genitive case as explained undergroup 3 above. However, if we want to say:

One thousand one hundred fifty boys, then we would say this in Arabic as follows:

 ألف ومائتان وخمسون ولهب

In this case the smallest unit is fifty which takes a singular noun in the accusative case as explained under group 2 above. If we want to say:

One thousand one hundred three boys, we would say in Arabic:

 ألف ومائتان وثلاثة أولاد

The smallest unit here is three in which case the noun shall be plural and in the genitive case as explained under group 1 above.

**Exercises:**

1) **Translate into Arabic:**

(A)

1) I have a new book.
2) I hav read these two magazines.
3) There were five boy-students in the class.
4) I bought eight note-books.
5) I have studied in four colleges.
6) There are fifteen boys and fifteen girls in my class.
7) Who has taken eighteen spoons from my cupboard.
8) There are one thousand fifty students in my school.
9) I bought this pen for twentyfive rupees.
10) Two thousand is a big number.

B) Yesterday I went to the market. I bought one pen and two books. I also bought two notebooks. I paid Rs. 50/- for pen and Rs. 150 for the two books. The notebooks were of course cheap. I paid only Rs. 6/- for them both. On my way back home, I saw an accident. Two buses had collided. Three girls died on the spot while fifteen men and eleven women received serious injuries. About three hundred persons had assembled there. In the meantime the police came and dispersed the crowd.

Translate into English:

عندما كنت جالسًا ليُغرد في قيمٍ إلى طلابي وقلّوني ليَظلّي للْمُعَوْنَة المَحَمَّلَة من الجامعة. قلت لهم: هناك لجنة تتكون من ثمانية أعضاء لإغاثة مثل هذه الطلبة وعندنا حوالي خمسين طلبة. سيرتبط هذه اللجنة قريبًا لِلْجَمْهُورِيَّة، من الضُّروري أن نعرف أن المبلغ المتوافق لدينا لهذا الفرض هو فقط أربعة آلاف روبية. وإذا قسمنا هذا المبلغ بين جميع المحتاجين فسيحصل كل محتاج على ثمانية روبية فقط.

Glossary:

I have

المَحْمَّلَة

Magazine

الْمَجْلَّة (SF)

To buy

إِشْتَرَى، يُبْتَرَى، إِبْتَرَاءُ

To study

دَرْسُ، يُدْرَسُ، دَرْسَا

Who

مِن، الْذِّي، الْلَّي

To take

أَخْذُ، يُتَخَذُّ، أَخْذًا

Spoon

الْمَلْعَقَة (SF)

Cupboard, vault

الْخَرْيَة (SF)

Cupboard

الْدُّوَّالَة (SM)

Number

الْعَدَّة (SM)

Day

الْيَمَمُ (P)

Saturday

الْسَبْبَت (P)

Sunday

الأَحْدُ (P)

Monday

الْإِلَيْثَ (P)

Tuesday

الْكَلَّاَءُ (P)

Wednesday

الأَرْبَعُاءُ (P)

Thursday

الْخَمِيسِ (P)

Friday

الْجَمَعَةُ (P)
Help
To consist (of)
To be available
To divide
Applicant
Committee
To consider
LESSON—27

The Number & The Noun Qualified
By The Number

الدرس—٢٧

العدد الوصفى

Ordinal Numbers

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<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>الأولى</td>
</tr>
<tr>
<td>Second</td>
<td>الثانية</td>
</tr>
<tr>
<td>Third</td>
<td>الثالثة</td>
</tr>
<tr>
<td>Fourth</td>
<td>الرابعة</td>
</tr>
<tr>
<td>Fifth</td>
<td>الخامسة</td>
</tr>
<tr>
<td>Sixth</td>
<td>السادسة</td>
</tr>
<tr>
<td>Seventh</td>
<td>السابعة</td>
</tr>
<tr>
<td>Eighth</td>
<td>الثامنة</td>
</tr>
<tr>
<td>Ninth</td>
<td>التاسعة</td>
</tr>
<tr>
<td>Tenth</td>
<td>العاشرة</td>
</tr>
<tr>
<td>Eleventh</td>
<td>الحادية عشرة</td>
</tr>
<tr>
<td>Twelfth</td>
<td>الثانية عشرة</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>الثالثة عشرة</td>
</tr>
<tr>
<td>Fourteenth</td>
<td>الرابعة عشرة</td>
</tr>
<tr>
<td>Fifteenth</td>
<td>الخامسة عشرة</td>
</tr>
<tr>
<td>Sixteenth</td>
<td>السادسة عشرة</td>
</tr>
<tr>
<td>Seventeenth</td>
<td>السابعة عشرة</td>
</tr>
<tr>
<td>Eighteenth</td>
<td>الثامن عشر</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Nineteenth</td>
<td>التاسع عشر</td>
</tr>
<tr>
<td>Twentieth</td>
<td>العشرون</td>
</tr>
<tr>
<td>Twenty-first</td>
<td>الحادي والعشرون</td>
</tr>
<tr>
<td>Twenty-second</td>
<td>الثاني والعشرون</td>
</tr>
<tr>
<td>Twenty-third</td>
<td>الثالث والعشرون</td>
</tr>
<tr>
<td>Thirtieth</td>
<td>الثالثون</td>
</tr>
<tr>
<td>Fourtieth</td>
<td>الرابعون</td>
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<tr>
<td>Fiftieth</td>
<td>الخامسون</td>
</tr>
<tr>
<td>Sixtieth</td>
<td>السادسون</td>
</tr>
<tr>
<td>Seventieth</td>
<td>السابعون</td>
</tr>
<tr>
<td>Eightieth</td>
<td>الثامنون</td>
</tr>
<tr>
<td>Ninetieth</td>
<td>التاسعون</td>
</tr>
<tr>
<td>Hundredth</td>
<td>المائون</td>
</tr>
</tbody>
</table>

Ordinal numbers are those which indicate the position of a person, place or thing. This meaning of the number is expressed by "First, second and third" etc. in the English language. Similarly, we have ordinal numbers in Arabic. In Arabic all the ordinal numbers are derived from the cardinal numbers except the "first". The word to indicate this is 

الإزل

While discussing cardinal numbers, it was emphasized that from three to ten the gender of the number shall be opposite to the gender of the noun. And in the case of 13 & 14, 23 & 24 and similar compound numbers the first component of the number shall be opposite to the gender of the noun.

However, in the case of ordinal numbers this does not obtain. Here gender of the number shall have to be in agreement with the gender of the noun as per details given below: From one to ten the masculine noun will take masculine number i.e. without Taa marboota ٠ and it shall be used like an adjective after the noun it qualifies.
This is the third part of the book.
I bought the third part of the book.
I read this idiom
in the third part of the book.

Where the ordinal number is used in a meaning similar to that of the superlative, it is used before the plural of the noun defined either by the definite article or that plural noun should be in construct phrase.

Example:

The third son of his father came.
I saw the third son of his father.
I sat with the third son of his father.
The third daughter of her father came.

From eleventh to nineteenth, although both the components of the compound number shall agree in gender with the noun they qualify. however, both these components shall be in the accusative case irrespective of the position they hold in the sentence.

Example:

The thirteenth boy came.
I saw the thirteenth boy.
I went with the thirteenth boy.
The thirteenth girl came.
I saw the thirteenth girl.
I went with the thirteenth girl.

From twentieth onwards—whatever the number the number agrees with the noun in gender and they are thoroughly declinable according to the case:
Example:

The twentyfifth boy came

I saw the twentyfifth girl

I sat with the ninetyninth girl

The hundredth boy came.

The one thousand and hundredth girl came.

It is important to note that all the components of the ordinal number take the definite article.

It may be mentioned here that both the cardinal numbers and the ordinal numbers generally have sound plurals on the pattern of sound plural feminine.

Example:

Three

Fours

Fives

Twenties

Fifties

These plurals decline as per rules explained in respect of sound plural.

Fractions are expressed as follows:

half

one third

one fourth

one fifth

one sixth

one seventh

one eighth

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{6}$

$\frac{1}{7}$

$\frac{1}{8}$
one ninth  

١/٩

one tenth  

١/٠

Suppose we want to say 1/6, 2/6 & 3/6 we would say in Arabic:

١/٦
٢/٦
٣/٦

These fractions are common for nouns of both the genders and they are declinable.

Suppose we want to say 55 upon 250, we would say in Arabic:

٥٥٠/٢٥٠٠

If we have decimated figure, then we would say:

٥٥٠/٢٥٠٠

٢٥.٨

These figures are generally separated with ر in Arabic, as follows: ٢٥٨

Every increasing figure after decimal shall be subtracted from the next figure. Example:

٥٥٠/٢٥٠٠٠٠

٢٥٨٨٨

Exercises:

(1) Translate into Arabic:

(A) 1) He left India for Japan on 31st of May last.

2) She is my first daughter

3) The first item on the agenda is confirmation of the minutes of the last meeting.

4) He is the twenty-sixth president of our co-operative society.

5) Divide this amount into three equal parts and give one-third to the servant and the remaining two-thirds to the shopkeeper.
6) He has completed his hundredth year on eleventh January last but he still looks quite healthy.

7) I shall receive my hundred- twenty first salary next month.

8) Sir, I want to marry your second daughter.

9) He spends one-fourth of his salary on smoking; another one-fourth on drinking; the third one-fourth on gambling and the remaining one-fourth on eating. This is the reason that he is so weak and looks pale.

10) I have taken this idea for my story from the fourteenth story of the book you had given me.

(B)

Now we have entered the twentyfirst Century. Though we have made a lot of progress in all the fields of human life & information, but peace is still far away. With the advent of nuclear weaponry the threat of the third war is hanging over our heads. This thought is hair raising because if it happens, God forbid, then the destruction will be much more than what it was during the first & the second world wars. It is feared that the entire world would be ruined.

(2) Translate into English:

في الشهر القادم في اليوم الثالث عشر سوف نحتفل بعيد رواجنا الحامس والعشرين. إننا نحن هذه الفكرة من جارتنا سيدي آلذى نحتفل بعيد رواجنا الرابع والعشرين في الأسبوع من الشهر الماضي. سيطرنكسن في البيت الملاصق لبيتنا منذ ما بقي على ثلاثة أعوام. هو كبير السن و لكنه نسيان نسيان و يود الاختلافات. ونتوصي أن لا أدع فرصة تفقت و أن أقيم حفلات لأقرب الأقرباء و الأصدقاء لأن الحفلات تكون مناسبات لتجديد و تأديب غير القرباء والصديقات. فأخذت هذه النصيحة من حيث بدئية و هذه أول حفلة أقنعنا هيئة في بيتي. أطلع إلى إقامة منزل من الحفلات في الأيام القادمة. إن شاء الله. وما زايك في هذه الفكرة؟
Glossary:

الكلمات العسيرة

To leave
غادر / يغادر / مغادر

Japan
اليابان

Item
زوج (SM) بُنْد

Agenda
جدول (SM) جداول

To confirm
أكد / يؤكد / تأكيداً

Minutes (of a meeting)
محاضر (SM) مُحاضرة

Meeting
اجتماع (SM) إجتماعات

President
رئيس (SM) رؤساء

Society
مجمع (SM) مجموعات

Co-operative
تعاوني (Adj. SM)

To divide
قسم / يقسم / تقسيماً

Amount
بلغ (SM) مبلغ

To give
أعطى / يعطي / إعطاء

Part
جزء (SM) إجزاء

Equal
مساوي (Adj. SM)

Servant
خدم (SM) خادم

Shopkeeper
صاحب المحل / أصحاب المحلات

Master: owner
صاحب (SM) أصحاب (P) مالك / ملاك

Shop
صاحب (SM) محلات (P) دكان

To look; to appear
ظهر / يظهر / ظهرًا

To receive
إستلم / يستلم / استلامًا

Salary
مَوْزَبَت (SM) مروزبات

To want
أحب / يحب / محببة

To marry
تزوج / يتزوج / تزوجًا

To spend
انتفق / ينتفق / انتفاقًا

To smoke
دخان / يدخن / تدخيناً
Another; other  (P)  آخر( SM)  آخر( SF)  آخر( P)
To drink  شرب( P)  شرب( SM)  شرب( SF)
To gamble  قامرة( SM)  قامرة( SF)  قامرة( P)
To eat أكل( SM) أكل( SF) أكل( P)
Reason  سبب( SM)  سبب( SF)  سبب( P)
That  أن( P)  أن( SM)  أن( SF)
That he is  إنه( P)  إنه( SM)  إنه( SF)
Weak  ضعيف( P)  ضعيف( SM)  ضعيف( SF)
Idea  فكرة( P)  فكرة( SM)  فكرة( SF)
Story  قصة( P)  قصة( SM)  قصة( SF)
To publish: To announce  أعلن( P)  أعلن( SM)  أعلن( SF)
Result  نتيجة( P)  نتيجة( SM)  نتيجة( SF)
A.D., Christian era  للميلاد( P)  للميلاد( SM)  للميلاد( SF)
To consist (of)  *  تتكون( P)  تتكون( SM)  تتكون( SF)
Page  صفحة( P)  صفحة( SM)  صفحة( SF)
To teach  درس( P)  درس( SM)  درس( SF)
Class-room  فصل( P)  فصل( SM)  فصل( SF)
Office  مكتبة( P)  مكتبة( SM)  مكتبة( SF)
Administrative  إداري( P)  إداري( SM)  إداري( SF)
To remain بقى( P)  بقاء( SM)  بقاء( SF)
House  بيت( P)  بيت( SM)  بيت( SF)
Teacher  مدرس( P)  مدرس( SM)  مدرس( SF)
To dirty; to make dirty  وسخ( P)  وسخ( SM)  وسخ( SF)

* Like in English, Arabic has verbs which take direct objects, e.g. أكل الموز (I.e. 'he ate banana' and it also has verbs which take indirect objects i.e. there would be a preposition between the verb and the object e.g. هذا الفضل بفضل على خمسين طالبًا.)
To get up, to stand up
وقف، يقف، وقفاً
To deliver (lecture)
القى، يلقى، إلقاءً
Lecture
محاضرة
(P) محاضرات
(SF)
About
حوَلُ، عن
Necessity
ضرورة
(P) ضرورات
(SF)
To bring near
قربُ، يقرب، تقربًا
Different
مختلفُ
(Adj SM)
Component
مكون
(P) مكونات
(SM)
People
إنسان
(P) أُناس
(SM)
Milk
لبان
(P) لبان
(SM)
To mint (money, coins)
سكَّ، بَسكَ، سَكًا
Remaining
باقٍ
(Adj SM)

** Before a plural noun of either gender, it is always مَحْتَلَفٌ and where it follows a noun it is read as مَحْتَلَفٌ and agrees with the noun in gender.
One evening,
Mr. Ramamurti returned
from his office early.
He was very tired.
His wife saw him and went to him
in order to know the reason.
And she asked him: How are you?
What happened to you?
He said: It seems that
fever has struck me (I caught fever)
I remained feverish
all the day long.
She said: Did you go to the doctor
to take medicine?
He said: No, I do not want to go to
the doctor because the fever
has gone down now.
It is enough that you prepare half cup of
boiled water with a little ginger
and some sugar and black pepper,
so that I (can) drink it.
And after one hour, God so willing,
everything will be (as desired)
all right.
The wife touched his forehead
and said that the fever
had not yet gone down and this
indigenous medicine
will not benefit you.
Let us go to the doctor.
He might give you some medicine
that will cure you quickly.
Perhaps the doctor gives you an injection
which will cure you immediately.
He said: I wish I were able
to walk, but I am feeling
extremely weak as if the strength
has been extracted from my body.
She said: Then I contact the doctor
on telephone in order to call him
to our home.
Mr. Ramamurti kept quiet as though he
agreed with her.

Grammar

There are particles which cause fathah to the terminal letter of the present imperfect verb. These particles are as follows:

That
· Never
PARTICLES THAT CAUSE FATHAH TO ...

So that, in order that
Then, in the case

Anyone of these four particles above and a few more like حَتَّى cause fathah to the terminal letter of the present imperfect that it precedes and the verb is considered to be in the subjunctive mood and in places where the fathah cannot be given, they cause all the "noons" i.e. the letter ن to drop except in the case of III & II person plural feminine.


ل defines the meaning of the present imperfect verb to the future negative. For example لا يُذْهَب may mean depending on the context:

(1) He does not go.
(2) He is not going.
(3) He will not go.

However, أَذْهَب shall mean: He will not go or the emphatic: He will never go.

أَذْهَب generally define the meaning of the present imperfect to 'causative'. For example: كَي أَذْهَب will mean: So that I go and so on. Particle إِذْن إِذن literally would mean: 'in that case' and it is used before an imperfect verb to answer or complement an intention. For example if you say: سُوف أَذْهَب غداً i.e. I will visit you tomorrow then the addressee would say: إِذْن تَشْرُب الشَّاي مَعَنَا : in that case (or then) you will drink tea with us.

The particle أَذْهَب, besides being followed by a verb in the subjunctive mood, is usually preceded by a verb expressing desire. For example: أُريد أَذْهَب

In this case the meaning is rendered into infinitive. Hence, the sentence above would mean: I want to go.

It may also be preceded by a verb indicating probability or a similar meaning in which case the meaning in English would be expressed by 'might or may'. For example: يُخْتَمِل أَذْهَب غداً I might visit you tomorrow.

Following is the sample conjugation with one of the foregoing particles that cause fathah to the present imperfect:

<table>
<thead>
<tr>
<th>S.M</th>
<th>III person</th>
<th>He will never go</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>أَذْهَب</td>
</tr>
<tr>
<td>D.M.</td>
<td>III person</td>
<td>أَذْهَب</td>
</tr>
</tbody>
</table>
and & لَكِنُ، لِيَتْ، كَانَ، أَنَّ، أَنْ are particles which cause fathah to the terminal letter of a noun and in case of pronouns, only the 'inseparable' pronouns are used. أَنَّ & أَنْ are used in the meaning of 'that' to connect two parts of a sentence. For example:

He said that he wants to visit me.

قَالَ يُرِيدُ زِيَارَتِي.

I heard that he has expired.

سَمِعَ أَنَّهُ تُوقَى.

إنْ is used after فَأَلَ and its different forms while أَنْ is used after all other verbs.

كَانَ means 'as if' as though' For example:

The teacher scolded me

وَتَخُنِّى المَدْرَسَ

کَانَ اِخْمَائَاتُ as if I had committed the mistake.

There is one causative لَ with kasrah under it, however, it causes fathah to the present imperfect. For example:

He is coming to take you with him.

هُوَ قَادِمًا لِيَأخْذِكَ مَعَهُ.

This causative لَ is used as above and occasionally it is prefixed to کَيَّ to say لَکِيَ. لِیَت means: would that, I wish'. For example:

I wish the boy had passed the examination

لِیَتَ الْوَلَدُ نَجَحَ فِي الْامْتِحَانِ

لِکَنُ means: 'but, however'. For example:

The teacher beat the boy but the principal did not interfere.

ضربَ المَدْرَسُ الْوَلَدُ لِکَنُ

الْعَمِيدُ لَمْ يَتَدْخُلَ
PARTICLES THAT CAUSE FATHAH TO ...

لَفَّ means: 'perhaps'. For example:
Perhaps the teacher is present
in the room.

Point should also be noted that occasionally لْكِنْ is used as i.e. with
sokoon on its terminal ن and in this case لْكِنْ is generally followed by a
verb, e.g. لْكِنْ لَا أُرَبِّدَ أَنْ أَكْلَلْ i.e. but I don't want to eat.

Exercises

1) Translate into Arabic:

Once upon a time there lived an ascetic at the top of a mountain. He had
taken an oath that he would not move from his place in order to beg for
food. He said that he would eat only the fruits. He also promised himself
that if he does not find food he will drink only water and express his
gratitude to God. This place was infact very beautiful and had plenty of
fruits and a spring of water. This place appeared as though it were a piece
of heaven. But perhaps God had decided to put this ascetic to test. Soon the
trees started withering till all of them dried up in two or three months' time.
The ascetic got up one morning and found that the spring of water also had
dried up. The ascetic looked upto the sky as though he was complaining but
did not come down for food or water. He spent the day without water and
food but in the evening he felt the pinch of hunger and thirst. He left his
hut in the evening and climbed down the mountain in search of food.

Translate into English:

ذَهَبَ وَلْدٌ رَأَعٌ إِلَى مَرْجٍ فِي الْجَبَالِ خَارِجَ الْقَرْبَةِ لِيَرِى عَنْصَمَةً فَأَرَادَ أَنْ يُمْرَحْ مَعَ أَهْلِ الْقَرْبَةِ.
فَضَاحَ بِأَغْلَى ضْوَاهْرِهِ: الْذَّنْبُ... الْذَّنْبُ... جَاهَلَ أَهْلَ الْقَرْبَةِ مَعَ العَصِيَّةُ وَ الْخَناَجِيَّةِ كَيْ نُسَاعِدُهُ وَ
يُخْرِجَوْهُ مِنَ الْمَأْوَقَ. وَلَكِنْهُمْ اِنْبَعَشُوا عِنْدَمَا رَأَوا الْوَلْدَ الزَّعَّاعِ جَالِسًا مُّنْكِنًا صَخْرَةً صَغِيرَةً وَ
هُوَ يُضْخَلُ. غُصِبَ أَهْلُ الْقَرْبَةِ مِنَ الْوَلْدَ وَ نُهْرَهُ وَعَاذَوْا إِلَى الْقَرْبَةِ. فَعَضَّتْ كَيْمَةً وَجَاءَ دَنْبٌ
مَّرَّةً حَتَّى إِلَى التَّمْرِيْقَ وَ أَخَذَ الْوَلْدُ يُصْحِحُ لِلنَّجَدَةِ وَ لْكِنْ لَلَّمْعِرْفِ لَمْ يَمْتَأْ أَحَدٌ مِنْ الْقَرْبَةِ لِنَجِيهَهُ وَ
فَنَكَّ الْذَّنْبُ بعَدَّةٍ مِنَ الْعَفْمِ. فَقَالَ الْوَلْدُ فِي فِلْهِ: أَيْيَّاهُ لَمْ يُمْرَحَ مَعَ النَّاسِ فِي الْمَرَّةِ السَّابِقَةِ.
Glossary

Once upon a time

Ascetic

Top, peak

Mountain

To take an oath, to swear

To move

In order to, so that

To beg

To eat

To promise

To express

Gratitude, thanks

Infact

Plenty

Spring (of water)

To appear

Hut

To climb down

In search of

Shepherd

Meadow

Village

To tend, to graze

To intend, to want

To joke

To shout

Wolf

Baton, stick
Sickle
So that, in order to
To help
To save, to extricate
Difficult situation
To be surprised
To recline (on)
Rock
To laugh
To become angry
To chide
To return
To pass
In fact, in reality, really
Help
For help
Sorrow, grief
Unfortunately
To come
Nobody came
To slay, to kill
I wish, how I wish
Hamid is our classmate.

He is intelligent and hardworking.

Also he is a big sportsman.

We see him either in the class-room or in the library or in the playground.

We find him busy all the day long.

In the last final examination Hamid passed with distinction.

At this occasion he held a big tea-party in his house, and invited all his classmates.

I reached his house five minutes before the scheduled time.

Nobody had come by that time except Nabeel and he is his fast friend.

At he scheduled time the invitees started reaching in groups and singly.

In half an hour time all the students had come except one (student).
All (the students) sat in
the drawing room and started talking on
different topics.
including studies & examinations.
Then slowly the conversation shifted to
Hamid’s grand (distinguished) success.
Some of us decided
to have with him heart-to-heart talk
regarding the secret
of his distinguished success.
At this very moment Hamid appeared
to us and invited us to
the house garden where
he had arranged the party.
We got up and moved towards
the garden where we found
every thing ready.
I proceeded towards Hamid
till I got close to him.
We (both) stood facing all (others) and I
said: Dear friends!
In fact it is a very happy occasion
not because it is a tea-party
but because it is an occasion to celebrate the
success of our dear friend.
In fact there is a lesson in his success for all of us, the students. Now, when we congratulate our friend on his success and wish all good for him in the future, we also request him to tell us in a few words the secret of his all round success in life so that we take guidance from it. All the people welcomed this idea and supported it.

Hamid said: My dear friends, I seize this opportunity to thank you all for attending my party. I would also say that I don't have anything that you don't have except that I set my time-table.

There is time for everything in my time table. Dear friends, there is nothing on the surface of this earth which could enable a human-being to acquire success except regularity, punctuality and sincere efforts to realise his goals in life.

I think it is sufficient to say and invite you all to take tea.
Grammar:

Before explaining the "Exceptives", and their specific and peculiar usage in the Arabic language, it is necessary to point out that exception so made can only be of person/s from a group of persons and of articles from a group of similar articles and of animate or inanimate objects from a group of similar animate or inanimate objects. That is to say, we cannot except a monkey from a group of human-beings and/or otherwise (except where the usage is rhetoric). So also we cannot except an inanimate object like table from a group of animals and/or otherwise.

As should be amply clear from the foregoing details the exceptive is a word which singles out object/s from a group of similar objects. For this purpose, in English we use the word "except" or "save". In Arabic we use quite a few words for the purpose. Of these ُلُعْلُعْ is the most frequently used. It is used as per details given below:

1. The noun excepted is placed after ُلُعْلُعْ.
2. The noun excepted is placed in the accusative case i.e. its terminal letter is given fathah.

Example:

1. The students have come except one student.
2. I saw the students except one student.

You can see for yourself that in the two sentences above, the nouns excepted are placed in the accusative case. If you keenly observe sentence no (1) above, you will find that the excepted noun is supposedly in the nominative case as this would simply mean that:

The students came
and one student did not come.

and in sentence no (2) above, the excepted noun is in the accusative case as it would mean that:

I saw the students and I did not see one student

However, in both the cases the excepted noun is ُمُعْلَب and it should be in the
accusative case as per rules explained in the foregoing lines in this regard.

Another factor worth noting is that the first parts of the two sentences preceding the exceptive إلا are in the positive sense. In this case the excepted noun shall be always in the accusative case.

However, where the sentences are negative, the noun/s after the exceptive may be in the accusative case. For example:

1) The students did not come except one student.

2) I did not see the students except one student.

3) I did not sit with the students except one student.

It may also be noted here that in such cases the case terminal of the excepted noun may be in accordance to the sense of the meaning. For example the sentence (A) above would mean that ‘only one student came’ and hence rules permit to say:

Aً ماقيدم الطلاب إلا طالب

Similarly, sentence ‘B’ would mean that ‘I saw only one student’, and hence ‘student’ is object of the verb رأيت and therefore we would say:

Bً مارأيت الطلاب إلا طالب

In the case of the third sentence i.e. sentence ‘C’, it would mean that ‘I sat with only one student’ and hence, rules permit to say:

Cً ماجلسنت مع الطلاب إلا طالب

In brief we can say that the ‘exception’ إلا:

(i) Causes fathah to the terminal letter of the noun that follows it provided that the clause preceding it is in the positive sense.
EXCEPTIONS

(ii) May cause Fathah to the terminal letter of the noun that follows it even where the clause preceding it is in the negative sense.

(iii) May cause the applicable case terminal if the sentence were rendered in positive sense.

Apart from the exceptive إلا there are a few more words which are less frequently used as the exceptives. They are: عدا، خلا

These exceptives normally cause kasrah to the terminal letters of the nouns. For example:

The students came except one student.

The students came except one student.

However, where the exceptives عدا and خلا are preceded by the word ما they admit only the accusative case to the excepted noun.

The students came except one student.

The students came except one student.

In addition to the exceptives mentioned above, there are some more words used as exceptives or in a way very similar to them.

I have also dealt in this lesson with لا of General Negation i.e. لا نفي الجنس. This لا of General Negation is followed by a Common Noun of singular number in the accusative case with only one Fathah. For example we say:

There is no body (not a soul) in the house.

There is no doubt in it

Exercises:

1. Translate into English:

كان الوقت ضاحىاً حوالي الساعية العاشرة. كتبنا الجيل في غزوة القدرية إذ ذك جروش الياب. قاموا للخادم ليذهب إلى الباب وفتح الباب. غاد الخادم وقلب غن قدوت الطلب. فطلبت منه أن يخلصهم في غزوة الشمال. فتوجهوا أيضًا إلى غزوة الشمال. ونذب دخل الطلبة الغزوة. كان قديم كل الطلبة إلا طالبيًا خميساً وحنيانًا. سألت المونوجين عن خميساً وحنيانًا مدب عن طالبًا وفع خميساً من الأروتين وأخذته إلى المستانف. عدا خميسًا بعد إدخاله المستانف معا عابداً. هو الآن مع خميسًا في المستانف. سألتهم هل بلغتم مدير
2. Translate into Arabic:

Yesterday I took the students of my class to the city's zoological garden. It is the biggest zoological garden in our country. It has a large number of animals and birds. I requested to see the director of the zoo. The director received me with a courtesy smile in his office. I told him we needed a guide to conduct us systematically in the zoo. He told me he had no guides. However, he called one senior employee and instructed him to accompany us and to show us through the zoo. We started our tour inside the zoo from cage to cage in the wild animals corner. All cages had ferocious animals like lions, tigers, leopards, wild cats etc. except one huge cage. It was empty. Out of curiosity I asked why that cage was empty. Our companion told us that the cage was meant for a pair of white tigers. The tigress begot three cubs two months ago. For some unknown reason two of the three cubs died. The pair became suspicious of everyone approaching the cage. They did not allow anyone to go close the cage except an old employee. One day this old employee entered the cage. In affection he lifted the cub but the pair were angry and attacked the old man who died inside the cage itself. The pair were furious. With great difficulty we removed the tiger family to seclusion and took away the dead body of the old man. Later the pair stopped eating anything as if they were in mourning for the old man they had killed. The mother did not have any milk to feed the cub. In a few days time they all died one by one.

3: Make sentences/ running paragraph using all/some of the exceptives given below:

سوى, ماسوى، خلا، ماخلا، عدا، ماعدا، إلا، غير

4: Use لا of general negation in your sentences/paragraph.
Glossary

الكلمات العسيرة

Intelligent (adj) (P) ذكيٌّ (Adj SM) ذكيٌّ
Sportsman (P) رياضيٌّ (Adj SM) رياضيٌّ
Either …or (P) إذاً ... أم
Decision (P) قرارات (SF) قرارات
Occasion (P) مناسبة (SF) مناسبات
To hold (party) (P) حفلة (مفعمة) حفلة
Party, function (P) حفلات (مفعمة) حفلات
To invite (P) دعوة، دعوة دعوة
To reach; to arrive (at) (P) وصل، وصل وصل
Residence; house (P) بيت (SF) بيوت
Before; ahead of (Adv. of time used as preposition) قبل
Minute (P) دقيقة (SF) دقائق
To come (P) قدم، قدم قدم
Close friend, bosom friend (P) صديقٌ حميمٌ، أصدقاء حميمون
Specified, scheduled (Adj SM) محددٌ
Invitee (P) مدعو (SF) مدعوون
Group (P) مجتمعة (SF) مجتمعات
Individual (P) فرء (SF) أفراد
In groups & singly (Adverb of manner) (将来) جماعات وفراء
To receive, to welcome (P) استقبل، استقبل، استقبال الاستقبال
Drawing-room (P) باذلة، باذلة باذلة
To exchange (P) خذئب، خذئب، حوارات SM (将来)
Conversation, talk (P) موضوع (将来) موضوعات
Topic, subject (P) محتوى (Adj SM) محتويات
Different
Studies (P) دراسات (SF) (Adv. of manner) فُرُوضًاً، رَوَعًاً
Slowly (To shift, to drift) (conversation) إنِّفَلَتْ، يَنْتَفِقْ، إنِّفَالًا
Success (P) نجاح (SM) نجاحات (Adj SM) عظيمًاً
Great, grand (Adj SM) مضمومًاً (على)
To be determined (upon) (Adj SM) مُحدَدًاً
Some, a few (SM) عدّة (P) اغْدَاة
To have heart -to-heart talk (P) فَاتَحَ، يَفَاتِحُ، مَفَاتِحَة
Secret (SM) أسرار (P) سِرُّ
To appear ظهرًا، يَظَهَّرُ، ظُهَرًا
To organize, to arrange نظِمًا، يَنْظُمُ، نُظِمْماً
To stand up; to get up قامًا، يَقُومُ، قِيَاماً
To move تَحْركُ، يَتَحَرِّكُ، تَحْركًا
Where (P) أين
To find (P) وَجَدَ، يَجُدُ، وَجِداً
Ready (Adj SM) مستعدًا، جاهزًا
To proceed to, to head towards (P) توجَّهًا، يَتَوجَّهُ، توجَّهاً (إِلَى)
Towards (Adv. of place) نَحْوًا
Dear (Adj SM) عزيزًا (إِبْنَاءُ، إِبْنِاءً)
To celebrate (P) احتفالًا، يَحْفَلُ، احتفالًا (ب)
To congratulate (P) هتًا، يَهْتُ، هِنَّة
To wish (P) وُذًا، يَوْذُ، وَذًا
Future (P) مستقبِلًا
To request (P) رُجُوهُ، رَجَاهُ
Word (P) كلمة (SF) كلمات (Adj. SM) شاملًا
Advice
To give lesson, to take (class)
To become
To welcome
To second; to support
To grab; to seize (opportunity)
Opportunity
To thank
To attend; to be present
To be found
Except
Programme
To allocate
To enable
Regularity
Punctuality
Effort
Sincere
To realise; to achieve (goal)
Goal
To be sufficient
Inception
To clean
To decorate
Class
Private; characteristic
Teacher (P) مدرِّس (SM)
Sick (P) مريض (SM)
Dress; uniform (P) زي (SM)
School (pertaining to) (Adj. SM) مدرسي
To send back, to return (P) عاذا، عيده، إعادة، رجع، رجعنا
Peon (P) عامل (SM)
Staff
Finally (P) نهائياً
To ask; to request (P) طلب، يطلب، طلباً
Of, about (P) حول، عن
General knowledge; General information (P) معلومات عامة
To answer (P) أجواب، جواب، جواباً
Question (P) سؤال، سؤال (SM)
Happy (P) سعيد، سعداء (SM)
(Grass) pasturage (P) غنَب
Performance (P) أداء، آداءات (SM)
Strange; wonderful (Adj. SM) غريب، غريبة
If (P) إذا، إن
To need; to want (P) احتاج، احتج، احتجاجًا
Hurry (P) عجلة، سرعة
In need of (P) محتاج، محتاجاً
Sociology (P) علم الاجتماع
Well-known (P) معروف
To search (for), to look for (P) يبحث، يبحث (عن)
Catalogue (P) فهرس (SM)
Classified
To copy; to note down
Department; section
As per, according to
Written
Recorded; written
To waste
Exercise; training
To accompany
To make tired
Empty handed
To determine (upon)
To ring
Bell
Study/ Study room
To tap, to rap, to knock, to ring
The bell rang
To gesture, to beckon
To inform
Drawing room
To answer, to reply
To be lucky
To fall, to be situated
Vice chancellor
Concerned people
Warden of the hostel
To reassure
Zoological garden

استنساخ، يُستنسخ، استنساخاً
قِسْمَ (SM) أُقسام (P)
طبقاً لـ، وفقاً لـ
مكتوب
مسجل، مكتوب
اضع، يوضع، إضاعة
تدريباً (SM) تدريباً (P)
رفاق، يرفق، مرفقة
تغيب، يغيب، إغبى
صفر اليدبين
ضمم، يضمم، (على)
رن، يرن، رنة
جرس (SM) أجراس (P)
غرفة الدراسة
دق، يدق، دقاً
دق الجرس
أووما، ينوي، ينوي، بلغ، يبلغ، تبلغ
غرفة الإسفنج
رد، يرد، ردًا
توافق، يتوافق، توافقاً
وقع، يقع، وقع
مدير الجامعة
الأشخاص المعنيين
مراقب الداخليّة
طمان، يطمئن
حدِّيقَة الحيوانات

EXCEPTIVES
Courtesy smile
Guide
To guide, to conduct
Systematically
Senior employee
To instruct, to give instructions
Out of curiosity
Companion
Cub
To be suspicious, to suspect
To approach
In affection
To lift
Pair, spouse
To be angry
Furious, angry
With great difficulty
To remove, to drive away
To take out
To stop
To mourn
In (the state of) mourning
To feed, to suck (at mother's breast)
To nurse, to suckle
In a few days time
One by one, one after the other
The boy students and the girl students were waiting for the teacher.
The bell rang. The teacher opened the door gently and entered the room gracefully.
The (boy and girl) students got up as a mark of respect for him.
Then they sat on the chairs calmly and put their satchels in front of them.
After that each student took out his book from his satchel silently and opened it on the lesson of the day carefully.
The teacher took a book and a piece of chalk. He walked to the blackboard slowly.
He started writing on the blackboard difficult words with their meanings.
Then he explained the lesson in simple words.
The teacher closed the book
and returned it to its owner.
Then he cast a look at the class
and asked them about the homework.
All the boy students
and the girl students
gave their notebooks to the teacher.
The teacher took the notebooks
and said with a smile:
My children, you are
hardworking students.
Next time you all shall write
an essay on historical monuments
in Delhi.
Then he left for another class.

Grammar:

As explained earlier, the verbs in Arabic have to agree with their subjects in number and gender.

This you have seen in examples separately set for masculine and feminine gender nouns. But what shall obtain in case of a mixed plural subject?

In this case the masculine element of a mixed plural subject dominates. In other words the verb in such cases will be of masculine gender. For example you want to say that: Shankar, Asha and Usha went to see a film.

This would be expressed in Arabic as follows:

ْذَهَبُ شَنَكَرُ وَآشَا وَأُشَا لِلْفِیْل۸۹۷۳ ۷۹۷۲

You can see that the verb used for this mixed plural subject is that we normally use with a masculine subject.
Where the verb for such mixed plural subject has to be used after the subject, in that case not only that it will be masculine but it will also have to agree with the subject in number.

For example:

شَكُورَا وَأُوْهَا ذُهِبْـوا لِصاحـةِ فِيّ.  

Preposition in Arabic is called حرف الجر i.e. Ḥarf al-Jarr. This particle or preposition causes kasrah to the terminal letter of the noun it precedes. Such a noun is called مجرور i.e. in the genitive case. This point has also been discussed earlier in detail.

The English adverb of place or adverb of manner etc. can be expressed in Arabic with a preposition preceding the noun.

For example:

The teacher opened the door calmly.  

فتتح الاباب بهدوء.

Adverbs in Arabic are generally expressed with the noun in the accusative case. For example:

The students stood respectfully for him 

قام الطلاب احتراما له.

I will visit you in the evening.  

أزورك مساء.

He came almost running  

جاء مهرولا.

He entered the room smilingly.  

دخل الفرقة متسميا.

Let me further explain to clarify that adverbial meaning for indicating manner is expressed mostly by placing the noun — verbal or infinitive form of the verb — in the accusative case. Verbal noun in this case may be singular or dual or plural according to the contextual requirement. However, this infinitive form of the verb shall always be singular.

Let us see the following examples:

The boy entered the room smilingly.  

دخل الولد الفرقة متسميا.

The (two) boys entered the room smilingly.  

دخل الولدان الفرقة متسمين.

The boys entered the room smilingly.  

دخل الأولاد الفرقة متسمين.

In the preceding examples متسمم is a verbal noun (active participle) and
hence, as explained in the foregoing, it is being used as adverb in the accusative case in singular, dual & plural.

Examples with infinitive form of the verb:

The boy got up respectfully
(i.e. out of respect) for the teacher.

The (two) boys got up respectfully
(i.e. out of respect) for the teacher.

The boys got up respectfully
(i.e. out of respect) for the teacher.

It may also be borne in mind that there are certain adverbs which function exactly like the prepositions. For example:

Above (Adv. of place) فوق
Under (Adv. of place) تحت
Behind (Adv. of place) وراء
Infront of (Adv. of place) أمام

These adverbs as above and more like them cause Kasrah to the terminal letter of the noun they precede.

- Adverb of manner is known in Arabic as الحالة.
- Adverb of time is known in Arabic as الزمن
- Adverb of place is known in Arabic as: المكان

Exercises:

Translate into Arabic:

One day I got up early in the morning. In fact it is not my habit to get up early. Normally I go to sleep very late in the night, say one O'clock or two O'clock when I have a lot of work, but in any case never before mid-night. I have been having this habit since I joined a college in Delhi and started my hostel life. During my hostel life I used to keep awake till very late preparing my lessons or doing my home assignment. This continued for complete five years during which period I completed my B.A. & M.A.
degrees. And now when I am no more a student, this old habit still persists with me. I have always known that early sleeping and early rising is good for health but my very sincere attempts at giving up this old habit have failed.

2. Translate into English:

فيrasında أقيمته الخففة الرياضية في كل يوم. كانت كل يوماً مزدحمة منذ وقت مبكر في الصباح. قدم الطلاب المشتركون في مختلطي المعاهدات مبكرًا حتى يأخذوا الاستعداد للمشارككة خصوصاً تعليمة المدرس الرياضي. قدم المدرس الرياضي أيضاً مبكرًا. كان من المقرر أن تبدأ أعمال الخففة في الساعة العاشرة تمامًا. بدأ الطلاب والطالبات والمدرسين والمدرسينات يصلون الكلية حوالي الساعة الثامنة والنصف. كان الطلاب والطالبات لبسين أحمر أو أبيضون ويعضون هنًا و هناء ونمازخون فيما بينهم مبعديين ومتبجيين. وصل مدير الكلية في الساعة العاشرة إلا الربيع. ذهب المدرسون والمدرسينات مهجولين إلى بوابة قاعة الخففة واستقبلوه من خلفهم به و ملولين له أعضاء الوزير. دخل المدير قاعة الخففة وقام الحاضرون من الطلاب والطالبات والضيوف اختياراً له. جلس المدير حتى البداية وبدأ الفى خطاباً وجيزة لمقدّرها الجهود والمجهودات المبذولة من الأساتذة والطلاب لانجاز الخففة. ثمّ وزع الجوائز على الطلاب الذين أتمّوا الخففة. ثمّ غادر الجميع الكلية مسرورين قبل الساعة السابعة مساءً. إن الطلاب والطالبات الذين يسكونون في الداخلية فهم تأخذوا فعليًا مع المدرسين الرياضيين والمدرسين لإعادة الأثاث والأشياء الأخرى داخل الكلية.

3) Pick out all adverbs from the lesson & the exercises & use them in sentences of your own.

Vocabulary:

Habit (P) عادةً (SF) غادات (Adv. of manner) جذا
Normally غادةً (Adv) جداً
Very غادات (P) متأخيرٍ (NM) مني
Late, Delay
When
I have

Undei
In any case
Ever, always (also often used for never)
Before
Mid-night
Since
To join
Life
Hostel
During
To prepare
Home assignment
To continue
To complete
B. A.
M. A.
Degree
To remain
Health
Useful, good
Sincere
 Attempt, effort
To give up
To fail (in exam)
To fail (in doing s. th. or in exam)
Suddenly
Passive Voice verb
Kana + Past Tense
Kana+ Present Tense

We lived in a village
beside a jungle.
There lived in this jungle
beasts of prey.
There was a lion also. The lion used
to come to our village every night.
The village-residents were afraid
of this lion because this lion
had killed a boy.
The village-residents called a hunter
to kill it.
The hunter sat in a dark place
one night.
The lion came as usual
and the hunter fired a shot at the lion.
The lion was killed and the lion's dead
body was carried to the house
of the village chief
and a cash prize was presented (given)
to the hunter.
Grammar:

We have seen that when كَانَ is followed by a verbal noun in the accusative case as its predicate, it gives the meaning in past continuous. For example:

كان الولد جالساً
The boy was sitting.

When the verb كَانَ is placed before a past tense verb, it changes the meaning into the past perfect. For example: ذَهَبَ means: he went; but if we say كَانَ ذَهَبَ, then it would mean: he had gone. In this form of the verb the verb كَانَ may immediately be followed by the second verb. However in Arabic it is preferable that كَانَ should be followed by the subject and then the second verb should be placed. For example:

كان الولد قُتلَ الأسد
The boy had killed the lion

If the object is a linkable pronoun then the construction order shall change slightly, e.g.

كَانَ ضَرِبَهُ الأَسْتَاذٍ
The teacher had beaten him.

In the sentence above the verb كَانَ is followed by the second verb ضَرَبَ followed by linkable pronoun which plays object and finally the overt subject.

If the verb كَانَ is placed before the present indicative verb, then in this case the meaning of the verb indicates habit or a continuous process in the past. For example the verb يَذِهَبُ means: he goes; but if we say كَانَ يَذِهَبُ, it would mean: he used to go. Similarly كَانَ يَسْكُنُ means “he lives” but كَانَ يَسْكُنُ would means “he lived” or “he used to live” which meaning indicates a continuous process of living in the past.

Passive Voice Verb: صيغة الفعل المجهول

Always a verb is either intransitive or transitive. An intransitive verb requires at least a subject and a transitive verb requires at least a subject and an object to make a complete meaningful sentence.

Passive voice can not be made from intransitive verbs. Passive voice cannot be made from reflexive verbs.
Passive voice is made from the transitive verbs.

Passive voice is sparingly used in Arabic. It is very simple to change a transitive verb into passive voice.

i) The first letter of a verb is given a dammah.

ii) The penultimate letter is given a kasrah in the case of the past tense verb and in the case of present imperfect verb the penultimate letter is given a fathah.

iii) The terminal letter retains original diacritical mark which is Fathah in the case of the past tense verb and dammah in the case or the present tense verb.

Example:

<table>
<thead>
<tr>
<th>Past tense active voice</th>
<th>Past tense passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>He killed</td>
<td>He was killed</td>
</tr>
<tr>
<td>هُوَ قُتُلَ</td>
<td>قُتُلَ</td>
</tr>
<tr>
<td>He carried</td>
<td>He was carried</td>
</tr>
<tr>
<td>هُوَ حُمَلَ</td>
<td>حُمَلَ</td>
</tr>
<tr>
<td>He presented</td>
<td>He was presented</td>
</tr>
<tr>
<td>هُوَ قُتُلَ</td>
<td>قُتُلَ</td>
</tr>
</tbody>
</table>

(iv) In certain derived verbs i.e. forms of verbs derived from triliteral verbs not only that the first letter/ syllable is given a dammah but the second syllable is also given a dammah.

Example:

<table>
<thead>
<tr>
<th>Present tense active voice</th>
<th>Present tense passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>He received</td>
<td>He was received</td>
</tr>
<tr>
<td>إِسْتَفْلَ</td>
<td>أَسْتَفْلَ</td>
</tr>
<tr>
<td>He exceeded</td>
<td>He was exceeded</td>
</tr>
<tr>
<td>نُجاَوَزَ</td>
<td>نُجاَوَزَ</td>
</tr>
<tr>
<td>He kills</td>
<td>He is killed</td>
</tr>
<tr>
<td>يُقَتَلَ</td>
<td>يُقَتَلَ</td>
</tr>
<tr>
<td>He carries</td>
<td>He is carried</td>
</tr>
<tr>
<td>يُحَمَلَ</td>
<td>يُحَمَلَ</td>
</tr>
<tr>
<td>He exceeds</td>
<td>He is exceeded</td>
</tr>
<tr>
<td>يُجاَوَزَ</td>
<td>يُجاَوَزَ</td>
</tr>
<tr>
<td>He receives, he welcomes</td>
<td>He is received/</td>
</tr>
<tr>
<td>يُسْتَفْلَ</td>
<td>يُسْتَفْلَ</td>
</tr>
<tr>
<td>He is welcomed</td>
<td>He is welcomed</td>
</tr>
</tbody>
</table>

All passive voice verbs in past and present are conjugated similarly as in the
active voice. For sample conjugation please see appendix.

In the case of active voice verb, the verb takes object beside the subject. We have known that the subject takes dammah and the object takes Fathah. For example:

The boy killed the lion قَذَلَ الْوَلَدُ الأَسْدُ

In the sentence above the subjectولد takes dammah and أسد which is the object terminates with Fathah.

However, in the case of passive voice, the subject does not make physical appearance in the sentence. It is the object which figures in the sentence. In this case, the object is given dammah and it is known in Arabic Grammar terminology as agent of the subject (نائب الفاعل). It is worth pointing here that in English also only the object appears and the subject is not mentioned. It is only understood from the context. For example, we say in English:

The lion was killed.

It would be seen that in the sentence above the subject is nowhere mentioned. So also in Arabic we would say:

The lion was killed قَذَلَ الأَسْدُ

Here also we mention only the object and give it dammah, as explained earlier.

Theoretically speaking, we can render all the transitive verbs into the passive voice. However, all verbs are not used in passive voice. Specially for the humanbeings the Arabic passive verb is used sparingly and it is used only in such places where there is no escape from it.

Besides, there is another way of giving expression to the passive without taking recourse to the actual passive verb. We use for this purpose the verb تمّ followed by the infinitive form of the verb in the nominative case as shown hereunder:

A solution to the problem has been found. تمّ إيجاد حل للمشكلة.
The Conference will be held
in Geneva next month.

In this kind of sentences the infinitive form of the verb and the noun
governed by it shall be placed in construct position i.e. مضاف مضاف اليه. The infinitive verb concurrently plays the role of subject and hence it would take دمَمَم while the noun governed by it shall have kasrah.

In passive voice the expression “by” is very often used in English, e.g.
The glass was broken (by) a worker. The meaning of (by) in the Arabic passive voice is expressed by using (من). For example in Arabic we would say:
The glass was broken by a worker كُبِرَ الزُّجاج من عامل

Period of time or point of time مدة الزمان أو نقطة الزمان

I have been working in this factory (for)
the past twenty years.

In the sentence above (for) is used to indicate period of time which is expressed by using (من) in Arabic.

I have been working in this factory
(since) 1990.

In the foregoing sentence (since) is used to indicate point of time which is expressed by using (من) in Arabic.

In Arabic both (1) period of time and (2) point of time, are expressed by using (من) . We can also use only (من) in both these cases, e.g.

1. أَعْمَلُ فِي هَذَا المَضِيفُ مِنِّ عَشِرِينَ عَامًا
2. أَعْمَلُ فِي هَذَا المَضِيفُ مِنْ غَامِلٍ أَبْيَاءٍ وَ بَسَعُينَ

Exercises:

1. Translate into Arabic:

(a) A dinner-party was held when the son of a big businessman passed in
his B.A. examination. Many big people were invited to the party. The house of the businessman was decorated lavishly. The street was swept and washed. The carpets were spread and the chairs and the tables were arranged properly. The guests were received warmly and seated at proper places. They were offered the best kinds of food and drink.

(b)  
(1) I had seen this film last week also.  
(2) Had he gone to meet his relatives there?  
(3) I used to wish him every day.  
(4) She lived in this house two years ago.  
(5) The elephant had been killed with gun.  
(6) He will be punished for his misbehaviour.  
(7) They will be trained before they are sent abroad.  
(8) He is being punished for his negligence.

2) Rewrite the following sentences correctly after replacing the verbs of active voice with those of the passive voice:

أُخْرِجَ الْأَسْتَاذُ الْكِتَابِ وَبَدَأَ الْتَدْرِيْسَ.  
كَتَبَ خَالِدٌ إِلَيْنَا رُسْالَةَ الْأَسْبُوعِ الْفَضّيَّ.  
إِسْتَقْلَىِّ زُوِّيْرُ خَارِجِيْةَ الْهُنَدٌ رَئِيْسُ الْوَزْرَاءِ الْبَالَكُستَانِيِّ.  
قَتَلَ الْكُبْسُ الْمُلْحَمَّ عَدْدًا كَبِيرًا مِنَ الْحَمَامِ.  
آَنَقَقَتْ الْحُكْوَمَةُ أَمْوَالًا كُبْرَى عَلَى بِنَاءِ هَذِهِ الْعَمَّارَةِ.  
فَقَهَّقَ الْفَرْوَاشُ الْأَنْبَوَاءَ وَالْشَّبَابُ.  
أَصْلَحَتْ الْوُزْرَةُ سَيْارَتِيْ قَبَلُ بُوْمَّيْنِ.  
سَرَقَ الْبَيْلُ الْمُصْوَصُ أَمْوَالًا كُبْرَى مِنْ هَذَا الْبَنْكِ.  
قَدَّمَ لِيْ ضَيْقِيْهِ هَذَا الْقَامُوسُ.  
كَسَرَ اِنْبَىَ هذِهِ الْطَْوَلَةُ قَبْلُ يَوْمَيْنِ أَوْ دَلَّةَ عَيْنَيْ.  

Translate into English:

خرج الطلاب من مختلف المعاهد التعليمية في تظاهرة ضدّ توصيات لجنة ماندال حول حُجَّر الوظائف في المكاتب الحكومية لłowَلَّاءين وذلك على يدّ البَلَّامَان في مِركب ضخم. جمع الطلاب يظهرون عدم رضاههم بالجهوء إلى أعمال العنف. فألقِبُ الحَجَّارَةٌ على
PASSIVE VOICE VERB

غداءً
(P) حفلات
(Handshakes)
A dinner party
He held (organised) a party.

When
To pass (examination)
Examination
B. A.
Many
To invite
To be invited
To decorate
Lavishly
To sweep
To wash
Carpet
To spread (bed/carpet)
To arrange
Properly
To receive (s. o.), to welcome

الكلمات العنصرة:

 dessa
Handshakes
A dinner party
He held (organised) a party.

When
To pass (examination)
Examination
B. A.
Many
To invite
To be invited
To decorate
Lavishly
To sweep
To wash
Carpet
To spread (bed/carpet)
To arrange
Properly
To receive (s. o.), to welcome
To receive (s. th.)
Warmly
Place
Proper
To offer, to give
Kind
Food
Drink
To see (film etc)
Film: movie
To wish, to love
Gun
To punish
Misbehaviour
To train
Abroad
Negligence
To neglect
To appoint
Government
Additional
Guard, watchman
Sanctuary
Mercilessly
To shift (s. th.)
To clean
Director: manager
Dining-table, table
To deliver, to handover
Postman
Fruit seller
Fruit
To arrange in rows
Tidily
Mirror
Tree
To call, to send for
Factory
Position (job)
Vacant
Vacancy

PASSIVE VOICE VERB

صلّم، يسلّم، تسليماً
 سابى التبريد
 فاكهةى
 فاكهة (SF) فواكه (P)
 ضف، يضيف، ضفاً
 باناقةً
 مراة، مرايا
 شجرة (SF) شجارات (P)
 أرسل، يرسل (ل) إرسالاً
 محاص، مصانع (SM)
 وظيفة (SF) وظائف (P)
 شاغر، شاغرة (SF) شواىغر (P)
Hamid is a studious & serious student.
All (boy & girl) students love him.
and the teachers also love him.
Once it happened that he absented (himself)
from the school for two days.
His classmates wanted to go
to him in order to know the reason
for his absence.
On the third day of his absence
they went to his house after the school.
They found him at home. However, he
appeared tired.
Some of them asked him:
O' Hamid, what happened to you?
You have not been attending the school for
three days.
Hamid said: My friends,
I was sick.
I had gone with some of my relatives
to the zoo three days ago.
It (the weather) was very hot.
The winds were like fire and violent.
And in this heat we roamed about
in the zoo from one cage
to another and we continued walking whole
day long.
We did not take rest at all.
We became tired. Then in the evening
we returned to our house/home.
I felt that I was extremely tired.
I did not eat anything.
I went to my bed early in the night.
I spent the whole night in fever.
My people thought that I was tired
and nothing (else).
But when they found me feverish in
the morning also, they became worried and
called a doctor.
The doctor examined me properly
and said that I had a sun-stroke.
He gave me medicine and now
by God's grace I have improved greatly.
In a day or two I will be all right.
The tea came and all of them drunk tea.
Then they got up to leave wishing
fast recovery for Hamid
and praying to God for his health.
Hamid thanked his friends
for their visit
and bade them farewell saying:
See you, brothers/ friends.
We shall meet, God so willing after
two days in the school itself.

Grammar:

Vocative:

Vocative in Arabic is called حرف البدء which literally means “particle for inviting attention of some one.” The word used for this purpose in Arabic is يا which is equivalent of O' of the English language.

We hardly use this O' when we call some one. So also in Arabic. However, at places and particularly in the written Arabic we use this يا more often. يا is used before a noun or a pronoun.

Noun after this vocative will not take ال and it will be in the nominative case i.e. its terminal letter shall have dammah (only one dammah) for example:

O' boy

O' children

O' Hamid

Where for reasons we can not give a clear dammah to the noun, it shall be supposed to be having dammah. For example:

O' Usha

O' Mala

O' you

Where the noun is in construct position with another noun, in that case the noun so addressed shall be in the accusative case i.e. the terminal letter of the first noun shall have a Fathah. For example:

O' street boy

O' school boys
O' Abdullah

Another popular vocative is يا أُبُيّنَّا for masculine and يا أُبُيّنَّا for feminine meaning the same as above. In this case the noun shall have ال. For example:

O' boy

أُبُيّنَّا الولد

O' boys

أُبُيّنَّا الأولاد

O' girl

أُبُيّنَّا البتت

At places يا and يا أُبُيّنَّا may be combinedly used as follows:

O' boy

يا أُبُيّنَّا الولد

O' girls

يا أُبُيّنَّا البنات

In case of the vocative يا أُبُيّنَّا and يا أُبُيّنَّا no noun or pronoun etc can be used in construct position. We have seen in earlier lessons that the Arabic language is very sensitive about the masculine and feminine genders. For example: if the subject is masculine, then the verb also has to be masculine etc. However, in the case of vocative the same (masculine) vocative can be used with all nouns irrespective of its gender and number.

Interrogatives:

Same is the case with interrogative pronouns. For example: ما meaning “what”, من meaning “who”, will be used with all nouns irrespective of their number and gender saving only that ما is used with objects other than humanbeings and من strictly and only with objects meaning humanbeings. For example:

What is this?

ما هذا؟

This is a book.

هذا كتاب.

This is a lion

هذا أسد.

The same ما هذا may be used for questioning about objects of feminine gender also unless otherwise we know for certainty that the object questioned about is a feminine gender noun where alone we shall use من هذه؟. Following examples shall amply clarify the usage of من "who".
Who is he?  من هو؟
Who is she?  من هي؟
Who are you? (S.M.) من أنا؟
Who are you? (S.F.) من أنت؟
Who are they? (P.M.) من هم؟

هَل is also an interrogative pronoun which , when placed alone, does not have any meaning; However, when it is palced before a nominal sentence of positive sense, it renders it into question. For example  هوُلد means: he is a boy, but if we say  هَل هوُلد, it would mean: Is he a boy?

When this هَل is placed before a verbal sentence, in this case it has to be translated as: did, do, will & shall etc. in apposition to the tense of the verb. For example:

Did you go to the school? هل ذهَبَت إلى المَدرَسَة؟
Do you go to the school? هل تذهَب إلى المَدرَسَة؟
Will you go to the school? هل ستذهَب إلى المَدرَسَة؟

It is important to note that هَل is used only with the sentences of positive meanings where the answer may be given by  نعم Yes or  لا No.

There is another particle or interrogative pronoun which is called همزة الاستفهام i.e. Hamza for interrogation. It is used with the nominal and verbal sentences with the same meaning as above. For example:

Is he a boy? اَهو وُلد؟
Did you go to the school? أذهَبَت إلى المَدرَسَة؟

However, another quality of this ه is that it can be used with sentences of negative meanings also.

For example:

The boy is not sitting لا يَجِلِس الطَالِب
Is not the boy sitting? لا يَجِلِس الطَالِب؟
You did not go to the school. لم تَذهَب إلى المَدرَسَة.
Did you not go to the school?  
Do you not go to the school?  
(Don't you go to the school?)

Another characteristic of لّا is that it indicates choice. In other terms, where the answer can not be made in "yes" or "no" only لّا is used for interrogation. In this case, لّا is followed by أُم meaning "or". For example:

Did you eat apple or banana?  
أكلت التفاح أم الموز؟

In this case, as it is clear, the answer can not be made by 'yes' or 'no'. We have to answer in a full sentence or at least we have to mention the object eaten by its name, saying I ate apple أكلت التفاح.

In brief, we can say that لّا can be used in place of هل, but we can not use هل in place of لّا.

Besides, there are many other interrogatives like أين, لِمْذا, meaning "why", أين meaning "where", etc and all these have to be used in their abstract forms with nouns of all genders and numbers as explained above.

The defective verbs:

In Arabic, verbs which necessarily cause dammah to the subject i.e. Mubtada and fathah to the predicate i.e. Khabar are known as "defective verbs" i.e. الفعّال الناقص. They are also known as sisters of كان. They fuction in the same manner as كان, i.e. they allow dammah to its Mubtada and fathah to its Khabar.

The most popular & widely used defective verbs are as follows:

To be  
كان / يكون / كوم

To become  
صار / يصير / صيور

To be, to become  
أصبح / يصبح / إضيحا
(with special reference to morning time)

To be, to become  
أُمست / يُمسي / إمساء
(with special reference to evening time)
To be, to become  
(avec special reference to forenoon)

These verbs have been very carefully used in this lesson to indicate their appropriate and specialized meaning and usage. However, these verbs are loosely used without reference to time factor. For example اصبح is used in the meaning of "to become" without its being restricted to morning time alone and similarly أمسي and other verbs.

Besides, there are some other verbs which grammatically fall under the category of defective verbs.

Some of these verbs may be rendered into present indicative while some others can be fully conjugated and a few have fixed forms.

There is a defective verb which can not be rendered into present imperfect. This verb is ليس. It is employed to render a sentence of positive sense into that of negative sense. However, it functions exactly like any other defective verb. For example: أولد حالاً is a nominal sentence meaning: the boy is sitting. And when we say: ليس الأولد حالاً it would mean: The boy is not sitting. The predicate after ليس may also be in the genitive case provided it is preceded by a preposition. For example ليس الأولد بحالاً, however meaning remains the same: 'The boy is not sitting'. Another characteristic of this "past defective verb" is that it gives the meaning in the present indicative.

All these verbs, like other ordinary verbs are preferably used before their subjects where they agree with them only in gender. However, if they have to be used after the subjects, they will have to agree with them in gender and number also.

Exercises:

1. Translate into Arabic:

(a) 'My friend Uday was an intelligent and a hardworking student. He was my classmate in M. Com. He used to remain busy all the time (with)
reading books on his subject and the related topics. As a result of his continuous and systematic reading, he became very proficient in his subject. Teachers were happy with him and so were the students. He passed his M. com. with distinction in each paper, and soon after that he got a big post in the government with huge salary. Now we do not meet but I still remember him. I don't know whether he remembers me or not.

(b) I am not a difficult person. This is perhaps the reason that people take me for a ride. I often think that I should change my habits, but now it is not possible. Who can change at my ripe age of 50 years. Yesterday I had gone to the electricity office to pay my bill. The queue was long and I was getting late for office. In the meantime some one called me from behind and said: Good man, do you recognise me? My name is Sashank. Don't you remember me? You once helped me. I was getting late for my interview and on my request you gave me a lift on your scooter to the place of my interview. I am now working in that office only because of you. I was very pappy to know that. I thought it was really not bad to be good. Somewhere, some time you do get recognition—your reward of being good.

2. Translate into English:

(Translation needs to be provided as the text in this block is in Arabic.)
الفترة لإيجابية. فَرَحُوا بِبَعْضِهَا وَصَعَّبْنَا مَسْؤُولٍينَ لِغَلِيَّة. كَمَا تَضَابِين. فَأُخذَا كَبَارْ الْقَرَۡبَةِ إِلَى مَنۡتَى الْبَيْنَةِ الرَّيْوِيَّةِ وَقَعُوْنَا لَنَا الْشَّاتٍ وَالْفَطِير. بَعِيدَ حُزْبَ الشَّكۡرِ إِسْتَرَخَّاهُ قَبۡلًا وَحَوۡالِي الْسَّاعَةِ الْوَراَبَةِ مَعَ جُرِّنَا بَعِيْنِيَّةَ دَلِّي لَقَلِبِ النَّاسِ وَتَنَزَّهَ عَلَى أُخۡوَاهُم. رَأَيْنَا أَنَّ النَّجُومَ في الْقَرَۡبَةِ كَانَ تَغۡوَى وَأنَّ الْمَنَأَرَ كَانَتَ جَذِابَةً. فَضِلۡبًٌۡنَا عَلَى مَهَٰلٍ نَفۡقُرُوْنَ عَلَى الْمَنَأَرِ الصَّبِيحَةِ حَتَّى أَصَبَّتْ عَالِمٌ إِلَى مَنۡتَى إِلَيْهِنَا بَعِيدَ عَدُرُوْبِ الشَّمْسِ. كَانَ كَبَارْ الْقَرَۡبَةِ مَوْجُودٍنَ فَقَدۡتُوْنَا لَنَا الْطَقَامُ وَبَعِيدَ أَكۡلِ الْطَقَامِ جَلَّسۡتُنَا نَتَّنَاهُنَا لَوْقُتۡ قَلِیلٍ. ثُمَّ عَاذَ كَبَارْ الْقَرَۡبَةِ وَبَعِيدَ ائِلَةً مَرۡحَةٍ فِي جَوَّ الْقَرَۡبَةِ الْعَلََانَى. أَصۡبِحُنَا مَكُورٍنَ وَخُرَّجۡتُنَا تَمۡسَحُوْنَ بِالْمَنَأَرِ الصَّبِيحَةِ الْعَلََانَى وَعَنَّا أَصَبَّهَا نَعۡ شَنِيُّنَا إِلَى مَقْرَةَنَا وَأَكۡلُنَا قَطَرُوْنَا. بَعِيدَ ذَلِكۡ جَاءَ أَحۡلٌ الْقَرَۡبَةِ وَجَلَّسۡتُنَا نَتَّنَاهُنَا لَوْقُتۡ الْقَرَۡبَةِ. عَرَفۡتُمَا حَلۡصِنَا مَعۡتَمِنَانَا أَنَّ مَعَظَمَ الْقَرَۡبِيَّينَ أُمۡنُونَ. فَتَكَلَّمۡتُنَا نَتَّنَاهُنَا فِي هَذَا الْمَوۡضُوعِ فِي اِلَّيْنَا نَبِلَنَا وَبَعۡضُ الْأَدِبِّيَّاتِ الْقَرَۡبِيَّاتِ فِي الْغَرْفَةِ الصَّبِيحَةِ الْعَلََانَى. أَمۡضَىۡتُنَا يَوۡمًاۡ فِي الْقَرَۡبَةِ وَعَنَّا فِي الْيَوۡمِ الأَلۡتَصِّلَ مَعَ الْأَمَلِ وَالْوَضۡعٌ إِنَا نَقُوذۡ إِلَيْهِمۡ مَرَّةٍ أَخۡرَى فِي الْغَرۡفَةِ الصَّبِيحَةِ الْعَلََانَى بِمَشْرُوعٍ إِلَاًَّلَا الْأَمۡضَىۡ مِنَ ذَلِكَ الْقَرَۡبَةِ.

3) Separate all the defective verbs from the foregoing passage and use them in sentences/paragraph of your own.

Vocabulary:

أوداء
ذكي (Adj. SM) (أذكياء) (P)
ما جنسية في غلة التجارة
كُل لذكى الوقت
 موضوع (P) (موضوعات)
بالنسبة (L)
مستمر (Adj. SM)
مُتَوِّرَم (Adj. SM)
ومعكذا
إجتاز / إجتاز (الإمتحان)
بإمتياز

Uday (proper noun)
Intelligent
M. Com.
All the time
Subject, topic
As a result (of)
Continuous
Systematic
And so
To pass (examination)
With distinction
Each; every
And soon after that
To get
Salary
Post, job, position
To remember
I still remember (him)
Either.......or
To walk (slowly)
Aimlessly
Road
Weather
Reward
To take for a ride, to cheat
Ripe age
Electricity office
Queue
To know, to recognise
Scooter
Interview, meeting
To transport, to give a lift
Pleasant
Slowly
To look (at)
Commodity, goods
To display
Displayed
Showroom; exhibition
Voice; sound (P) (SM) صوت (آصوات)
Shop (P) محل (SM) دكان
To call; to accost (P) نادي / ينادي / مُناداة
From behind (P) من وراء
To turn (to) (SF) تحول / يتحول / نحولاً (إلى)
Of mine, my (P) لي
Dear (to me) (SM) عزيز (آعزاء)
For, since (P) مُنذ، من
Year (P) سنة (SF) سنة
To rush: to walk hastily (P) هروء / يهروء / هروة
Arm (SF) ساعد
To kiss (P) قَبَلُ، يقبَلُ، تقَبَلاً
Warmth (NF) خِراوة
Meaning (SM) مَعنى (مغاني)
Thing (SM) شيء (أشياء)
About many things (P) عن كثير من الأشياء
To revive (P) أحياء، يُبْحَي، إحياء
Memory (NF) ذاكرة
Hour, watch (P) ساعة (ساعات)
For hours together (SF) لساعات في وقت واحد
To feel (P) شعور / يشعُر، يشعُراً
To pass (some place) (P) مورَر، مُورَرَا (ب)
Passage (of time) (SM) مورزُ الزمان
Tiredness; weariness (NF) تعب
Neither ....nor (SF) لا ... ولا
To close (P) يُغلق، إغلاقًا
One morning
at 8 o'clock
or 8.15
I was standing in queue
at a bus stop.
It was the time when the (bus) stops are
crowded with those going
to the offices and the schools.
I was standing waiting for the bus
when suddenly I heard a person
behind me grumbling.
I turned towards him and (I) saw
a thin and middle aged person.
It was evident from his appearance
that he was a clerk in some office.
When he saw me turning towards him,
he asked me befriendingly:
What is the time, my (dear) brother?
I looked at my watch and replied (to him):
It is half past eight (or 8.30).
The stranger continued
the conversation saying:
It always happens like this. I leave
every day quite early for the office but I
reach there late
most of the time.
We don't have any system
and there is none to take to task
these government employees.
We, the employees of private offices,
work like donkeys.
But (despite that)
Our employer is never happy with us.
The employees
of Delhi Transport Corporation
do not know the value of time.
They are always late and cause
delay to us.
Look my dear sir, I leave every day for my
office at eight o'clock exactly so that I can
reach my office on time.
In spite of this I am late for office
for a week or ten days
every month.
The boss scolds me
and cuts my salary.
He thinks I am lazy.
don't make hurry.
Last Friday, on 18th
instant I was late
for half an hour and I reached office
at half past ten.
As soon as I reached there,
my employer called me to his room.
I went to his room with my heart
beating (hard)
and my head bowed down.
The master cast at me an examining look
and reminded me angrily
that I was late
on 6th, 9th, 10th,
13th, & 16th
instant.

After giving me a normal dose
of scolding and chiding, he gave me
the final notice, saying:
If you are late after today,
I shall remove you from your job.
And here the stranger stopped
and heaved a deep sigh as if he was
preparing to resume the conversation
when suddenly there appeared a bus
at some distance.
He cancelled the conversation
and got ready for boarding
as if he was preparing
to attack his worst enemy.
The bus came and stopped
and the queue moved.
The people started getting in
one by one.
When I entered the conductor said:
It is complete.
I looked back and saw the stranger was
on the verge of weeping.
I got down immediately and gave him
my turn so that he could reach
his office on time, and is not removed
from his job.
As far as I am concerned (or as regards me),
I am a government employee.
There is none
to scold me in the office.
I am a confirmed employee
and nobody can remove me
from my job.
I get my salary every month.
What if I am late today intentionally
for a good cause.

Grammar:
In Arabic, the word meaning hour or o'clock is ساعة. It is preceded by the
definite article Al along while it is used to tell or ask time.
The noun كم before or after الساعة means 'what', for example:
What is the time?
Either of the two expressions given above may be used to ask time.

In standard Arabic, only the ordinal numbers are used for telling time except for 'one' where alone the cardinal number meaning one i.e. ١ is used.

As is evident, the word الساعة is a feminine gender noun because it ends with the Taa Marboota ١. It is therefore, the "full hour" is expressed in Arabic by an ordinal number of feminine gender. For example eight o'clock and nine o'clock will be expressed thus:

8 o'clock
الساعة الثامنة

9 o'clock
الساعة التاسعة

For half in Arabic we say النصف and for quarter the word used is الربع. These partitive nouns are used as they are without any change.

For example:

Half past nine or 9.30
الساعة التاسعة والنصف
(literally: nine & half)

Quarter past eighth or 8.15
الساعة الثامنة والربع

The preposition 'at' with reference to time means فِى in Arabic.

For example:
at 8 O'clock
فِى الساعة الثامنة.

The preposition فِى functions normally i.e. it gives kasrah to all the temporal nouns which are governed by it except eleven and where the Arabic compound numbers are treated as indeclinable.

The word for minute in Arabic is دقائق. Its plural is دقائق ثانية means second of which the plural is دقيقتان.

The meaning of 'past' as in the combinations: half past or five minutes past, is expressed by the conjunctive و. For example:

1) Five minutes past eight (O'clock)
الساعة الثامنة وخمس دقائق

2) Half past eight or 8.30
الساعة الثامنة والنصف.

The meaning of 'to' as in the combinations: quarter to eight or five minutes
to eight, is expressed by إلا. For example:

at quarter to eight

at five minutes to eight

It is important to note that minutes are expressed by cardinal numbers.

A.M. is expressed by the word صباحاً or في الصباح. For example:

7.00 A.M. or 7.00 O'clock

in the morning

'P.M.' is expressed by the word مساء or في المساء. For example:

5.00 P.M. or 5.00 O'clock

in the evening.

In Arabic a day of twenty four hours is called يوم plural is أيام.

Day-time is called نهار and the night ليل or ليالي.

"Today" has the fixed form of اليوم.

"Week" means أسبوع, plural is أسابيع. Following are the Arabic names of the days of the week.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

"Month" in Arabic is شهر with the plural أشهر.

Following are the names of the months:

<table>
<thead>
<tr>
<th>Arabic Names</th>
<th>Christian Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>كانون الثاني</td>
<td>January</td>
</tr>
<tr>
<td>شباط</td>
<td>February</td>
</tr>
<tr>
<td>آذار</td>
<td>March</td>
</tr>
</tbody>
</table>
"Year" in Arabic generally means سنة with the plural سنوات or أَعْوَام. Another word is عام, plural أعوام.

For season in Arabic we use the word فصل. Its plural is فصول. There are four seasons in the year. They are as follows:

- **Summer (season)**: الصيف
- **Winter (season)**: الشتاء
- **Spring (season)**: الربيع
- **Autumn (season)**: الخريف

Date in standard Arabic is expressed by using ordinal number. It is normally preceded by the word اليوم. For example:

I will visit
Your office
On 18th instant

We may drop the word اليوم i.e. day, however, we still use the ordinal number to express date. For example:

I will visit
Your office
On 18th
instant
There is another small grammar point which we have casuilly dealt with in the main body of this lesson. It is called - ikhtisas. When a noun is used to qualify a pronoun of the I person, it is always placed in the accusative case. This qualifying noun also restricts the meaning & makes it emphatic in a way. It is conveyed as follows: نحنُ الهُندُود We the Indians.

Note:

However, practically in the day-to-day life, in the spoken language, generally the cardinal numbers are used for indicating time & date etc. For example, we would say:

It is now 9:30

I'll meet you at 5.15 PM

It is 14 January to day

Exercises:

(1) Translate into Arabic:

Gopal is a young boy. He is a student in Delhi Public School. His school opens at 9.00 A.M. Gopal has never been late for school. He gets up early in the morning at about six O'clock. After waking up, he goes to the bathroom and cleans his teeth and washes his face. At 6.30 he goes for short walk and returns home at 7.00 O'clock. Then he takes his bath and puts on clean clothes. And after that he throws a cursory glance at the newspaper. At 8.00 O'clock he takes his breakfast. At 8.15 sharp always he leaves his home for the bus-stop where he gets his school bus at 8.25 or 8.30.

And this bus normally takes twenty minutes to reach the school. In this way Gopal always reaches the school before 9.00 O'clock. Last Monday, 16th April, Gopal did not go to the school. Then the following two days i.e. on 17th and 18th April also he could not go to the school. His classmates got worried and on the evening of the 18th April after the school, they went to his house to see him. Gopal was better. He thanked them for visiting him and told them he would go to school from 23rd April.
2) Translate into English:

هذ الئجوي. إشعة شمس. ً ذكر تاجر صغير. لذلك كأن يقال له يوضع سراع. إن شكر إنسان مهدب ومؤدب. وهو متدين للغة. له حياة متطورة. فلما يبعد عن برنامجه. يقوم شكر داخلياً من نويع متهفاً في الساعة السادسة و بعد الاستخدام يخرج إلى معيد النحو في الساعة السابعة. يقوم شكر من المعيد في الساعة السابعة و التصف. ويفقد الجراحين حتى الساعة الثامنة.

يأكل شكر طورعاً في الساعة الثامنة و يخرج لذكائه في الساعة الثامنة والنصف. إن ذكائه بعيد من منزله. يصل شكر لذكائه في الساعة السابعة تقريباً. يقوم شكر إلى المنزل في الساعة السابعة مساءً كل يوم.

يفتح شكر ذكائه في كل الشهر إلا يومين. فهو يغلق ذكائه في اليوم الخامس عشر والثامن.

3. Write a paragraph on a situation using therein time, dates & days for as many times as possible.

4. Write a paragraph on the activities of the mosque in your neighbourhood.

5. Rewrite names of months & days and use them in sentences of your own.

Vocabulary:

الكلمات العسيرة

To wake up

Bathroom

To clean, to wash

Face

To take bath

Clothe/dress

To throw

Glance

Cursory glance

Newspaper

To استيقظ، يستيقظ، استيقاظاً

عمامة (P) خمامات

غسل، غسيل، غسلاً

وجة (P) عواجة

إستحم، يستحم، استحضاً

ملابس (P) ملبس

الناف، يلقي، إلقاء، طرح، يطرخ، طرحاً

نظرات (SF) نظرة

نظرة عابرة

صحف (P) صحيفة

جريدة (P) جريدة
Sharp (time)  
Always  
Normally  
Break, intermission  
Programme (P)  
Culture (P)  
Cultural (Adj. SM)  
To continue  
To distribute  
Prize; award (P)  
Winner (P)  
To weep, to cry  
To refuse  
To meet (a demand or request)  
To call  
To come  
To ask (about) (SM)  
Reason (P)  
To give  
To carry  
To do (s. th.) excessively  
To cause  
Pimple (P)  
To understand  
Advice (P)  
To accept  
Greed (P)  
Happiness (NF)
One Sunday I got up from my sleep early. I lit the lamp which was placed on the side table and searched for my watch which I had put under my pillow before sleeping. I saw the time, it was five almost. I tried to sleep again but the sleep did not come to me. I left my bed and went to the bathroom. I cleaned my teeth and washed my face. Then I changed my clothes and decided to go out for walking and inhaling fresh air. I came out and walked and saw a scene which I had not seen all my life. The weather was pleasant and the breeze was cool and tender.
I walked and walked till I reached
the garden of the area.
The flowers were blossoming
and the birds were sitting
on the trees and chirping.
I also saw people sitting
in groups on the green grass
beside the flower-beds or walking
on the grass bare-footed.
Everyone was inhaling the fresh air
which was free from any pollution.
I also sat in a corner which
was away from these people
whom I did not know.
I became lost in this beauty which
surrounded me from all sides
and I forgot everything so much so
that I did not feel the passage of time.
When I felt the pinch of the sun
I recovered from my dreams
and cast a look around me.
I found that those who were sitting
there had returned.
I also prepared to return and decided that I
would get up from sleep
at an early hour of every morning
in order to enjoy myself
the beauty of Nature and make

Grammar:

Beside a few other words used as the relative pronouns in Arabic典礼 and

and their different forms for duals and plurals are considered to be the

regular relative pronouns.典礼 is used for singular masculine and it is

considered to be مبني i.e. indeclinable. Its dual form is اللذان . It is

declinable in the sense that while اللذان is used in the nominative case

الذين is the plural form which is also مبني i.e. indeclinable. Similarly the word التي is used for the singular

feminine and it is مبني or indeclinable . Its dual form is اللتان in the

nominative case while اللتين is used in the accusative and the genitive

cases. اللاتي or اللواتي the plural of التي and this plural form is

treated as مبني i.e. indeclinable.

Any of the foregoing relative pronouns is used more or less as adjective for

the noun it qualifies and this relative pronoun has to be necessarily followed

by a pronoun—external or latent, explaining further the noun it qualifies. For

every example:

I saw the man whose son I beat.

In the foregoing sentence it would be seen that the relative pronoun典礼 is

used here to qualify the noun الرجل and it is followed by the external

pronoun which is attached to ابن and it further explains the noun

الرجل. Without this pronoun which is called in Arabicالضرير the returner pronoun in English, the sentence in Arabic will be considered

incomplete and its meaning will not be clear.

In the case of an indefinite or common noun this relative pronoun is

necessarily omitted, however , the returner pronoun has to be mentioned.

For example:
I saw a man whose son I beat.  

In this sentence رجل is used which is an indefinite or common noun. Hence, the relative pronoun اللى can not be used. However, the pronoun which explains the common noun رجل is used.

This rule as explained above is applied to all the changing forms of the relative pronouns for masculine and feminine. For example we would say:

I saw the men whose sons I beat.  
I saw the woman whose son I beat.  
I saw (some) men whose sons I beat.  
I saw a woman whose son I beat.

This pronoun or the صغير the راجع may be clearly written or spoken as we find in the foregoing sentences or it may be hidden (مستتر) in the verb. For example:

I saw the man who killed a lion.

In the foregoing sentence اللى qualifies the definite noun الرجل followed by the verb قتل which includes the صغير الراجل المستتر and it is هو and it would mean to say:

 Exercises:

1) Translate into Arabic:

Strange things happen in this life. There are people who feign friendship and there are people who are not impostors but they can be good friends and very helpful. There is no bar of sex and creed. I remember those were my early days of service. I was young and inexperienced. When I joined the office I was received warmly by all the colleagues who organised a small tea-party. Gradually I took fancy to a colleague who appeared to be sincere from the days of early association. Those who knew him well did tell me about him but I thought it was only the colleagueal jealousy. Two colleagues who probably had suffered at his hands earlier advised me to take care,
however, I did not pay heed to their advice. Our lady colleague who usually appeared to be a very serious person also advised me but her advice too went waste on me. Gradually, I kept on drifting away from other colleagues who, I realise now, were my true friends. With the passage of time we two became very thick friends and one day I came to realise my folly when I got involved in a serious matter. Some of the important documents which were in my custody were missing from my table. I was afraid that our officer who had tremendous faith on me will be very unhappy when he gets to know that loss. There were indications that my colleague who feigned friendship, was involved in the removal of those papers. Finding myself in a tight corner I approached that kind elderly lady who always kept herself away from others in the office and specially she hardly spoke to this colleague and who had advised me in all sincerity to keep away from this colleague. This kind lady gave me a patient hearing and consulted two other elderly colleagues who in their turn spoke to the office chief. The office chief who is a kind person and who knew my honesty and sincerity, also understood where the problem was.

2) Translate into English:

قبل أيام لدى غوتها من المحكمة القضائية صُبِّعت حُقيقتها في السيرة العمومية إلى ركيزتها إلى كناث بلبس. كانت السيرة مُرَجَّحة ولم يكن فيها مُفردة خالٌ جلس عليه. فقَبِّيت واقفةً. في نفس الوقت رأتğı أمّة مسِّيّة كانت جالسة وعَرَضَت أن تُسَاعِدَني فوضعت لديها حقيقتها. استمرّت السيرة في السيرة حتى وصلت مؤقتة ونزلت. نَيَبَت أن آتَحَذ حقيقتها. بعد الوصول إلى المنزل ادركت بالضياع وبدأت أتسبّب عرفاً ولِنْجِدُّي الأمل أن المرة التي كنت وُضِعَت لديها ستُقَدَّم لترجيح الحقيقة. مَضِي يومان ولم يُقَدُّم أتَحَد وحانت آمالني. بعد ثلاثة أيام أو قلت في اليوم الرابع عندما كنت بحجة من غوتها أدركت إلى وَكَث أتَكَرُ في إجتياز الإجراءات وان أصحّ إعلانًا في الجرائد بهذا الشنّان إذ ذُق جرّس الباب. فقعتُ الباب ورآيت قاتني والدتي أمّي الباب ففالنا نحن قادمون من كذا وكذا مكان ونَبَتْح عن فلان وفلان: فقلّت: أنت هو، وكِيّد ما دا ترْيده. فقلنا نحن والدنا نَبَتْح عنك. هل تذكّر أنك تركت حقيقتكي في سيرة عمومية مع إمرأة فسرّت كثيرًا ليسباع هذه الكلمات. فقالنا: وأِلَدْنَا
(3) Write a paragraph using the relative pronouns in all the three cases i.e. each relative pronoun should be used in nominative, accusative and genitive cases. You should also keep in mind that appropriate returning pronouns shall also have to be used as explained in the foregoing lesson.

Glossary

To light
Lamp
To look for, to search for
To put/to place
Pillow
To try
Bed
To clean
To wash
Face
To change
To decide
To breathe

الكلمات العسيره

اضاءة، يضيء، إضاءة

سراج(SM) (P) سرح (SM)

بحث، يبحث، بحثًا (عن)

وضع، يضع، وضعًا

وسادة (P) وسادة(SF)

حاول، يحاول، محاولة

مرير(SM) (P) مرير

نظف، ينظف، تنظيفًا

غسل، يغسل، غسلًا

وجوه (SM) (P) وجوة

غمر، يغمر، غمرًا

فؤد، يقود، تغييرًا

تنفس، يتنفس، تنفسًا
Sight, scenery
Tender, smooth
To chirp
Group
Grass
Herb
Bare, naked
Bearefooted
To inhale (air)
Fresh air
To be free
To be polluted
To last
To surround
Side
To forget
To feel
To pass
Sting
To recover (sense)
To return
To happen
To feign
Impostor
Bar, impediment
Sex

(P) مَشَاهِدٌ
(Adj. SM) تَعْمِمٌ
(P) زَقْرَقٌ، زَقْرُقٌ، زَقْرَةٌ
(P) شَرَافَةٌ
(SF) زَرَافَةٌ
(SM) غَنْبَتٌ
(P) غَنْبَتٌ
(Adj. SM) غَارِيٌ
(SM) غَرَآةٌ
(Adp) تَسَمُّ، تَسُمُّ، تَسُمَّا
(Adp) هَوْءَةَ طَلِيقٍ
(Adp) خَلَأ، خَلَأٌ، خَلَأٌهَا
(Adp) تَنُؤُ، تَنُؤُ، تَنُؤُ
(SF) إِسْتَفْرَقٍ، إِسْتَفْرَقٌ، إِسْتَفْرَقًا
(Adp) إِخَاطَةٌ، إِخَاطَةٌ، إِخَاطَةٌ
(P) جَوَابٌ
(P) نَسِيٌ، نَسِيٌ، نَسِيّاً
(SF) شَغْرَةٌ، شَغْرَةٌ، شَغْرَةٌ
(P) مُضِيّ، مُضِيّ، مُضِيّاً
(SF) نَشْعَةٌ
(P) لَشْعَةٌ
(P) عَافِقٌ، عَافِقٌ، إِفَاضَةٌ
(Adp) عَادَ، عَادٌ، عَوْذَةٌ
(Adp) حُذَثٌ، حُذَثٌ، حُذَثًا
(P) مَخْتَالٌ
(SM) مَوَانِعٌ
(P) جِنسٌ
Creed, faith (P) دينات (SF) ديانة
Inexperienced عليهن الخروة
Warmly بحرازة
Small tea party حفلة حدي صغرية
Gradually زُويدًا زُويدًا
to (to) اعجب واججب (ب) إعجابًا
to appear بدأ يندهو بدأ
To think فكر، يفكر، تفكرًا
collegial jealousy خساد الاملاء
To advise نصح، ينصح، نصحًا
to suffer (loss etc.) تضرر، يتضرر، تضررًا
counsel (P) نصائح (SF) نصائح
To go waste ضاع، يضاع، ضاغًا
to drift away إغتد، يغتد، إغتدًا
to realise أدرك، أدرك، إدرًاكًا
thick (friend) جميهم (P) حمائم، أجماعه (Adj. SM)
folly غموضات (SF) غموضة
To get involved تورط، يتورط، تورطًا
to be missing غيب، يغيب، غيبًا
to be afraid خوار، يخاف، خوًا
tremendous, great خالل (Adj. SM)
to be unhappy, to be angry إغناط، يغناط، غنيًا
loss خسارة (P) خسارة (SF) خسارة
tight corner موقت خرج
To approach, to contact

Hardly

To consult, to take advice

He heard patiently, to give a patient hearing

Office chief, boss

Honesty

Court of law

To lose

Bus

Connought Place

Seat

Empty/free

Aged

To ooze

To sweat, to perspire

Hope

To offer

To return

To disappoint

Hopes fell

To lose hope, to be disappointed

To take (measure)

Advertisement, announcement

In this regard, in this matter

Young woman, young lady

To be happy
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To head (towards)</td>
<td>توْجِهُ، يَتوُجِهُ، تَوْجَهَا (إِلَى)</td>
</tr>
<tr>
<td>To recognise, to know</td>
<td>عِرْفَ، يَعِرَفَ، عَرَفَانَا</td>
</tr>
<tr>
<td>To receive</td>
<td>إِسْتَفْتَلْ، يَإِسْتَفْتَلْ، إِسْتَفْتَلَا</td>
</tr>
<tr>
<td>To receive with a smile</td>
<td>إِسْتَفْتَلْ بِإِسْتِفْتَالَةِ</td>
</tr>
<tr>
<td>Smile</td>
<td>إِبْيَاسَةُ (SF) إِبْيَاسَاتِ (P)</td>
</tr>
<tr>
<td>To greet</td>
<td>سَلَّمُ، يُسَلَّمُ، تَسْلَمْ (عَلَى)</td>
</tr>
<tr>
<td>To handover</td>
<td>سَلَّمُ، يُسَلَّمُ، تَسْلَمْ (لِ)</td>
</tr>
<tr>
<td>Taxi</td>
<td>سَيَارَةُ الْأَخْرَةِ</td>
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<tr>
<td>Talk, conversation</td>
<td>حَدِيثُ (P) احْدَيِثُ (SM)</td>
</tr>
<tr>
<td>Brief</td>
<td>وُجِيزُ (Adj. SM)</td>
</tr>
<tr>
<td>To refuse, to deny</td>
<td>رَفْضُ، تَرْفَضُ، رُفَضَا</td>
</tr>
<tr>
<td>Incident</td>
<td>وَاقِعَةُ (SF) وَاقِعَاتِ (P)</td>
</tr>
</tbody>
</table>
Hamid was looking
for his money purse
here and there.
When he did not find it, he called his wife
and asked her about the purse.
She said: I saw your purse
in the table's drawer.
Open the table's drawer,
you will find in it your purse.
Hamid opened the drawer
and found his purse.
Hamid said to his wife:
You were saying
that you would go today's (this) evening
to your friend's house,
then, what is your programme?
She said: If you return from your office
early I would go.
He said: Would you go
to the market also?
She said: If you accompany me
I would go, otherwise not.
He said: I will accompany you on
the condition that you'll not prolong stay
in your friend's house,
because if you prolong stay
the market would close
and when the market is closed
our going there will not be useful.
When Hamid was talking
to his wife,
their daughter came and (she) said:
I don't have a pen to write with.
I dropped my pen and spoiled its nib.
Hamid took out his pen
and gave it to her saying:
Guard it from (against) falling.
If you guard it, it will be with you
and you will write
in beautiful handwriting always.
And if you drop it, you will spoil its nib.
The girl took the pen from her father
and thanked him and left for the school.
When Hamid returned (to) home
in the evening, his son Khalid showed him
the school report.
The report was not satisfactory.
Khalid had failed in two subjects.
The father said to his son:

It seems that you don't work hard in your lessons (classes).

You (must) know that he who works hard, passes in the examination.

And he who passes in the school examination, succeeds in life.

And he who succeeds in life, the world respects him.

The boy said: I understood that you (have) said, o' my father.

I will work harder than before and pass in the final examination with the rank “distinction”.

Grammar:

There are a few particles which are used for obtaining the conditional sentences. They are known as particles which silence two present tense verbs to obtain this meaning. Some of these particles are as follows:

In such kind of sentence the first clause or part is called i.e. condition (which portion in English is known as protasis) and the second clause or part is called i.e. answer of the condition or the result of the condition (which portion in English is known as apodosis).

In the case of particles as above and few more similar particles, there may be four alternative ways of obtaining conditional sentences and they are as follows:
All the four sentences above would mean:

"If you return from your office early, I would go."

Now, let us examine the four sentences above. In sentence no. 1 both the verbs رَجَعْتُ and ذَهَبْتُ are in the past tense. In sentence no. 2 the first verb ذَهَبْتُ is in present jussive mood and the second verb تَرْجَعْ is in the past tense. In sentence no. 3 the first verb رَجَعْتُ is in the past tense while the second verb ذَهَبْتُ is in the present jussive mood. And finally, in the fourth sentence both the verbs تَرْجَعْ and ذَهَبْتُ are in the present jussive mood and it is from this usage that we say that particle إنْ and similar other particles silence the last letters of two present tense verbs — the first verb which poses condition and the second verb which constitutes answer to the condition and hence the Arabic terminology جواب الشرط. However, it may be noted very carefully and once for all that all the four foregoing ways are tenable for this kind of conditional sentences.

In case of a sentence which consists of one imperative verb and the other in the present jussive mood, though it is often taken by beginners as شرط جواب الشرط, however, in Arabic grammar terminology we call it طلب جواب الطلب i.e. demand and answer to demand, e.g.

Open the table’s drawer, you will find in it your purse.

In the foregoing sentence the first verb يفتح (open) is in the imperative mood and the second verb تُجدِ (you’ll find) is in the present jussive mood and hence, the first verb يفتح is the demand (order/ request) i.e. طلب جواب الطلب and the sentence falls in the category of جواب الشرط. However, طلب جواب الطلب as very distinct from the الشرط جواب الشروط.

In some cases, in the conditional sentences that begin with إنْ, the answer to the condition begins with ف, e.g. If he gives you food, then you should eat it.

In the sentence above ف has been translated as ‘then’. It is often so.
It may also be noted here that an unlikely condition is obtained by using the particle لَ, often followed by الأَلْبَورُ, e.g

If I were present,

I would have done justice to you.

If you had come five minutes before, you would have met your friend.

However, there are always simpler ways to give expression to these kinds of meanings that you would learn with the passage of time.

Exercises:

(1) Translate into Arabic:

Last Sunday, in the morning at about 9.00 am, I was all set to go out that my phone rang. I took the call. It was my friend and classmate Rizwan. After formal enquiries about health and family Rizwan said: Ravi you know, our examinations are fast approaching. My father has told me: If you pass I will give you a new watch and if you fail I will stop your monthly pocket allowance for the year. I thought we should make a programme for combined studies. Why don't you come to Joseph's house in the afternoon. If we meet, we can make our future programme of studies. I said: If you come there, I will also come about 3.00 PM. I said: I wish shyam were not ill these days. If he were with us, we would have solved maths problems easily. He is really good. Rizwan said: Don't worry! He will soon be all right. When he returns home from the hospital, we will contact him and take his help. He said: Good, we will meet at Joseph's place (house) at 3.00 PM and till then bye! I said: Good bye. In the meantime my mother entered the room and I told her about our programme for studies, she was happy. She said: Work hard. This time you should get first division. If you get first division, I will give you money to buy your cricket set. I said: Please give me ten rupees now for transport. She said: Open the drawer, you'll find money.
(2) Translate into English:

"أنا ولدُ يُطلقُ عليه ولدُ كُسلاَن حيثُ أنبي ذاتيّ، أو جُمٌّ عملٌ إلى وقتٍ آخر. لا أودُ أداءً، واجبٌ في وقته وحِتى للمدرسة أتَأخِرُ في كلّ يومٍ تقريبًا. وبالنسبة إلى بعض الدروس، ولا أحتاجُ فضلاً في أقلّ من عامٍ. إذًا أكُسٍكُخته في القيادة من اليوم، وقلّم أُتحّمُمُ قبلَ الدُعَابِ إلى المدرسة، أُتَسَعيَّنُ على كُلّ شخصٍ في البيت، وكذا في المدرسة. ولكنُّ هذه الكرة قيلَ أسبوعًا أو ثلاثة أسابيع مرضتْ، وأخذتْ المشفى وأخذتْ فيه. قيمُ الدخانة لحمايتي ووجده أن الضجّ، وقالوا رفيقُنا هو الشَبَب، والتكلُّسُ أخذتْ نمّي في صحته. فكبرناً على المدرسة، فلم أستَيقفُ مُكَرَّرًا، وتخرَج للنَزْهة لأنك إذا خرجت في الضَباحِ الباكر، تستشفىُ الهواءُ الصالح المخالٍ من الدهان، والزنكُمُ أن تحملُ كُلّ صاحب قبلَ الدُعَابِ إلى المدرسة، إن قُلّت ذلك يحييك الأملُ، والإسلامُ وَمَتْيُ يحييك الاملُ يَغْضُبُوكُ أكبرٌ وينصدهُوك إلى إتمام الوقوب المدرسي. ومن يُنحِّمُ الوقف المدرسي ينحِّم في الإفخانة، ومن ينحِّم في الإفخانة يكَسُّكُتْهُ حَسَمًا، فَنَرَفْتُ أن شُبيهُ يُكَسُّكُهُ على كُسلاً. أو لم يَكُنُ كُسلاً لما ضَيْصتْ سبيلاً، ضَعْتْ بالندم، فقالَ لي واليُد: لا يأتى، إنَّكَباباً جدًا في الحِياةِ من اليوم تَنحِّم في الخِيَانةَ وَتنعَدُ.

(3) Use all the particles of condition you have known in sentences/paragraph/s of your own.

Glossary

الكلمات العسيرة

بحث، يبحث، يبحث (عن)
كيسس (SM) أكاس (P)
نقد (SM) قوّة (P)
نادي، ينادي، مَنادِّاً
دروج (SM) أذرع (P)
زلفق، يترافق، مرافقة
ميُكرَّر (Adv.)
أطال، يطِيلُ، إطالة

To search, to look for
Purse, bag
Money
To call
Drawer (of table etc.)
To accompany
Early
To Prolong
To stay
To be closed
To be useful, to benefit
To drop
To spoil
Nib
To take out
To guard, to protect
Handwriting
To thank
To show
Report
School report
Satisfactory, pleasing
To fail
Subject (in school)
To appear
To work hard
To pass, to be successful
To respect
To understand
Division, rank
Distinction
To offer, to give
To do justice
| **To be all set, to be ready** | استعداد، استعداداً |
| **All set, ready** | مُستَنَبِلًا |
| **To go out** | خروج، خروجاً |
| **To ring (bell/telephone)** | زن، زنًا |
| **Telephone** | بِلغوة (SM) |
| **Classmate, colleague** | زميل (SM) |
| **Formal** | رسميًا (SM) |
| **Enquiries** | استعلامات (SM) |
| **To approach** | يقترب، يقتربًا |
| **To stop (s. o.)** | وقف، وقفًا |
| **Pocket money** | مَضْرِعَةَ الْحِيْبَ |
| **To think** | يفكر، يفكرًا |
| **To fail** | يَنْسَبِيْ، يَنْسَبِيْا |
| **Monthly** | شهرًا (SM) |
| **Programme** | برنامج (SM) |
| **To make programme** | إعداد البرنامج، وضع البرنامج |
| **To prepare (s. th.)** | وضع، وضعًا |
| **To lay out, to put** | وضع، وضعًا |
| **Combined, joint** | مُتَنَاكِرًا (VN/ Adj. SM) |
| **Future i.e. Pertaining to future** | مستقبليًا (Adj. SM) |
| **I wish** | يَلْتَبِيْ |
| **To want, to wish** | وَذَا، يَؤْمَدْ |
| **To solve** | حل، حلًا |
| **Problem** | مِشْكَلَةً (SF) |
| **Mathematical/ pertaining to mathematics** | رياضيًا (Adj. SM) |
Mathematics / maths

Good

Really

To worry

To be right, to improve

To return

To return

Hospital

To contact

To take help

We will take his help.

To meet, to assemble

Bye

In the meantime

Study

Revision (of lesson)

Happy

First division

Second division

Third division

Cricket set

Money, fils

Rupee / Rs.

Transport
For transport

To call

Lazy (Adj. SM)

As, because

Always

To postpone

Performance

Duty; assignment (P)

Almost

As a result

To miss

I miss some lesson

To Pass

Class

To be lazy

Hardly

To take bath

To be sick with, to be tired with

To fall sick

To admit

Doctor

Doctor (P)

To see, to check

Dirty (Adj. SM)
Perhaps
Has taken its toll in my health
To breathe
Pure air
Devoid of
Pollution
To be necessary, must
To care for, to take care of
To complete, to finish
Future
Good
Failure
Laziness
To be hidden, to hide
To waste
Year
To feel
Grammar At Finger Tips

Things to remember

Arabic Verb:

As Mentioned earlier, majority of Arabic verbs are triliteral. It is from these triliteral verbs that a variety of derived verbs is extracted by doubling the second letter of the verb, or by prefixing or interfixing one, two or three letters. Let us take for example 

قَعَلَ as can be seen is a triliteral verb i.e. a verb which consists of three original letters. Hereinbelow a list of derived forms of verbs is provided:

Form I: 

قَعَلَ original verb.

Form II: 

قَعَلَ 2nd letter is doubled.

Form III: 

قَعَلَ Alif is interfixed after the first letter.

Form IV: 

قَعَلَ Alif is prefixed i.e. placed before the first letter.

Form V: 

قَعَلَ Ta is prefixed i.e. placed before the first letter and the second original letter is doubled.

Form VI: 

قَعَلَ Ta is prefixed i.e. placed before the first letter and alif is interfixed after the first original letter:

Form VII: 

قَعَلَ Alif and noon are prefixed i.e. placed before the first letter.

Form VIII: 

قَعَلَ Alif is prefixed i.e. placed before the first letter and Ta is interfixed after the first letter.

Form IX: 

قَعَلَ Alif is prefixed i.e. placed before the first letter and last letter is doubled.

Form X: 

قَعَلَ Alif, Seen and Ta are prefixed i.e. placed before the first letter.
Notes:

(1) Practically, we can not extract all the derived forms from any given triliteral verb.

(2) Each derived form has a semantic characteristic or two attached to it.

General features of derived forms of verbs:

Form II: Allocates the meaning to transitive e.g.
To tear مُرَقَ/مِرَقَ/مَرَقَ

Form III: Allocates the meaning to do something together, e.g.
To fight some one قَاذِل/قَدِئِل/قَدِئِلَة

Form IV: Allocates the meaning to causative, e.g.
To seat, to cause to sit أَجَلْ/أَجَلُ/أَجَلَة

Form VI Allocates the meaning to mutuality of action, e.g.
To fight one another تَقَأَّلُ/تَقَأَّلُ/تَقَأَّلَة

Form VII: Allocates the verb to reflexive meaning, e.g.
To be broken إِكْسَرُ/إِكْسِرُ/إِكْسَارًا

Form VIII: Allocates the meaning to intransitive or reflexive, e.g.
To abstain إِمْتَنَعُ/إِمْتَنِعُ/إِمْتَنَعَة

Form IX: Allocates the meaning to colour or physical defect, e.g.
To turn red إِخْمَرُ/إِخْمَرُ/إِخْمَرَة

Form X: Allocates the meaning to asking, e.g.
To ask s. o. to come إِسْتَقَّدُمُ/إِسْتَقَّدُمُ/إِسْتَقَدَامًا

These are only the general features of the derived forms of the verbs. Dictionary should be consulted to know the right meaning/s of the verb.

Some Small Grammar Points:

* “بَيْنُ” is basically a preposition which means ‘between’ and among etc. It also causes kasra to the last letter of a noun it precedes thus placing the noun in the genitive case, e.g.
(1) I entered the room and stood between the teacher and the blackboard. 
(2) I sowed discord between the father and his son. 
(3) I sat between the two friends. 
(4) There was long distance between me and my brother. 
(5) Who was sitting between you and her in the church?

Note carefully that when `بَينَ` is followed by a personal attached pronoun indicating your, his, etc., then in that case `بَينَ` is repeated as you can see in sentences 4 & 5 and when `بَينَ` is used with nouns, it is not repeated as is the case with sentences 1, 2 & 3. `بَينَ` is indeclinable.

* `كُلُ` is a noun which means among other things `all` and `each`. It also functions like a preposition and invariably places the noun it preceds in the genitive case. When it has to be used to mean `each`, it is placed in construct position before a singular noun without the definite article `ال` and it would also decline normally according to the case, e.g.

(1) Each student came for the class.  
(2) I spoke to each student in the class.  
(3) I advised each student in the class.

In the meaning of `all` `كُلُ` is placed before a plural noun bedecked with the definite article `ال` or before a plural pronoun, or the noun that may be ascribed to another noun and thus defined, e.g.

(1) All the students attended the class.  
(2) All the students of the class attended the prize distribution function.  
(3) I saw all of them eating their lunch.  
(4) I went to all of them one by one.
* كلَا and كُلَّنا are nouns meaning both for masculine & feminine respectively. They fall in the category of indeclinable nouns i.e. to say that their terminal alifs don't change in any of the three cases i.e. كلَا & كُلَّنا remain unchanged in the nominative, accusative & genitive cases. For example:

A. (1) Both the boys came
(2) I saw both the boys
(3) I sat with both the boys

B. (1) Both the girls came
(2) I saw both the girls
(3) I sat with both the girls

Note that the alifs of كلَا and كُلَّنا have not changed. Note also that كلَا and كُلَّنا are always placed in construct position with a dual noun.

Note also that alifs of كلَا and كُلَّنا remain unchanged only when they are ascribed to nouns as shown above. However, when كلَا and كُلَّنا are ascribed to dual possessor personal pronouns, they decline as follows:

A. (1) Both of them (M. D.) came
(2) I saw both of them (M.D.)
(3) I sat with both of them (M.D.)

B. (1) Both of them (F.D.) came
(2) I saw both of them (F.D.)
(3) I sat with both of them (F.D.)

The predicate or verb that follows كلَا and كُلَّنا for some reason may be dual as generally maintained or singular. For example:

Both of them are present
Both the boys attended the class.
Same rule applies to كُلٌّ.

* كَمْ is a particle used as an interrogative and exclamative as follows:

A. When used as interrogative كَمْ is followed by a singular noun in the accusative case, e.g.

(1) How many books do you have?
(2) How many teachers are there
    in the university?

In its capacity as interrogative particle كَمْ may be followed by مَنْ and in this case the noun will be plural bedecked with ال and in the genitive case, e.g.

(1) How many books do you have?
(2) How many teachers are there in the
    university

B. When used as exclamative particle كَمْ is followed by a singular noun in the genitive case, e.g.

You have so many books!
There are so many teachers in the university!

* سَوْفْ defines the meaning of present imperfect in the near future and defines the meaning of the present imperfect in the (distant) future, e.g.

(1) I go to the school
(2) I will soon go to the school
(3) I will go to the school

* أَخْذَ (and similar verbs) followed by the present indefinite verb modifies the meaning 'to begin' and the meaning of the verb that follows أَخْذَ e.g.

He began to eat
He began to write

* يَمُّ followed by the infinitive form of verb changes the meaning to passive in present and future as follows:
(1) Goats are slaughtered for eating
(2) The students will be sent to London next month.
(3) The restrictions shall be removed in the near future.

followed by infinitive modifies the meaning in the past passive voice e.g.

(1) The goats were slaughtered for the feast.
(2) Yes, all the mistakes have been removed.

* غَمَّل pattern is generally used for indicating that the person does some work as his profession, e.g. while from خَاط渴 he stitched or sewed would mean some one who stitches, but خَاط would mean some one who stitches necessarily as a professional. Nouns for all professionals will be drawn or cast on this pattern.

* We have talked about imperative verbs and how they are made from trilitiral and derived forms of verbs. We have also known that imperative is made only from the second person verbs. It may also be noted that imperative is also used as request and surely when it is modified by using من فضلك or some other such expression, e.g.

(1) Go or please go إِذْهَب
(2) Please go إِذْهَبُ من فضلك

In some way or other we also convey our order or request or intention to the III & the I persons, e.g. we might say: let him do this & let me eat. To achieve this meaning in Arabic we use ل with kasrah and term this ل as ل of imperative i.e. على الأمر. This ل causes all those alterations to the verb that obtain in imperative e.g.

(1) Let him go to the calss. لَيْدَعِهُ إِلَى الفَضْلِ
(2) Let them (2-men) go to the class. لَيْدَعُوهُم إِلَى الفَضْلِ
(3) Let them (all men) go to the class. لَيْدَعُهُم إِلَى الفَضْلِ
(4) Let her go to the class. لَيْدَعُهَا إِلَى الفَضْلِ
(5) Let them (2-women) go to the class.

(6) Let them (all women) go to the class.

(7) Let me go to the class.

(8) Let us go to the class.

This ل of imperative can also similarly be used with the verbs of the second person, e.g.

You go or let you go

All you (women) go or Let you all (women) go

Often this ل is preceded by ف with Fathah without prejudice to the meaning, e.g. قُلْ يَهْدُبُ. In this case ل is silenced.

* ل with kasrah is also used to modify the meaning of the present indefinite to infinitive. In this case it causes Fathah to the terminal letter of the present indefinite verbs. It also causes all the noons i.e. ن to drop except in the case of II & III persons plural feminine, e.g.

(1) He came to attend the meeting.

(2) They (2-men) came to attend.

the meeting

(3) They (all men) came to

attend the meeting.

(4) She came to attend the meeting

(5) They (2-women) came to attend the

meeting

(6) They (all women) came to attend

the meeting

(7) You (1 man) came to attend the

meeting

(8) You (2men) came to attend the

meeting
(9) You (all men) came to attend the meeting

(10) You (1 woman) came to attend the meeting

(11) You (2 women) came to attend the meeting

(12) You (all women) came to attend the meeting

(13) I came to attend the meeting

(14) We came to attend the meeting.

We also known this ِّ ل as ل of cause or causative ل. There are few more particles that modify the verb similarly e.g. لَ كَيْ كَيْ خَلِيْ أُن. At times the verbs thus modified may be translated as 'so that', 'in order to' etc. e.g.

(1) I came so that I can attend or I came in order to attend

(2) I came so that I can attend

The particle لَّن modifies the verb as the ل of imperative and its sisters and the meaning in future negative emphatic, e.g.

(1) I will never attend the meeting

(2) They (men) will never attend the meeting

(3) You (women) will never attend the meeting

* The particle لُم in addition to its other uses as mentioned earlier, is also used to indicate exclamation while at the same time it places the adjective of the comparative degree and the noun qualified by this adjective in the accusative case, e.g.

(1) How handsome the boy is!

(2) How difficult the game is!

(3) How intelligent the teachers are!

(4) How beautiful the girls are!
* Remember that the sound plural feminine takes only kasrah in the accusative case also.

* There is a term in Arabic grammar known as بَدَلُ مُبَدَّلٍ مِنَهُ (Badal Mobdal Minho) i.e. a second noun substituting the first noun. In this case the case of the بَدَلُ i.e. the substituting noun shall be the same as that of the noun which is substituted, e.g.

(1) The peon came his son i.e. the peon's son came
(2) I saw the peon his son i.e. I saw the peon's son

It may be بَدَلُ i.e. one whole substituting the noun as above and it may be a part substituting a whole and thus known as بَدَلُ الطَّرَزِ or the partitive substitute, e.g.

I wounded the boy his eye i.e. I wounded the boy's eye

* Particle إِمَّا followed by أَرْ is used in the meaning of 'either—or, e.g.

Either you will stay with us in London
or I will not visit you next month.

Generally in the spoken Arabic إِمَّا, may be followed by إِمَّا to mean either—or

* لَكِنْ and لَعْلَمَ are particles that place the nouns that follow them in the accusative case, e.g.

(1) The teacher is present in the class
(2) He informed me in writing
that his father is sick/unwell
(3) It seems as if the student will not be successful in the examination
(4) I wish his father were present
(5) The boy is short but the girl is tall
(6) Perhaps the teacher will not come tomorrow.
* Slogans like ‘long live the king’, and wishing good or bad are expressed vide past tense verbs though this may not be considered unflinching rule, e.g.

(1) Long live the president!
(2) Death on the wrongdoer!
(3) May Allah bless (you)!
(4) May Allah help you!

However, present indefinite tense verb may also be used some times, e.g.

(5) May Allah destroy your house!
or May you be doomed!

* مَنِى i.e. indeclinable is a word that carries a certain (short) vowel which never changes in any case. e.g. أَمِس is an indeclinable noun and this kasrah does not change, come what may. Similary, there are other nouns and verbs etc., which remain static even when they are preceded by a causative that should ordinarily change the case-terminal.

As opposed to مَنِى words which are not many when compared to the corpus of Arabic words, the rest are مَعَرَب which change case terminal when it is so required for a reason, e.g., 

أَقَدَمْ وَلَدَ أَقَدَمْ وَلَدَ أَقَدَمْ وَلَدَ أَقَدَمْ وَلَدَ أَقَدَمْ وَلَدَ

A boy came
I saw a boy
I sat with a boy

These مَعَرَب words include nouns and present tense verbs. Of these the nouns are also categorised as triptotical i.e. words or nouns that inflect fully according to the case. Some of the words or nouns which do not inflect fully are categorised as untriptotical or غَيْر مُنْصَرَف These nouns are those which do not admit nunnation & Kasrah in the genitive case, e.g. مَسَاجِد the plural of مَسَاجِد.

(1) These are mosques
(2) I saw the mosques
(3) I went to the mosques
Beside some other specified nouns, all plural nouns having alif as third letter followed by kasrah, are untriptotical. However, when these plurals are defined either by the definite article ٌ or when placed in construct position, then in that case they accept Kasrah also, e.g.

(1) I went to the mosques
(2) I went to the mosques of the city

Additionally, adjective of comparative degree is treated as untriptotical. All adjectives of colour and physical defect on the pattern of ُّ أَفْلَعَّلُ are treated as untriptotical.

* In Arabic all nouns are divided into two categories i.e. (1) Masculine & (2) feminine. There is no neutral gender. All nouns may be considered as masculine gender nouns unless they specifically denote female objects. All nouns terminating with ِ ِ marboota are feminine gender nouns unless they are specifically used for masculine objects.

* Originally, Arabic did not have vowels or diacritical marks like we know them now as ٌ Dammah, Fatḥah and Kasrah, because it was restricted to the native speakers in the Arabian peninsula. However, with the arrival and spread of Islam when Arabic also came out of its enclosure and travelled to other neighbouring and far off countries where Islam was accepted as faith, it came to be learnt by ‘unnatural speakers’, who often committed serious mistakes in reading religious texts. This necessitated that Arabic should evolve a system to enable learners to handle it correctly and thus grammar was created which may rightly be called ‘the constitution of the language’, and the vowel or diacritical marks were determined as they are known today. They are ٌ Dammah—an open stomached coma above a letter, Fatḥah—a diagonal mark above a letter and kasrah a diagonal mark under a letter. When these marks are placed in twos, then they are called تنوين Tanween thus giving a terminal nunciation sound. When placed above or below the terminal letter of a noun, these very same vowel points are known as راء Rafʿa, Nasb and Jarr, thus indicating cases—nominative, accusative and genitive respectively. A small circle ‘٠’ above a letter is known as ُ سُكَّن.
sokoon, and when placed above the terminal letter then it is known as جَمَّ Jazm and the word/noun is considered to be in the apocopate form. The function of this vowel is to create a stop, thus becoming a part of the syllable preceding it.

* There are words in Arabic which contain a letter twice. In this case that letter is written only once but read twice with the help of شَدّ Shadda which symbol is represented by a sign consisting of three teeth (ـ). 

* All 28 letters of Arabic are known as consonants. However, و, َ and ِ function as (semi) elongative vowels while preceded by a letter carrying a vowel point representing that sound, e.g. بَيْنِ, بَيْنَ and بَيْنُ. In case of elongative sound it is supposed that alif is followed by another alif, thus َ + َ and hence it is written as تُ or ٌ. It may be noted that this elongated أَلْف obtains only in the beginning of a word.

* When these two semi vowels i.e. و & ِ are preceded by a letter carrying a fathah, then it is called diphthong, e.g. وُبَّيْنِ, وُبَّيْنَ and وُبَّيْنُ as in ‘bowler’ and بَيْنِ as in ‘by’ when is preceded by fathah.

* It has always been considered very difficult to handle correctly the prepositions in any language and it is specially difficult to handle them correctly and accurately if it is the acquired language of the user. In Arabic also it is difficult for the given reasons and due to regional differences. For example it may be في that is used in the meaning of ‘at’ in certain meaning in certain countries while على might replace it in some other countries or regions. It is suggested that the preposition ب is used to mean ‘in’ in the context of cities, e.g. بِديله بِ i.e. in Delhi and في الهند ب i.e. in India. However, it is not a very hard and fast rule. These two prepositions may be used inversely in the said context. Generally, learners and scholars alike confuse the use of عَلَى and عَلَى. فَوْقُ means ‘on’, and فَوْقُ means ‘above’. Thus neither of them would replace the other.

* In Arabic there are three numbers—singular, dual and plural. As explained, dual is obtained from a singular noun by adding أَن at the end of a singular noun. For example وَلْدُ would become وَلَدُ. This
form is known as dual in the nominative case. In the accusative and
genitive cases ْيَن is replaced with يَنِ َْلَدَنِ. ِِْلَدَنِ ْيَنِ

(1) Two boys came (nominative case)
لَدَنِ ْيَنِ قَيمَ ْبَلَدَنِ

(2) I saw two boys (accusative case)
ْلَدَنِ ْيَنِ رَأَبَتُ ْبَلَدَنِ

(3) I sat with two boys (genitive case)
ْلَدَنِ ْيَنِ جَلَّسَتْ مَعَ ْبَلَدَنِ

In case of nouns terminating with Ta َّ Marboota, the ta is written as
stretched ta and joined to the alif or Ya of the dual, e.g.

Nominative case
مُدِرَسَتْان ْبَلَدَنِ ْبَلَدَنِ

Accusative & Genitive cases
مُدِرَسَتْان ْبَلَدَنِ

* About the plurals, there are two kinds fo plural nouns—(1) broken
plural and (2) sound plural.

(1) Broken plural is the one in which case the order of the singular word is
changed and a letter or more may also have to be added anywhere in the
body of the singular word, e.g. ْقَلَّم means a pen while ْقَلَّمَ is pens. Note
that one alif is added in the beginning and another after the second
original letter. ْکَتَبَ is books. Its singular is ْکَتَب. Note that in this case
original alif after the second letter is elided and the vowel marks are
changed. These are broken plurals. There are preordained patterns to
mould plurals, from singular nouns, however, they are many. I consider
it much easier for learners to consult dictionary/teacher to know the
plural.

(2) Sound plurals are generally made from certain specified singular nouns.

(a) For masculine gender—generally all verbal nouns of active and passive
voices i.e. ْمُفَعَّل and ْمَفَعَّل, denoting human beings are
moulded into plural by suffixing to them ْوَن i.e. ‘waw’ and ‘noon’
preceded by dammah in the nominative case and ْيَن i.e. ‘ya’ and ‘noon’
preceded by kasrah in the accusative and the genitive cases. For
example: ْقَلَّمْ ‘a cruel man’ is a verbal noun of active voice from
trilateral verb ْقَلَّم to be cruel. Now the plural is wrought as follows:

nominitive case ْقَلَّمْ +ْوَنَ=ْقَلَّمْوَنَ
accusative & genitive cases  فيَالَّمِنْ + ى = فيَالَّمِينُ

(1) Torturers came  قَالِمُونَ
from Central Asia  مِنْ آيَةَ الْوُسْطِى 1
(2) I saw torturers  رَأَيْتَ قَالِمَيْنِ
from Central Asia  مِنْ آيَةَ الْوُسْطِى 2
(3) I accompanied torturers from  إِضْطَلُحْتُ قَالِمَيْنِ
Central Asia  مِنْ آيَةَ الْوُسْطِى 3

مُظَلُومٌ is a verbal noun of passive voice. It means ‘a tortured one’ i.e. ‘downtrodden’.

nominative case  مُظَلُومٍ
accusative & genitive cases  مُظَلُومٍ + ى = مُظَلُومِينَ

(1) The downtrodden came  قَالِمُ الْمُظَلُومُونَ
with their complaint  بَسْكُواهُمَّ
(2) I saw the downtrodden  رَأَيْتَ الْمُظَلُومِينَ
in the room  لِيَالْبَرْقِةِ
(3) I sat with the downtrodden  جَلِسْتُ مَعَ الْمُظَلُومِينَ
in the room  لِيَالْبَرْقِةِ

* In case of verbs consisting of four or more letters, the verbal noun of active voice is wrought from its present indefinite form of III person masculine singular by eliding the symbol of present indefinite and prefixing to it meem i.e. مَ with dammah and the penultimate i.e. last but one letter shall invariably have/be given a kasrah, e.g.

to travel  سَافَرُ = سَافِرٌ
traveller  مُ=سَافِرٍ=سَافِر
nominative case  مُسَافَرٍ + ى = مُسَافِرِينَ
accusative & genitive cases  مُسَافَرٍ + ى = مُسَافِرِينَ

In the case of the verbal noun of passive voice the penultimate letter is invariably given a fathaḥ, e.g.

مُسَافَرُ

Theoretically, verbal nouns of active and passive voices can be made from
all verbs, however, practically it does not obtain.

Regarding use of verbal nouns, all rules apply as mentioned above.

(b) As regards sound plural feminine, it is generally wrought from infinite forms of verbs and feminine nouns that end with ت marboota, e.g.

To be safe

سلم وسلام
سلامات

To give over, to handover,

سلم وتسليم
تسليمات

To receive

سلم وتسليم
تسليمات

From nouns ending in ت marboota sound plural feminine is wrought by eliding the ت and suffixing to the remainder ات as follows:

كراسة + ات = كراستات
مدرسة + ات = مدرستات

In the nominative case the ت takes dammah and in the accusative & genitive cases the ت terminates only in kasrah, e.g.

(1) The (lady) teachers came

from New Delhi.

(2) I saw the (lady) teacher

in the lobby.

(3) I discussed the topic

with (lady) teachers.

Nouns/ adjectival nouns terminating with a soft يا (i.e. which is not preceded by kasrah) is wrought into plural on the pattern of فعَّة. e.g.

i.e. courrier will group in ساعى or قاضى i.e. judge will group in ساعى etc.

* Please note the following:

   To fulfil (promise)

وفى / وفاء
To guard

To be of the opinion

To recount, to narrate

Verbs like in the foregoing are not many and they are not generally used because there are many other simple-lettered verbs to replace them. They are sparingly used and in any case all the fourteen patterns of conjugation are not used. Forms of such verbs which do occur in writing are generally mentioned in every good dictionary. Therefore, it is best learnt from the dictionaries.

* It may be noted that occasionally in written Arabic and generally in spoken Arabic verbal nouns of active & passive voices function as verbs, thus affecting the nouns that follow them exactly like a verb. For example, we say:

(1) I am going to the college now.

(2) I'll be heading to the office at the train's arrival time.

(3) I present (am presenting) to you this book

* La of absolute denial i.e. لا نفی الجنسی causes fathah to the noun that follows it, e.g.

There is none in the house
I have no power to solve the problem

However, when this La of absolute denial is repeated then in that case it may be allowed to retain its characteristic, e.g.

There is no power and no strength except with (in) Allah.
However, generally it is used devoid of its characteristic or as it might please the user or suit the placement in writing, e.g.

لا حول ولا قوة إلا بالله
لا حول ولا قوة إلا بالله
لا حول ولا قوة إلا بالله

* Though there are designated patterns for forming nouns of place, time and instrument etc, however, they are better learnt with the passage of time and the progress in readings. Arabic dictionaries generally provide host of derived forms of words from a basic 3-lettered or 4-lettered or 5-lettered original Arabic verb. Therefore, we should rather concentrate on early and accurate use of Arabic-English dictionary to enrich our vocabulary and enhance our ability to use the Arabic language. Here are some tips to use Arabic dictionary:

Good Arabic-English dictionaries are alphabetical in a restricted way. It means that only the root letters i.e. 3 or 4 or 5 lettered verbs are entered alphabetically into Arabic-English dictionaries followed by a host of derived forms of words to the great advantage of the learner. These words are arranged systematically in order of categories of words beginning with forms of a verb generally in use followed by nouns in order of increase of number of letters except those which forms have preordained meaning derived from the verb, e.g. the active & passive participles i.e. the verbal nouns of active & passive voices may not be mentioned in the list of words under the root letters unless they have meanings different from their preordained meanings. For example **مستقبِلُ, مُقدَّمٌ, مَفَوِّحٌ, فَاحَ** may not be mentioned in the dictionary. However, if active and passive participles have some specific or special or extension meaning, then only such nouns/words find mention in the dictionaries. For example **مستقبِلٌ** which would mean beside the regular meaning of active participle the additional meaning of (radio) receiver or **مستقبِلٌ** would mean the facade or the front part of something or the future.

* In view of above it is very necessary for a learner to acquire the ability of recognising the basic root letters of a word that he would come across during his reading. On the face of it, this thing appears to be difficult.
However, if one can learn the derived forms of verbs, he may not face serious difficulty in overcoming this problem. ف & ل or ف & ع are generally considered to be the basic lettering of a triliteral verb, e.g. في. ر & ح & ب the first letter ض is said to be في. ر & ح & ب respectively of في. ع & ل which is considered to be the measurement of the triliteral basic Arabic verb. Beside the original form of the triliteral verb which may be considered as form I, the other derived forms are as follows:

Form II is obtained by doubling the second i.e. ع letter of the verb, e.g. في. ع.

Form III is obtained by inserting one elongative alif اء after the first i.e. في. ع letter of the verb, e.g. في. ع اء.

Form IV is obtained by adding one consonant alif اء (which is known as Hamza also) with a fathah before the first i.e. في. ع letter of the verb, e.g. في. ع اء.

Form V is obtained by adding a ta ت with fathah before the first i.e. في. ع letter of the verb and the second i.e. ع letter is doubled, e.g. في. ع ت اء.

Form VI is obtained by adding ta ت with fathah before the first i.e. في. ع letter and an elongative alif اء after the first i.e. في. ع اء.

Form VII is obtained by adding a consonant alif اء (which is known as Hamza also) with kasrah and noon i.e. ل before the first i.e. في. ع letter of the verb, e.g. في. ع اء.

Form VIII is obtained by adding a consonant alif اء with kasrah before the first i.e. في. ع letter and ta ت after the first i.e. في. ع letter, e.g. في. ع ت اء.

Form IX is obtained by adding a consonant alif with kasrah and doubling the third i.e. the last letter i.e. ل letter of the verb, e.g. في. ع اء.

Form X is obtained by adding a consonant alif اء with kasrah and before the first i.e. في. ع letter of the verb, e.g. في. ع اء.

These are the most often used forms of the verbs. There are other forms which are so rarely used that they are almost non-entities. These are forms
consisting of four and five original letters and their derivatives. They will be easy to handle by scholars with passage of time and as indicated above, their frequency is not much and in certain cases nil.

Words of foreign origin if assimilated or easy to assimilate and somehow co-related to a triliteral verb etc., then that word is mentioned under that root word otherwise it is mentioned in ‘general’ alphabetical order. For example the French word كلسون (i.e. caleçon) i.e. a pair of men’s drawers may be entered under كلس which means in form II to whitewash. The foreign word كبلش meaning “handcuffs” is entered under general alphabetical order after كلب.

It may not be difficult to find the root letters of a word which consists of full number of letters as it requires and which does not consist of a weak letter or two or which has not dropped a letter or two for some grammatical/etymological reasons. For example مُستَخدَمُ or مُستَفَعَل and دَاهِبُ & بُعِيدُ rightly deduced to be the original or root letters or مُستَفَعَلُ مُستَخدَمُ may be measured on للهُ and مُستَفَعَلُ مُستَخدَمُ may be measured on مُستَخدَمُ etc. and right root letters may be found. However, words consisting of doubled letters at the terminal position may cause some difficulty in deciphering the original letters of a verb/word. For example، مَقَرِّرِ or مَقَرِّرِ i.e. headquarters or مَقَرِّرِ i.e. extracted or مَقَرِّرِ i.e. run (imperative). However, they would pose no difficulty if you remember to unfold the terminal doubled letter i.e. مَقَرِّرِ is in reality مَقَرِّرِ and مَقَرِّرِ is مَقَرِّرِ and hence you can see that after banishing the additional letters you would have قَرِّر and قَرِّر and قَرِّر. The real difficulty is faced only in case of words which consist of some weak letter/s and/or in which case for some grammatical reasons, a letter or two are either dropped or replaced by some other/s.

For example، خَائِطُ i.e. wall, in which case Hamza ـ has actually replaced و. This word has been extracted from حَوَط. Similarly، إِذْكَر أو إِذْكَر or إِذْكَر i.e. to remember, which word has been cast on أدْكَر pattern, however, for some morphological reasons it has been ‘mutilated’ as above. The imperative verb قَوَي فِي i.e. guard, might cause some difficulty to find original letters as for some morphological reasons 2-3 letters have been dropped here. However, in most of such cases some clue can always be found to reach the right original letters of the word. For example, in case of إِذْكَر or
you may have to look for it in the dictionary under 
آذَكْرَ, ذَكْرٌ, and finally you may be led to ذَكُر. Similarly, in case of إِضْطُرَابٍ i.e. disturbance or disorder, one might initially face some difficulty because in this case ta has actually replaced ت as follows:

إِضْطِرَابٍ / إِضْطُرَابٍ = إِضْطُرَابٍ

In such cases a little exercise shall have to be done to find the original letters of the words and we may have to look up two or three options to reach the right word mentioned as above.

Most importantly, we should know here that these morphological problems shall get solved if we are informed on this aspect of the language. Generally, conjugations of irregular verbs and/ or verbs consisting of one or two weak letters or Hamza, shall be helpful.

* Earlier in a lesson we have dealt with adjective— what it is and the formulae of making it etc. In certain cases adjective is also wrought by suffixing doubled ya ي i.e. ya ي with shaddah preceded by kasrah, e.g. مَضْرٍ i.e. Egypt and مَضْرَى i.e. Egyptian. This ya ي is known as ya ي of نسبة or the ya ي of attribution.

* من is a preposition which generally means ‘from’ as in آنَا مِنْ دِلَّهيِ i.e. I am from Delhi. However, it has an extension meaning “of” in expressions like “made of” e.g. ‘this ring is made of gold’, i.e. مَضْنُوعٌ مِنْ الذهبِ. We may also say that in the sentence above the word مَضْنُوعْ i.e. ‘made’ is taken away for reason of frequent use. It may be true. However, generally such meaning is expressed without using the word مَضْنُوعْ and the meaning is straight and adequate. The word مَضْنُوعْ can also be used and ignored as per context and need.

* Some tips on irregular verbs:

* Conjugation of regular verbs consisting of sound letters is easy to acquire and similarly it is also easy to decipher the original letters. However, verbs consisting of one or two (semi) vowels occurring anywhere in the verb do create some problem/s even for experienced people. For example verbs like وَقَى, وَلَى, وَغَدَّ, وَغَدَّ, مَسَى, تَبَقَى etc. and many more do have irregular conjugations, though in a restricted sense. You must have observed these irregularities in the
conjugations of such sample verbs. The real problem surfaces in verbs—derived forms, where certain letter is replaced by another letter for reason that these two consecutive letters are not compatible in sound, and hence the difficulty to say them correctly. For example when cast on the pattern, then this ت is changed to ضرب because the sound of ضرب is not compatible to ت whereas the sound of ضرب is compatible and therefore ت in ضرب and its likes shall be replaced by ضرب and thus written as ضرب. Verbs like يذكر when cast on the pattern, in that case ت of يذكر may be changed to د and written ذكر or this original ذكر may be doubled and written ذكر or this original د may be merged in the د that replaced ت and written ذكر. Similarly, some noun forms derived from these kinds of irregular verbs may also have to undergo some changes. For example مذكرة shall be replaced by مذكرة and مذكرة shall be replaced by مذكرة. These are morphological changes that have to be acquired.

* In order to liason a silent letter i.e. a letter with sookoon to its following, the sookoon is replaced by kasrah, e.g. when قالت [She (She) said] shall have to be liasoned to its following then it will be said/read thus: قالت: The girls said or قالت البناية The girls said. In our lessons generally in such cases we have indicated this kind of liasoning thus: قالت البناية and قالت البناية etc.

* Elongative Alif, Yaa and Waw (Serving as semi vowels) are necessarily preceded by an even vowel i.e. Alif is preceded by fatḥah, Yaa is preceded by kasrah and Waw is preceded by ḍammah and in this case these three vowels are supposed to be carrying sookoon i.e. ـ which may not necessarily be placed above them, though generally we have mentioned it in our lessons. Elongative Alif preceded by فتحة sounds ‘aa’ as in ‘bar’. Elongative Yaa preceded by kasrah sounds ‘ee’ as in ‘eel’. Elongative waw preceded by ِةا sound ‘oo’ as in ‘booze’. Similarly, in diphthong waw and Yaa both are preceded by فتحة and waw and Yaa are supposed to be carrying sookoon. In diphthong waw preceded by فتحة sounds ‘ow’ as in ‘owl’ and Yaa preceded by فتحة sounds ‘ay’ as in ‘day’ in Australian pronunciation.

* There is a kind of noun which is called collective noun. This noun infact
refers to a variety of things as a whole, e.g. مؤز mawz i.e. bananas or تفاح toffaah, i.e. apples, or بيض bayd i.e. eggs etc. To obtain a word to indicate a single piece of such items, a تمرbooṭa i.e. ة in generally suffixed to such a noun. For example to say one banana we would say in Arabic مؤزة mawzaton, one apple would be تفاحة toffahaton, and بيضة baydaton would mean one egg, and so on so forth.

* In terms of influence of the verbs, they are generally divided in two categories i.e. (1) tranitive verbs which take at the minimum one subject i.e. the doer of the action and one object i.e. receiver of the action. It is known as مُتعدى in Arabic and (2) intransitive verbs which do not take object i.e. the receiver of action. This variety of verbs is known as لازم in Arabic.

* Like in any other language, in Arabic also there are a few particles/words which are used to connect two/ more parts of the sentence. They are known as خروج العطف i.e. connectives or conjunctives like و wa & أو etc. ‘wa’ means ‘and’, and ‘aw’ means ‘or’. It may be noted that after these connectives the case terminal of a noun shall be the same as that of the one preceding it. For example:

اكلت الموز والليمون والبرتقال

* Please note that the noun after اكلت and those after the connective ‘wa’ serve as objects for اكلت i.e. I ate grapes, bananas and oranges.

Note also that in Arabic connectives are frequently used while in English we use ‘comma/s’ and only at the final stage connective is used.

* Generally parts of the body which are in ‘twos’ are used as feminine. For example يده hand, عين eye etc. Parts of body which are not in pairs are generally treated as masculine.

* In Arabic generally verb has to be in consonance with its subject in gender i.e. masculine verb for masculine subject and feminine verb for feminine subject, however, if there is a particle/ word between the verb and the feminine subject then rules permit to use masculine verb. For example:
Some girls came to me  

* Undefined plural nouns include the meaning (some) as above.

* In the case of a mixed subject i.e. where men & women together constitute a subject, then the masculine verb is used. For example:

قدّم الرجل والنساء لحضور الحفلة  

i.e. the men & women came to attend the function.

* In simple nominal sentence a common noun can not be placed at no. 1. If a common noun has to play necessarily the subject i.e Mubtada مُبْتَدَأ, then it has to be placed at no. 2, that is to say khabar خبر i.e. predicate shall be placed at no. 1 followed by the Mubtada i.e. subject. For example if there is need to say that “A boy is in the room” then this can be rendered in Arabic as follows:

Fil ghor fa ti (In the room)  
في الغرفة  
wala don (is a boy)  
ولد

i.e. A boy is in the room.

or

Ho naa ka (There is)  
هناك  
wala don (a boy)  
ولد

fil ghorfati (in the room)  
في الغرفة

* The imperative verb ذو (from ذو) and its declensions i.e. different changing forms are used to satisfy the meaning of ‘let’ as in ‘let me go’. To obtain this specific meaning ذو precedes the second verb in its required form i.e. to match the number and gender of the subject. For example ذو ذُهِبَ ذاتي ذُهِبَ would mean ‘let me go’. Different forms of ذو shall be handled exactly like imperative.

* To obtain the meaning ‘begin to’ we shall have to prefix أخذ أخذ and its declensions to suit the number & gender of the subject. For example ‘he began to read’, would be rendered in Arabic thus: أخذ أخذ قرأ while أخذ أخذ قرأ أقرأ would mean ‘I began to read’. To obtain similar meaning in future/peresent tense we shall use the present tense form of the verb followed by the infinitive form of the verb. For example:
i.e. when he sees me, he begins to read.

Beside there are a few more words in Arabic which are used similarly to obtain the meaning as mentioned in the foregoing, like فَرَّ عَن لُبُطَأ and etc.

Meaning of ‘yet’ as in ‘he has not come yet’ is obtained by using لَمْ or لَمْ before the present tense verb as follows:

(1) Khalid has not come yet. لَمْ يَقْدِمْ خَالِدٌ بَعْدَ
    or
(1) Khalid has not come yet. لَمْ يَقْدِمْ خَالِدٌ

It may be noted that when we use لَمْ we will also use بَعْدَ to obtain the meaning of yet, however, in the case of لَمْ the word بَعْدَ is not used.

Diminutive noun in Arabic is used for both, endearment and dislike. There are given patterns to make them from triliteral words and others. They are better learnt with the passage of time from the dictionaries.

* Emphatic meaning of a verb is generally obtained by using the infinitive form of the verb after the required form of the verb. For example:

I beat him severely ضَرِبَّهُ ضَرِبًّا

In this case the infinitive form of the verb is always منصوب i.e. in the accusative case and it is called مفعول مطلق. Beside this, there are four more expressions which are categorised as مفعول (plural مفعول). They are: (1) ضَرَّ بَهُ i.e. a noun which is used as object of the transitive verb, e.g. ضَرَّ بَهُ حَمَّامُ حَمَّامًا Hamid beat a dog. In this sentence حَمَّامُ حَمَّامًا serves as object of the verb 'beat' and hence it is مفعول لاجله. (2) مفعول له, it is generally an infinitive form of verb in the accusative case used to indicate reason or cause for performing some action, e.g.

I bowed to him out of respect. أَنْحَزَّتْ لَهُ احْترَامًا

In the sentence above is the مفعول لاجله or مفعول له.

* This covers two more subtitles known as حال (1) i.e. state and تميز i.e. specification. In these two cases also the noun used shall be in the accusative case, e.g.
The boy entered the class panting (for breath)

Be good in intention

There is another مفعول مبتدأ in Arabic called مفعول مبتدأ which is also termed as وائر المبتدأ مفعول مبتدأ and hence the name مفعول مبتدأ. It is rarely used as follow in the meaning of 'by', 'with' and similar kinds of words:

I travelled by the night.

is a second name for adverb of time at which some action takes place and/or adverb of place where some action takes place. Such مفعول مبتدأ or adverb carries fathah, e.g.

I went out for walk in the morning.

It may be noted that such meaning is often expressed by the genitive clause i.e. the relevant noun is generally preceded by the preposition في and hence the nomenclature مفعول مبتدأ, e.g.

I went out for walk in the morning

These مفعول مبتدأ are known in Arabic grammar terminology as لفظ مفعول مبتدأ. There are other simple ways to express such meaning as indicated above under each category. They are better learnt with the passage of time and the increasing studies in the Arabic language.

There is a noun known as اسم الآلة i.e. noun of instrument. They may be wrought from triliteral verbs on the patterns of مفعول or مفعول بفعل or مفعول بفعل وائر, e.g. مرجل cauldron, ميزة telescope/magnifying glass and خلاط mixer. There are many more patterns and different ways of making nouns of instrument from words consisting of more than three basic letters. Please note that they are nouns that would be better learnt and their plural form dictionary with the increasing readings of the Arabic texts.

There are many ways of expressing that some one or some thing is good or bad or some one or some thing is good or bad in specific capaci
For example we want to say: this man is good or bad as a teacher. This expression can be rendered in Arabic as follows:

This man is good as teacher.

هَذَا الرُجلُ جَيِّدًا كَالْمُدْرِسِ

This man is not good as teacher.

هَذَا الرُجلُ لَيَسْ جَيِّدًا كَالْمُدْرِسِ

However, there are two specific words يُعْمَ and بَسْنَ which mean respectively good & bad. They are always used in III person in past tense only as يُعْمَ & بَسْنَ and the noun that follows them is invariably in the nominative case, e.g. يُعْمَ الْرُجلُ مَدْرَسًا i.e. The man is a good teacher.

* The expression لا سيما i.e. ‘especially’ is considered to be a kind of exceptive which in all cases is followed by a noun in the nominative case. For example:

I was annoyed with the students,

زُعْلَتُ مِنَ الطَّلَبَة

especially their monitor.

لا سيما عَرَفْتُهُم

* Meaning of ‘already’ in expressions like ‘I have already read this novel’ is expressed by using the verb سَبَقَ followed by the relevant form of the relevant verb preceded by أَنْ , e.g.

I have already read this novel.

سَبَقَ أَنْ قَرَأْتُ هَذِهِ الْرَوْاْبَة

* Meaning of ‘will have’ or ‘would have’ & similar expressions is expressed by using the relevant form of the verb يًكُون followed by the relevant form of the relevant verb in the past tense. For example:

I would have eaten

أَكُونَ قَدْ أَكُلْت

my breakfast before you rise

فَطَوَىْ قَلْلِ قَيَامَك

from the sleep.

مِنَ النَّوْم

* Punctuation as we know presently is a relatively new phenomenon in the Arabic language. These commas, semicolons, colons & full stops etc., were non-existant in the Arabic language of the yore. It was after the arrival of Islam and subsequent upon its acceptance by the non-arabs, a pressing need was felt to dot the words and invent diacritical marks to enable the non-arabs to pronounce the Arabic words correctly and similarly punctuation marks permeated into it. Herein below a list of
The names of Arabic punctuation marks is provided with their English equivalents:

1. Full Stop  .  
2. Comma  '  
3. Colon  :  
4. Semi Colon  ؛  or  ﺷﱡшибка the stop  
5. Question Mark  ؟  
6. Exclamation Mark  !  
7. Oblique or slash  /  
8. Dash  ﺷﱡiliki  
9. Between Brackets  ( )  
10. Quotation Marks  " "  
11. Suspension Points  ...  

It may be noted that all the punctuation marks are not as frequently used in Arabic as in English. They are religiously used by translators, though. Even in today's Arabic all 'commas' are generally replaced by the conjunctive waw و or Aw اً or etc as the case may be.

An attempt has been made to represent all patterns of verbs — those consisting of all sound letters and/ or one, two or more weak letters, in the list or appendix of conjugations. However, there may be patterns which are not represented or adequately explained or so it might appear for the learners. It may be noted that no language can ever fully be explained and /or taught through written word. We learn more and beyond the written word with the passage of time and with the increasing experience — theoretical and practical. Surely all books are important as each one might provide that the other did not. As a matter of fact conjugation of sound verbs, Hamzated verbs and other verbs consisting of one or two or more weak letters and other morphological
changes in the formation of Arabic words, is an independent and detailed branch of Arabic grammar which we intend to present in a separate book.

* In written Arabic some times elongaive alif is represented by an alif mark above a letter. For example: الرَّحْمنَ

* It may be that generally the meaning of ‘a few’ or ‘some’ is part of a plural common noun i.e. a plural noun without al. For example:

Some girls came to me قُدِّمْتُ إِلِيَّ بَنَاتٍ
A few girls came to me

* There are two varieties of Hamza viz (1) همزة الوصل i.e. the Hamza that disappears when the preceding word is read/said in conjunction with it. For example:

جَلَّسْتُ لِي ضَيَاَكِ

This Hamza may be called the conjunctive or linkable Hamza. Linkable Hamza occurs in many other words.

(2) The second variety of Hamza is called همزة القطع. This Hamza may be called the separable or the disjunctive Hamza. No preceding word can be read in conjunction with it. Reading has to be stopped at the last letter of the word preceding this Hamza and the word beginning with this Hamza has to be distinctively read with full and clear sound of Hamza. For example:

قَدَمَ الأَسْتَادَ وَأَخَرَجَ الأَكْتَابَ

In this sentence above Hamza of أَخَرَجَ is disjunctive.
Names of some Spices

Coriander  
Turmeric  
A variety of pepper, chilly  
Black pepper  
White pepper  
Powder  
Cardamom  
Clove  
Cumin  
Spices  
Sesame  
Ginger  
Mustard  
Cinnamon  
Aniseed

Names of some flowers

Forget me-not  
Lotus  
Magnolia  
Jasmine  
Marigold  
Rose  
Dahalia  
Celery  
Asparagus
Names of some vegetables:

Brinjal
Lettuce
Green chilly
Coriander leaf or green coriander
Mint
Ladies fingers
Cabbage
Cauliflower
Turnip
Beetroot
Potato
Sweet potato
Carrot
Radish
Spinach
Mushroom
Head of maize/ corncob
Peas
Cowpea
Purslane
Egyptian or black bean
Tomato
Onion
Garlic
Bottlegourd
Pumpkin
Parsley
Leek
Parsnip
Colocasia
Lemon
Zucchini
Green fenugreek or fenugreek leaf
Dill
Jews mallow

Names of some fruits:
Mango
Orange
Watermelon
Melon
Plum
Peach
Pear
Apple
Grapes
Banana
Apricot
Cherry
Papaya
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pineapple</td>
<td>آناناس</td>
</tr>
<tr>
<td>Mulberries</td>
<td>نوت</td>
</tr>
<tr>
<td>Strawberry</td>
<td>قرآولة</td>
</tr>
<tr>
<td>Guava</td>
<td>جوزافة</td>
</tr>
<tr>
<td>Fig</td>
<td>بينين</td>
</tr>
<tr>
<td>Rasberry</td>
<td>نوت الأرزب/فرير</td>
</tr>
<tr>
<td>Almond</td>
<td>لوز</td>
</tr>
<tr>
<td>Currant</td>
<td>كنجيش</td>
</tr>
<tr>
<td>Raisin</td>
<td>زبيب</td>
</tr>
<tr>
<td>Walnut</td>
<td>عين الجمل</td>
</tr>
<tr>
<td>Pistachio</td>
<td>فستق</td>
</tr>
<tr>
<td>Coconut (dry)</td>
<td>جوز الهند (مُجفف)</td>
</tr>
<tr>
<td>Date</td>
<td>بلح</td>
</tr>
<tr>
<td>Date (dry)</td>
<td>بلح (مُجفف)</td>
</tr>
<tr>
<td>Pulp (of seeds), kernel</td>
<td>لب (البذور)</td>
</tr>
<tr>
<td>Cashew</td>
<td>كاتشو</td>
</tr>
<tr>
<td>Dry fruits</td>
<td>ياميش/نقل</td>
</tr>
</tbody>
</table>

Names of some cereals

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorghum</td>
<td>سرعوم</td>
</tr>
<tr>
<td>Oats</td>
<td>منطان/شونان</td>
</tr>
<tr>
<td>Wheat</td>
<td>جنطة/قمح</td>
</tr>
<tr>
<td>Rice</td>
<td>أرز</td>
</tr>
<tr>
<td>Lentil</td>
<td>غدس</td>
</tr>
<tr>
<td>Horsebean</td>
<td>فول</td>
</tr>
<tr>
<td>Peanuts</td>
<td>فول سوداني</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Chickpea</td>
<td>خَمْصَة</td>
</tr>
<tr>
<td>Barley</td>
<td>ذَيْنَر</td>
</tr>
<tr>
<td>Maize</td>
<td>ذَرَة</td>
</tr>
<tr>
<td>Millet, dukhn</td>
<td>دَخْنَة</td>
</tr>
</tbody>
</table>

Names of some Animals:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>فَرُّخَ/فَرَاحَ</td>
</tr>
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**GRAMMAR AT FINGER TIPS**
Ram
Camel
Cow
Buffalo

**Days of the week**

*Day (of twenty four hours)*

*Day (time from dawn to dusk)*

*Night (time from dusk to dawn)*

*Week*

*Saturday*

*Sunday*

*Monday*

*Tuesday*

*Wednesday*

*Thursday*

*Friday*

**Names of months:**

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7 زوج المزجج
8 فخان المُبْطَن
9 رضان المبارک
10 حواصل الموکمم
11 ذو الفقارة
12 ذو الیحجة
Appendix

(Conjugation Patterns)
Active voice conjugation-triliteral verbs-past tense

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Active voice conjugation-triliteral verbs-present tense

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- TEACH YOURSELF ARABIC
### Active voice conjugation—triliteral verbs—past tense

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Active Voice Conjugation-Triliteral verbs-present tense

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To beat

 ضَربُ / يَضْرِبُ / ضَربًا
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| عَدّةٌ | لَائِدذاً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ

To promise: وَعَدَّ، وَعَدَا

| اسم الفاعل | فعل النهي | فعل الأمر | ماضي مجهول | ماضي معلوم
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| عَدّةٌ | لَائِدذاً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ

To promise: وَعَدَّ، وَعَدَا

| اسم الفاعل | فعل النهي | فعل الأمر | ماضي مجهول | ماضي معلوم
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| عَدّةٌ | لَائِدذاً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ

To promise: وَعَدَّ، وَعَدَا

| اسم الفاعل | فعل النهي | فعل الأمر | ماضي مجهول | ماضي معلوم
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To promise: وَعَدَّ، وَعَدَا

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| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ

To promise: وَعَدَّ، وَعَدَا

| اسم الفاعل | فعل النهي | فعل الأمر | ماضي مجهول | ماضي معلوم
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| عَدّةٌ | لَائِدذاً | عَدّ | يَعْدُدُ | عَدّ
| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ
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| عَدّةٌ | لَائِداً | عَدّ | يَعْدُدُ | عَدّ

To promise: وَعَدَّ، وَعَدَا
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To run: عَدُوُا
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</table>
To guard, to protect. ־ככ

Teach yourself. ־ככ

ARABIC
### APPENDIX (CONJUGATION PATTERNS)

To walk **مَشَى بِيْنِي مَشَايَّا**

<table>
<thead>
<tr>
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</table>

To remain, to stay
| اسم الفاعل | اسم المفعول | فعل اللفظ | فعل الأمر | ماضي معروف | ماضي مجهول | ماضي معلوم | ماضي معلوم
|------------|-------------|------------|----------|------------|-------------|-------------|-------------
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
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| مَدَّا | مَدَّا | لإتمَّذ / لإتمَّذ | مَدَّ / مَدَّ | يَمُدُّ | مَدَّ | يَمُدُّ | مَدَّ
To present, to offer
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<td>أَجْلَسْنِيِّمَا إِجْلَاسًا</td>
<td>أَجْلَسْنِيِّمَا إِجْلَاسًا</td>
<td>مُجَلِّسٌ</td>
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<td>أَجْلَسْنِيِّمَا إِجْلَاسًا</td>
<td>أَجْلَسْنِيِّمَا إِجْلَاسًا</td>
<td>مُجَلِّسٌ</td>
<td>أَجْلَسْنِيِّمَا إِجْلَاسًا</td>
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To seat
<table>
<thead>
<tr>
<th>اسم الفعل</th>
<th>فعل الامر</th>
<th>مضارع مجهول</th>
<th>ماضي معرف</th>
<th>ماضي معروف</th>
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<tr>
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To speak, to talk

تكلم \(\text{تَكَلَّمُ} \)
To be broken, to break (by itself)
<table>
<thead>
<tr>
<th>اسم المفعول</th>
<th>اسم الفاعل</th>
<th>فعل النهي</th>
<th>فعل الأمر</th>
<th>مضارع مجهول</th>
<th>مضارع موصوف</th>
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<td>منتخِبان</td>
<td>لا تنتخبُ</td>
<td>ينتخبُ</td>
<td>ينتخبُ</td>
<td>منتخِبان</td>
</tr>
<tr>
<td>منتخّون</td>
<td>منتخّون</td>
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<td>ينتخبُ</td>
<td>ينتخبُ</td>
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To elect, to select

إنْتَخَبُ
<table>
<thead>
<tr>
<th>Future Tense</th>
<th>Imperative</th>
<th>Past Tense</th>
<th>Perfect Tense</th>
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<tr>
<td>لا تخمر</td>
<td>إخمر</td>
<td>إخمرًا</td>
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<td>إخمر</td>
<td>إخمرًا</td>
<td>ماضي معرفه، إخمرًا</td>
</tr>
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<td>إخمروا</td>
<td>إخمروا</td>
<td>ماضي معرفه، إخمرًا</td>
</tr>
<tr>
<td>لا تخمر</td>
<td>إخمر</td>
<td>إخمرًا</td>
<td>ماضي معرفه، إخمرًا</td>
</tr>
<tr>
<td>لا تخمرن</td>
<td>إخمرن</td>
<td>إخمرًا</td>
<td>ماضي معرفه، إخمرًا</td>
</tr>
</tbody>
</table>

To become red إخمرًا

APPENDIX (CONJUGATION PATTERNS)
To employ, to use

...
Demonstrative Pronouns
(Simple nominal sentences)

1. This is a room.
2. This is a table.
3. This is a chair.
4. This is a pen.
5. This is a car.
6. This is a house.
7. This is a boy.
8. This is a girl.
9. This is a woman.
10. This is a man.
11. This is a tree.
12. This is a garden.
13. This is a flower.
14. This is an ashtray.
15. This is a sofa.
16. This is a radio.
17. This is a cup.
18. This is a door.
19. This is a door-keeper.
20. This is an airhostess.
21. This is a window.
22. This is a servant.
23. This is a clerk.
24. This is a typist.
25. This is an office.
26. This is a postman.
27. This is a driver.
28. This is a stenographer.
29. This is a library.
30. This is a University.
31. This is a college.
32. This is a school.
33. This is a primary school.
34. This is a Higher Secondary School.
35. This is a jug.
36. This is a tumbler.
37. This is a receptionist.
38. This is a Public Relations Officer.
39. This is a building.
40. This is an Engineer.
41. This is a city.
42. This is a village.
43. This is a student.
44. This is a teacher.
45. This is a blackboard. 46. This is a chalk piece. 47. This is a book. 48. This is a note-book. 49. This is a pencil. 50. This is a dictionary

1. That is a cow. 2. That is a camel. 3. That is a horse. 4. That is a mare. 5. That is a bird. 6. That is a sparrow. 7. That is an elephant. 8. That is a lion. 9. That is a man. 10. That is a woman 11. That is a girl. 12. That is a boy. 13. That is a student. 14. That is a fan. 15. That is a lamp. 16. That is a door. 17. That is a house. 18. That is a bi-cycle. 19. That is an umbrella. 20. That is a box. 21. That is a mirror. 22. That is a bureau. 23. That is a wardrobe. 24. That is a goat. 25. That is a lamb. 26. That is a dog. 27. That is a magazine. 28. That is a newspaper. 29. That is an envelope. 30. That is an ink-pot. 31. That is a basket. 32. That is a heater. 33. That is a cooler. 34. That is a refrigerator. 35. That is a pin. 36. That is a shelf. 37. That is a grocer. 38. That is a tailor. 39. That is a box. 40. That is a plant. 41. That is a workshop. 42. That is a technician. 43. That is a shirt. 44. That is a hut. 45. That is a pen-stand. 46. That is a calendar. 47. That is a lock. 48. That is a key. 49. That is a curtain. 50. That is a cat.
1. These are men.  
2. These are women.  
3. These are girls.  
4. These are boys.  
5. These are students.  
6. These are servants.  
7. These are airhostesses.  
8. These are dictionaries.  
9. These are drivers.  
10. These are tailors.  
11. These are tables.  
12. These are chairs.  
13. These are doors.  
14. These are cars.  
15. These are offices.  
16. These are libraries.  
17. These are books.  
18. These are notebooks.  
19. These are pens.  
20. These are ashtrays.  
21. These are spectacles.  
22. These are shoes.  
23. These are lions.  
24. These are elephants.  
25. These are goggles.  
26. These are buildings.  
27. These are houses.  
28. These are locks.  
29. These are keys.  
30. These are birds.  
31. These are gardens.  
32. These are trees.  
33. These are clerks.  
34. These are boxes.  
35. These are windows.  
36. These are bureaus.  
37. These are sofas.  
38. These are vegetables.  
39. These are rooms.  
40. These are grocers.  
41. These are baskets.  
42. These are fans.  
43. These are lamps.  
44. These are pins.  
45. These are calendars.  
46. These are trains.  
47. These are aeroplanes.  
48. These are pilots.  
49. These are officers.  
50. These are sentences.  

☆ ☆☆

1. Those are men.  
2. Those are women.  
3. Those are students.  
4. Those are teachers.
5. Those are boys.
6. Those are girls.
7. Those are drivers.
8. Those are door-keepers.
9. Those are airhostesses.
10. Those are servants.
11. Those are fans.
12. Those are lamps.
13. Those are houses.
14. Those are huts.
15. Those are refrigerators.
16. Those are coolers.
17. Those are heaters.
18. Those are stones.
19. Those are animals.
20. Those are dogs.
21. Those are cats.
22. Those are radiosets.
23. Those are mirrors.
24. Those are tables.
25. Those are chairs.
26. Those are books.
27. Those are trees.
28. Those are watches.
29. Those are notebooks.
30. Those are cities.
31. Those are villages.
32. Those are villagers.
33. Those are pictures.
34. Those are statues.
35. Those are paintings.
36. Those are bicycles.
37. Those are doors.
38. Those are buildings.
39. Those are officers.
40. Those are offices.
41. Those are windows.
42. Those are fields.
43. Those are watchmen.
44. Those are balls.
45. Those are Universities.
46. Those are colleges.
47. Those are schools.
48. Those are jugs.
49. Those are tumblers.
50. Those are cups.

☆ ☆ ☆

1. That man is tall.
2. That woman is tall.
3. That boy is short.
4. That girl is short.
5. That boy is handsome.
6. That girl is beautiful.
7. That man is ugly.
8. That woman is ugly.
9. That man is a teacher. 10. That woman is a teacher.
11. That man is a driver. 12. That woman is a tailor.
15. This girl is a student. 16. This boy is a student.
17. This pen is costly. 18. This table is cheap.
19. This chair is durable. 20. This ashtray is beautiful.
21. Those buildings are beautiful. 22. Those rooms are locked.
23. Those are books. 24. Those fans are old.
25. Those note-books are on the table. 26. Those dogs are behind the door.
27. These pens are cheap. 28. These stories are interesting.
29. These refrigerators are costly. 30. These shirts are cheap.
31. These bicycles are new. 32. These sentences are easy.
33. These words are difficult. 34. Those clerks are present.
35. Those teachers are available. 36. These rooms are spacious.
37. These streets are narrow. 38. These roads are wide.
39. These buildings are old. 40. These servants are faithful.
41. These cars are fast. 42. These trains are slow.
43. These doctors are experts. 44. Those men are thieves.
45. These students are industrious. 46. These boys are lazy.
47. These workers are active. 48. That bird is a crow.
49. That animal is a lion. 50. This man is a tailor.

1. This is a room. This is a big room. There are in it (it has) one door and one window. There is (it has) a black-board also. Now the teacher is sitting on a chair. He has a book in his hand. Now he is standing in front of the blackboard. He is writing on the blackboard.

2. This is a garden. This is my garden. This garden is big. The trees are tall. There are flowers in my garden. These flowers are beautiful. My garden is in Delhi.
3. This is a house. This house is big. This is my house. It has four rooms: one sleeping-room, one dining-room, one drawing-room and one study-room. It has a kitchen and a bath-room also. This is the sleeping room. This room is big. This is the dining room. This room is small. This is the drawing-room. This room is beautiful. This is the study-room. There are books in this room.

4. This is an office. This is my office. There are a peon & a clerk in the office. The clerk is absent. The peon is present.

**Interrogative Pronouns**

1. What is this?  
   This is a pen.

2. What is this?  
   This is a dog.

3. What is that?  
   That is a bicycle.

4. What is that?  
   That is a cow.

5. What are those?  
   Those are dogs.

6. What are these?  
   These are tables.

7. What are these?  
   These are cows.

8. What is this?  
   This is a house.

9. What is this?  
   This is a cage.

10. What is that?  
    That is a window.

11. What is that?  
    That is a hare.

12. What are these?  
    These are books.

13. What are these?  
    These are dogs.

14. What are those?  
    Those are cages.

15. What are those?  
    Those are lions.

16. Is this a pen?  
    Yes, this is a pen.

17. Is this a bed?  
    No, this is a sofa.

18. Is this a boy?  
    Yes, this is a boy.

19. Is this an elephant?  
    Yes, this is an elephant.
20. Is that a table? No, that is a chair.
21. Is that a cat? No, that is a dog.
22. Is that a girl? No, that is a boy.
23. Are these men? Yes these are men.
24. Are these cars? Yes, these are cars.
25. Are these cows? No, these are buffaloes.
26. Are those women? No, those are men.
27. Are those aeroplanes? Yes, those are aeroplanes.
28. Are those birds? Yes, those are birds.
29. Are these girls? No, these are boys.
30. Are these (boy) students? No, these are (men) teachers.

**Pronouns**

(Simple Nominal Sentences)

He is a boy. She is a girl. They are men. They are women. Is he a student? Yes he is a student. Is she a student? Yes, she is a student. Are you (S. M.) a teacher? Yes, I am a teacher. Are (S.F.) you a clerk? Yes, I am a clerk. Are you (P.M.) teachers? Yes, we are teachers. Are you (P.F.) clerks? No, we are officers. I (S.M.) am a pilot. I (S.F.) am an airhostess.

Who is he? He is a driver.
Who is she? She is a typist.
Who are they (P.F.)? They are typists.

Who are you (S.M.)? I am a teacher.
Who are you (P.M.)? We are tailors.
Who are you (P.F.)? We are students.
The boy is sitting. The girl is standing.
Is the boy sitting? Is the girl standing?
Where are you going now?
Are you going to the University now?
The teachers are present in the School.
The students are present in the class.
Are the teachers present in the school?
Are the students present in the class?

1) Now I am going to the University. I am going to the University library. I am now sitting in the library on a chair. In my hand is a newspaper. The magazine is in front of me on the table. My friend Zainab is sitting on a chair. She is writing. The pen is new and the handwriting is beautiful.

2) The teacher is going to the class. The students are in the class. There are fans and lamps in the class. There is a blackboard also. Now the teacher is in the class. He is standing in front of the blackboard.

3) She is a girl. She is my sister. She is going to the market. She has a basket in her hand. She is now standing at the bus stop. The bus is coming. My sister is in the bus. Now she is in the market.

**Construct Phrases**
(Possessed and possessor)

This is a book. This is Mr. Shahid. This is Shahid's book. These are books. This is Mr. Adil. These are Adil's books. This is a room. These are Shahid, Adil and Tara. This is the room of Shahid, Adil and Tara. This is the University. This is the library. This is the University library. This is the college. This is the canteen. This is the college canteen. This is the teacher. This is the book. This is his book. These are his books. This is her book. These are her books. This is their (men) book. This is their (women) book. This is your (S.F.) book. This is your (S.M.) book. This is your (P.M.) book. This is my (M.F.) book. This is our (MF) book. This is a class room. This is my classroom. There are many students in my class. They are my classmates. My classmates are present in the class. This is a shop. This is the shop of a grocer. The grocer is an old man. The grocer is sitting on his chair. This is the shop of a tailor. There are many tailors in the shop. The shop is big. This tailor is famous. This is a lighter. This lighter is of the teacher. This lighter is costly.
He is Mr. Anis. He is our teacher. He teaches us Arabic. Our teacher is present in the class. His book is in his hand. The books of the students are in front of them. The teacher is reading from his book. The students are reading from their books. The teacher is writing difficult words on the blackboard with his chalk. The students are writing in their notebooks with their pens. The teacher asks: where is your book, Nihad? Nihad: My book is in front of me, Sir. Teacher: Where is your pen, Rashid? Rashid: My pen is in my pocket, Sir. Teacher: Students, bring your new book tomorrow.

Whose book is this? Whose house is this?
Whose car is this? Whose books are these?
Whose houses are these? Whose cars are these?
Whose child is this? Whose children are these?
Whose shirt is this? Whose shirts are these?
This chair is made of wood. This is a wooden chair.
This door is made of iron. This is an iron door.
This building is made of red stone. This necklace is made of gold.
This necklace is made of silver. This tumbler is made of glass.

Colours and Physical Defects

What colour is your pen? It is red. The colour of my pen is red.
His shirt is red. Her shirt is green.
This pen is black.
This pen is yellow.
She is brown.
These shirts are black.
These pens are black.
This flower is yellow.

His car is red. Her car is green.
He is brown.
They are brown.
These cars are black.
Is your shirt red?
Yes, my shirt is red. No, my shirt is green.
He is blind. She is blind.
He is squint. She is squint.
Is he lame? Yes, he is lame.
They are blind. They are squint.
Is that girl dumb? Are they dumb?

**Past Tense**

The boy went to school. The boy wrote a letter.
The boy read a lesson. The boy killed a mouse.
The boy opened the door. The girl went to school.
The girls wrote a letter. The girls read a lesson.
The girl read a lesson. The girl killed a mouse.
The girl opened the door. The boys went to school.
The boys wrote these letters. The boys read their lessons.
These boys killed the mice. These boys opened the doors.
These girls went to school. These girls wrote these letters.
The girls read their lessons. These girls killed these mice.
The girls opened the doors. You (S.M.) opened the doors.
You (S.M.) went to school yesterday. You wrote a letter yesterday.
You killed a mouse yesterday. You opened the door.
You (S. F.) went to school. You wrote a letter.
You read a lesson. You killed a mouse.
You opened the door. You (P.M.) went to school.
You wrote letters. You read lessons.
You killed these mice. You opened the doors.
You (P.F.) went to school. You wrote letters.
You read lessons.  
You opened the door.  
I wrote a letter.  
I killed a mouse.  
We (P. M. & F.) went to school.  
We read our lessons.  
We opened the doors.  
Did the boy close the door?  
Did the boys go to school?  
Did you kill a mouse?  
The boy did not write the letter?  
I did not open the door.  
Did you not open the door?  
Did the boys not kill the mice?  

You killed the mice.  
I (S.M. and F.) went to school.  
I read a lesson.  
I opened the door.  
We wrote letters.  
We killed mice.  
Did the boy open the door?  
Did the boy write a letter?  
Did the girls go to school?  
Did you read the letter?  
The girls did not go to school.  
Did he not go to school?  
Did the girl not read the lesson?  
Did we not write letters?

☆ ☆ ☆

Mr. Rashid went to the market. He went on foot. He went to the butcher's shop. He bought some meat and returned to his hostel.

What do you have in your hand? This is a magazine. Have you read it? No. I have not read it.

The girls sat in the garden. They ate their lunch. Did you go to the hospital? Yes, I went to the hospital yesterday.

Hello! How are you Miss Zainab? Where is your friend Miss Fatima? Did you go to the theatre yesterday?

Hello! Mr. Rashid, where are you going now? Are you going to the market. Are you going by car. Yes, I am going by car. Where is your driver? My driver is sick.

☆ ☆ ☆

Who are you? I am a student. My name is Rashid. Where are you from? I am from Kashmir. When did you come to Delhi? I came to Delhi last month. Where are you staying in Delhi? I am staying in a hostel. Are you a
student of this University? Yes, I am a student of this University. I am studying the Arabic language in this University.

☆ ☆ ☆

Yesterday evening I visited my friend in his house. I sat with him in his drawing-room. We drank tea. After that we left his house and went to the market. I bought books, note-books and papers. I also bought apples, grapes, bananas and oranges.

When I came back home, my wife saw my friend with me. She asked me: who is he? I told her: He is my friend. His name is Mr. Shahid. Then she saw these things in my hands. She asked me: What are these things in your hands? I told her: These are fruits and books. She said: When did you go to the market? I said: I went to the market this evening with my friend.

☆ ☆ ☆

**Present Tense**

(Present & Future)

1. He goes to office.
2. She goes to office.
3. They (men) go to office.
4. They (women) go to office.
5. You (S.M.) go to office.
6. You (S.F.) go to office.
7. You (P.M.) go to office.
8. You (P.F.) go to office.
9. I (S.M.F.) go to office.
10. We (P.M. F.) go to office.
11. Does he go to office?
12. Does she go to office.
13. Do they (men) go to office?
14. Do they (women) go to office.
15. Do you go to office?
16. She does not go to office.
17. They (men) do not go to office.
18. They (women) do not go to office.
19. You do not go to office.
20. I do not go to office.
21. We do not go to office.
22. Does he not go to office?
23. Does she not go to office?
24. Do they (men) not go to office?
25. Do they (women) not go to office?  
26. Do you (S.F.) not go to office?  
27. Do I not go to office.  
28. Do we not go to office.  

☆ ☆ ☆

The name of our teacher is Mr. Anis. He works in the University. He has a room. We go to his room every day for lesson. Yesterday also we went to his room. We knocked at the door. We opened the door. We entered the room. We read a lesson and returned to our rooms.

☆ ☆ ☆

1. He will go to school tomorrow.
2. She will go to school tomorrow.
3. They (men) will go to school tomorrow.
4. They (women) will go to school tomorrow.
5. You (S.M.) will go to school tomorrow.
6. You (P.M.) will go to school tomorrow.
7. You (P.F.) will go to school tomorrow.
8. I (M.F.) will go to school tomorrow.
9. We (M.F.) will go to school tomorrow.
10. Will he go to school tomorrow?
11. Will she go to school tomorrow?
12. Will you (S.M.) go to school tomorrow?
13. Will you (P.M.) go to school tomorrow?
14. He will not go to school tomorrow.
15. She will not go to school tomorrow.
16. I shall not go to school tomorrow.
17. Will he not go to school tomorrow?
18. Will she not go to school tomorrow?
19. Will they (women) not go to school tomorrow?
20. Shall we not go to school tomorrow?

☆ ☆ ☆
This is my elder brother. His name is Mr. Anwar. He works in an office in Delhi. He goes to his office every day in the morning. He gets up from his sleep in the early morning. He goes to the bathroom, cleans his teeth and takes bath. He puts on clean clothes and then eats his breakfast. At 9.00 O'clock he takes his bag and leaves for his office. He works in the office till 4.30 P.M. and returns home at 5.00 P.M.

☆ ☆ ☆

The policeman is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad persons. Bad persons are afraid of him. His salary is small but his work is tiresome.

☆ ☆ ☆

Agra is a small city. It is in North India. This city is small but is very famous. It is famous all over the world for a beautiful tomb. It is called Taj Mahal. It was built by the Mughal Emperor, Shah Jahan many years ago. Thousands of workers built it in twenty years. People come to see this historical monument from all corners of the world.

☆ ☆ ☆

My friend shahid came to me yesterday evening. I was very happy to see him. I received him with all cheerfulness and seated him in the drawing room. Shahid asked me: will you be busy during the coming week? I said: No, why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea. Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: we will stay there for two weeks. I: That is nice too. When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: fine, then get ready to leave tomorrow morning. We shall go by bus.
Simple Past Tense

1. He was a student.  2. She was a student.
3. They (men) were students.  4. They (women) were students.
5. You (S.F.) were a student.  6. You (P.M.) were students.
7. You (P.F.) were students.  8. I (M) was a student.
9. I (F) was a student.  10. We (P.M.) were students.
11. We (F) were students.  12. He was not a student.
13. She was not a student.
14. They (M), were not students.  15. They (F), were not students.
16. You (S.M.) were not a student.  17. You (S.F.) were not a student.
18. You (P.M.) were not students.  29. You (P.F.) were not students.
20. I (M) was not a student.  21. I (F) was not a student.
22. We (M) were not students.  23. Was he a student?
24. Was she a student?  25. Were they (F) students?
26. Were you (S.M.) a student?  27. Was he not a student?
28. Were we (M) not students?

☆ ☆ ☆

I was free yesterday. I went to Shahid's house to see him. He was (present) at home. He was very happy to see me. He seated me in the drawing room. His servant was absent yesterday. His sitter was also not (present) at home. He went to the kitchen and prepared tea for us. Then we drank tea and talked about many things. After tea we went to Tara's house. Tara was not (present) at home. It was evening. We returned to our houses.

Comparative & Superlative

This house is beautiful.
This house is more beautiful than that house.
This is the most beautiful house.
Is this house more beautiful than that house?
Is this the most beautiful house?
This room is more spacious than that room.
This film is more interesting than the novel.
This lesson is more difficult than that lesson.
This boy is taller than that boy.
This man is shorter than my brother.
This woman is more beautiful than his sister.
This film is lengthier than that film.
Those stories are more interesting than that story.
Those pens are cheaper than that pen.
This boy is taller than that girl.
My car is costlier than her car.
Those cars are cheaper than my car.
This is the most interesting film.
That is the most interesting story.
This is the cheapest car.
He is the most intelligent student.
She is the most beautiful woman.
This is the most difficult lesson.
This is the most spacious room.
Is he the most intelligent boy?
Is this the costliest car?
Is he the most senior officer.
Is her voice the sweetest of all voices.
Is your house more spacious than that of your friend's?
Is your daughter older than my son?
Are your servants more hardworking than my servant?
**Numerals**

I have one book.
My friend has two books.
She has one note-book.
There are two tables in my room.
There are three books and four note-books in her bag.
I bought five pens, and six note-books from the market yesterday evening.
Shahid has eleven books and twelve note-books.
Tara bought fifteen forks and sixteen spoons.
I have one hundred rupees.
He has two hundred books.

**Subjunctive**

I want to read this novel.
Do you want to see this film?
I request you to visit me someday.
Can you lend me your bicycle?
I cannot go to London next month.
I pray to God to give me knowledge.

**Adjectival phrases**

He is a tall boy.  
She is a tall girl.  
You (S.M.) are a tall boy.  
You (S.F.) are a tall girl.  
I am a tall girl.  
We are tall girls.  
Are you a tall boy?  

They are tall boys.  
They are tall women.  
You (P.M.) are tall boys.
You (P.F.) are tall girls.
We are tall boys.
Is he a tall boy?  
A tall boy came to me.
A tall girl came to me.
Tall girls came to me.
That tall girl came to me.
Those tall girls came to me.
Is this your new shirt?
Is she your younger sister?
This is a new car.
These are new cars.
This is a costly pen.

Tall boys came to me.
That tall boy came to me.
Those tall boys came to me.
Where is your new pen.
Is he your older brother?
My new car is parked in front of my office.
These are old tables.
These are costly pens.

☆☆☆

Mr. Adil: Mr. Rashid, are you free tomorrow?

Mr. Rashid: When?

Mr. Adil: In the morning.

Mr. Rashid: No, I am sorry, I will go to see an old friend of mine tomorrow morning. His eldest son is sick.

Mr. Adil: And evening?

Mr. Rashid: I am sorry again, my dear friend this evening too I am busy. I will go to Delhi International Airport. An old friend of mine is coming with his old (aged) mother.

Mr. Adil: When can I see you tomorrow?

Mr. Rashid: You can come to see me in the afternoon at 3 O'clock.

Mr. Adil: fine, thank you.

☆☆☆

The President of Egypt received the President of India yesterday. They held talks about improving the bilateral relations between the two countries.

☆☆☆

An official source stated that the Ambassador of Pakistan conveyed to the
President of India a verbal message of the President of Pakistan regarding the bilateral relations between India and Pakistan.

☆☆☆

The Israeli Prime Minister reached London yesterday afternoon on a six day official visit to Britain. The Israeli Prime Minister will hold talks with the British Prime Minister regarding a peaceful solution to the Middle East problem.

☆☆☆

Mr. Yasser Arafat, Chairman of the Palestinian Liberation Organisation reached Cairo last night on a five-day visit to Egypt. He will hold talks with top officials regarding the Palestinian problem and the current situation in the region.

☆☆☆

State Minister for foreign affairs will leave here for Vienna on an official visit to Hungary. He will hold talks with the Hungarian authorities aiming at strengthening bilateral relations between the United Arab Emirates and Hungary.

☆☆☆

The President of Tunisia received yesterday a member of executive committee of the Palestinian Liberation Organisation. A meeting was held in Kartaj Palace. Present at the meeting were: the Foreign Minister, the Home Minister and the PLO representative in Tunisia.

☆☆☆

The Prime Minister of India went to Egypt last month. He met the president of Egypt. He was with him for one hour. After the meeting he told the pressmen that he discussed with the president relations between the two countries.

The Foreign Minister of Egypt visited India last week. The Indian foreign minister and some senior officers of the foreign ministry received him at the airport. The foreign minister of Egypt said at the airport: I will stay in India for three days. I will discuss with the Prime Minister and the foreign minister of India bi-lateral relations. We want to improve our relations with India.

☆☆☆
The Prime Minister called an urgent meeting of the cabinet. He discussed with them some important matters. He also informed his colleagues that his discussions with the president of America were successful.

☆ ☆ ☆

The Home Minister of India met the Prime Minister last night. He was with him for nearly one hour. The Home Minister later informed the pressmen that he did not discuss with the Prime Minister any official matter. It was a purely friendly meeting.

☆ ☆ ☆

The Prime Minister of India received yesterday evening in his office, the Public Works Minister of Syria. Their meeting lasted for one hour. Sources say that Public Works Minister of Syria delivered a verbal message from the Syrian President to the Prime Minister of India.

☆ ☆ ☆

The present Chairman of the Organisation of Arab Unity has launched efforts with non-oil producing Arab and African countries to meet the "Natural Consequences" of next year's oil price rise, Foreign Affairs Under Secretary said yesterday.

☆ ☆ ☆

The Prime Minister today appealed to the people to take the message of family planning to every house to ensure satisfactory living standards to all especially, the weaker sections.

In a message over Radio and Television he said the country's prosperity depended on small families. "We have been making efforts to develop our country so that we are able to give employment to every person and to give a satisfactory living from that employment," he said.

☆ ☆ ☆

Iraq and India have signed a joint minutes for bilateral economic, trade and technical co-operation. The two countries will explore means of consolidating ties of co-operation in technical, cultural, trade, industry, transport, communication, agriculture and irrigation fields.

☆ ☆ ☆
The PM will pay a three day visit to Nepal from December 9. This will be his first visit to a neighbouring country since he assumed office this year.

☆ ☆ ☆

### Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup (for tea/coffee)</td>
<td>فنجان، قنادين</td>
</tr>
<tr>
<td>Cup/tumbler</td>
<td>كوب، كوبات</td>
</tr>
<tr>
<td>Flower (N.U. F. زهرة)</td>
<td>منفعة، منافضة</td>
</tr>
<tr>
<td>Ashtray</td>
<td>أريكة، أركاک</td>
</tr>
<tr>
<td>Radio</td>
<td>جهاز راديو</td>
</tr>
<tr>
<td>Radio-set</td>
<td>أجهزة راديو</td>
</tr>
<tr>
<td>Radio-sets</td>
<td>بواب، بوابون</td>
</tr>
<tr>
<td>Doorkeeper</td>
<td>مضيف، مضيفات</td>
</tr>
<tr>
<td>Airhostess</td>
<td>(ناشا، نتشاء)</td>
</tr>
<tr>
<td>Typist (girl)</td>
<td>كاتب، كاتبات (على الآلة)</td>
</tr>
<tr>
<td>Clerk</td>
<td>كاتب، كنبة</td>
</tr>
<tr>
<td>Stenographer (man)</td>
<td>كاتب الإحترافي</td>
</tr>
<tr>
<td>Postman</td>
<td>ساعى البريد</td>
</tr>
<tr>
<td>Postmen</td>
<td>ساعة البريد</td>
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<tr>
<td>Primary school</td>
<td>مدرسة إبتدائية</td>
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<tr>
<td>Secondary School</td>
<td>مدرسة ثانويّة</td>
</tr>
<tr>
<td>Jug</td>
<td>إبريق، أبراق</td>
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<tr>
<td>Chalk (piece/ stick)</td>
<td>طباشير</td>
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<tr>
<td>Receptionist (man)</td>
<td>ضابط الإسماعي</td>
</tr>
<tr>
<td>Receptionists (men)</td>
<td>ضباط الإسماعي</td>
</tr>
<tr>
<td>Public Relations Officer (man)</td>
<td>ضابط العلاقات العامة</td>
</tr>
<tr>
<td>Public Relations Officers (men)</td>
<td>ضباط العلاقات العامة</td>
</tr>
</tbody>
</table>
Pencil
Blackboard
Camel
Cow
Horse
Mare/horse
Fan
Lion
Sparrow
Bird
Lamp
Bi-cycle
Umbrella
Box
Bureau (writing desk)
Mirror
Wardrobe
Goat
Lamb
Magazine
Newspaper
Envelope
Inkpot
Basket
Heater
Cooler (water cooler)
Air (room) cooler
Pin
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
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</thead>
<tbody>
<tr>
<td>Shelf</td>
<td>زِوْفُ، زِوْفُهُ</td>
</tr>
<tr>
<td>Grocer</td>
<td>بَقالَة، بَقالَةُ</td>
</tr>
<tr>
<td>Green grocer, vegetable seller</td>
<td>خَضَرواتٍ</td>
</tr>
<tr>
<td>Plant</td>
<td>نَبتَة، نَبْتَاتٍ</td>
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<tr>
<td>Workshop</td>
<td>وَرْضَة، وُرش، مَضْنُوحُ، مَضْنَانُ</td>
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<td>فَقِيْهُ، فَقِيْهٍ</td>
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<tr>
<td>Calendar</td>
<td>تَقويم، تَقاويمُ</td>
</tr>
<tr>
<td>Hut</td>
<td>كُوخ، أَكْوَافُ</td>
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<tr>
<td>Penstand</td>
<td>مَقَالُ، مَقَالُ مَقَالُ</td>
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<td>Lock</td>
<td>فَقِيل، أَفْنُلَ</td>
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<tr>
<td>Key</td>
<td>مَفَاحِش، مَفَاحِيخُ</td>
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<td>Curtain</td>
<td>سَنَائِر، سَنَائِرُ</td>
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<tr>
<td>Building</td>
<td>عَمْرَة، عُمْرَانَات</td>
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<tr>
<td>Vegetable/s</td>
<td>خَضْرَة، خَضْرَاتٍ</td>
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<td>Spectacles/glasses</td>
<td>نَظَارَات، نَظَارَات مَيْسَيَّةٍ</td>
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<tr>
<td>Goggles, Sunglasses</td>
<td>نَظَارَات، نَظَارَات مَيْسَيَّةٍ</td>
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<tr>
<td>Shoe</td>
<td>حِيَاء، أحِيَّةٍ</td>
</tr>
<tr>
<td>Train</td>
<td>قَطَار، قُضَاراتَ</td>
</tr>
<tr>
<td>Pilot</td>
<td>طَيَار، طَيَارُونَ</td>
</tr>
<tr>
<td>Stone</td>
<td>حُجَر، حَجَّازَ</td>
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<tr>
<td>Aeroplane</td>
<td>طَائِرَة، طَائِراتَ</td>
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<tr>
<td>Official, officer</td>
<td>مَوظَف، مُوظَفُونَ</td>
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<td>Refrigerator</td>
<td>نَلَاجَات، نَلَاجَاتُ</td>
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<td>City</td>
<td>مَبَيْنَة، مَدِينَة</td>
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<td>Picture</td>
<td>صَوْرَة، صُوْرَ</td>
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<td>Statue</td>
<td>بَعَشَان، بِعْشَانُ</td>
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<tr>
<td>Field</td>
<td>مَيْدَان، مَيْدَانُينَ</td>
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<tr>
<td>Beautiful/handsome</td>
<td>جَمِيلَ، جَميِلٍ</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Tailor</td>
<td>خياط، خياطون</td>
</tr>
<tr>
<td>Tall/long</td>
<td>طويل</td>
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<tr>
<td>Short</td>
<td>قصير</td>
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<td>University</td>
<td>جامعة، جامعات</td>
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<tr>
<td>Painting</td>
<td>لوحة، لوحات</td>
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<td>Costly, expensive</td>
<td>فخيم</td>
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<tr>
<td>Cheap</td>
<td>رخيص</td>
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<tr>
<td>Durable</td>
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<td>Locked</td>
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<td>Behind</td>
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<tr>
<td>Easy</td>
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<td>Difficult</td>
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<tr>
<td>Story</td>
<td>قصة، قصص</td>
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<td>Present</td>
<td>حاضر، موجودة</td>
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<tr>
<td>Spacious</td>
<td>واسع</td>
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<tr>
<td>Fast</td>
<td>سريع</td>
</tr>
<tr>
<td>Slow</td>
<td>بطيء</td>
</tr>
<tr>
<td>Thief, robber</td>
<td>لص، لصوص</td>
</tr>
<tr>
<td>Shirt</td>
<td>فستان، فضان</td>
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<tr>
<td>Loyal/faithful</td>
<td>وفاء، أوفياء</td>
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<td>Lazy</td>
<td>كسول، كاستالي</td>
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<td>Hardworking, industrious</td>
<td>مُجهد، مُهتمون</td>
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<td>Expert</td>
<td>ماهر، ماهر، ماهر، خبير، خبيراً</td>
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<td>Old</td>
<td>قديم، قديمي</td>
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<tr>
<td>Narrow</td>
<td>ضيق</td>
</tr>
<tr>
<td>Worker</td>
<td>عامَل، عامِالَّان</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Crow</td>
<td>غرباء، غربان</td>
</tr>
<tr>
<td>Animal</td>
<td>حيوان، حيوانات</td>
</tr>
<tr>
<td>Door</td>
<td>باب، أبواب</td>
</tr>
<tr>
<td>Window</td>
<td>شباك، شباكين</td>
</tr>
<tr>
<td>In his hand, he has</td>
<td>في يده</td>
</tr>
<tr>
<td>Garden</td>
<td>حديقة، حدائق</td>
</tr>
<tr>
<td>Room</td>
<td>غرف، غرفة</td>
</tr>
<tr>
<td>Sleeping room, bedroom</td>
<td>غرفة النوم</td>
</tr>
<tr>
<td>Dining room</td>
<td>غرفة الطعام</td>
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<tr>
<td>Drawing room</td>
<td>غرفة الاستقبال</td>
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<td>Study room</td>
<td>غرفة المدرسة</td>
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<td>Kitchen</td>
<td>مطبخ، مطابخ</td>
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<td>Bathroom</td>
<td>حمام، حمامات</td>
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<td>Office</td>
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<td>Peon</td>
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<td>غائب</td>
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<td>Pen</td>
<td>قلم، أقلام</td>
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<td>Dog</td>
<td>كلب، كلاب</td>
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<td>Table</td>
<td>طاولة، طاولات</td>
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<tr>
<td>House</td>
<td>بيت، بيوت</td>
</tr>
<tr>
<td>Hare, rabbit</td>
<td>أرنب، أرانب</td>
</tr>
<tr>
<td>Elephant</td>
<td>فيل، الفيلة</td>
</tr>
<tr>
<td>Girl</td>
<td>بنت، بنات</td>
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<tr>
<td>Boy</td>
<td>ولد، أولاد</td>
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<tr>
<td>Man</td>
<td>رجل، رجال</td>
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<tr>
<td>Driver</td>
<td>سائق، سائقوين</td>
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<tr>
<td>Class/classroom</td>
<td>فصل، فصول</td>
</tr>
<tr>
<td>Library</td>
<td>مكتبة، مكتبات</td>
</tr>
</tbody>
</table>
In front of

Sister

Bus-stop

Market

Word

Difficult words, Glossary

To bring

Pocket

Child

From/ made of

Made of wood

Iron

Red stone/sand stone

Gold

Silver

Necklace

Anklet

Defect

Physical defects

Squint

Blind

Lame

Dumb

To write

To read

To go

To kill
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To open</td>
<td>فتح / يفتح / فتحاً</td>
</tr>
<tr>
<td>Mouse</td>
<td>فأزر / فنتران (فارة)</td>
</tr>
<tr>
<td>Butcher</td>
<td>جرواة / جروانون</td>
</tr>
<tr>
<td>Meat</td>
<td>لحم</td>
</tr>
<tr>
<td>Hostel</td>
<td>داخليات / داخليات</td>
</tr>
<tr>
<td>To eat</td>
<td>أكل / يأكل / أكلًا</td>
</tr>
<tr>
<td>Hospital</td>
<td>مستشفى / مستشفيات</td>
</tr>
<tr>
<td>To sit</td>
<td>جلس / يجلس / جلوساً</td>
</tr>
<tr>
<td>Lunch</td>
<td>غداء</td>
</tr>
<tr>
<td>Dinner</td>
<td>غذاء</td>
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<td>Breakfast</td>
<td>فطور</td>
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<td>Yesterday</td>
<td>أمس</td>
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<td>Tomorrow</td>
<td>غدا</td>
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<tr>
<td>Today</td>
<td>اليوم</td>
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<tr>
<td>To visit</td>
<td>زار / يزور / زيارة</td>
</tr>
<tr>
<td>Friend</td>
<td>صديق / صديقان</td>
</tr>
<tr>
<td>To leave</td>
<td>غادر / يغادر / مغادرة</td>
</tr>
<tr>
<td>After</td>
<td>بعد</td>
</tr>
<tr>
<td>After that</td>
<td>بعد ذلك</td>
</tr>
<tr>
<td>Also</td>
<td>أيضًا</td>
</tr>
<tr>
<td>To buy</td>
<td>إشترى / يشتري / اشترى</td>
</tr>
<tr>
<td>Apple</td>
<td>نافع (نفاح)</td>
</tr>
<tr>
<td>Banana</td>
<td>موز / موزة</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Grapes</td>
<td>جبنة (جبن)</td>
</tr>
<tr>
<td>Oranges</td>
<td>نَروقَالَة (نروقَال)</td>
</tr>
<tr>
<td>To return, to come back</td>
<td>عَادَةً/ يَقْوَدُ/ يَعُودَةً</td>
</tr>
<tr>
<td>Wife</td>
<td>زوجة/ زوجات</td>
</tr>
<tr>
<td>To see</td>
<td>رأي/ رؤية</td>
</tr>
<tr>
<td>To ask</td>
<td>سأل/ سأأل/ سؤالاً</td>
</tr>
<tr>
<td>To tell, to say (to)</td>
<td>قَالَ/ يَقُولُ/ قُولًا (ل)</td>
</tr>
<tr>
<td>Thing</td>
<td>شيء</td>
</tr>
<tr>
<td>Then</td>
<td>ثم</td>
</tr>
<tr>
<td>Fruit</td>
<td>فاكهة/ فواكه</td>
</tr>
<tr>
<td>When</td>
<td>في</td>
</tr>
<tr>
<td>Where</td>
<td>أن</td>
</tr>
<tr>
<td>What</td>
<td>ما</td>
</tr>
<tr>
<td>Who</td>
<td>من</td>
</tr>
<tr>
<td>Is, are, am? (interrogative)</td>
<td>هل/ أ/ أَصَلُ/ يَكْسُبُ/ أفْتِقَالَ</td>
</tr>
<tr>
<td>To work</td>
<td>عمل/ يعمل/ عملاً</td>
</tr>
<tr>
<td>Every day</td>
<td>كل يوم</td>
</tr>
<tr>
<td>To knock (at)</td>
<td>ذِقّي/ يَدَقُ/ دقًا (على)</td>
</tr>
<tr>
<td>To enter</td>
<td>دخل/ يدخل/ دخولًا</td>
</tr>
<tr>
<td>Lesson</td>
<td>درس/ دروس</td>
</tr>
<tr>
<td>Brother</td>
<td>أخ/ إخوة/ إخوان</td>
</tr>
<tr>
<td>Name</td>
<td>اسم/ أسماء</td>
</tr>
<tr>
<td>To wake up, to get up</td>
<td>استيقظ/ يَسْتَيَقِظُ/ إِسْتِيقْاعًا</td>
</tr>
<tr>
<td>Sleep</td>
<td>نوم</td>
</tr>
<tr>
<td>Early morning</td>
<td>صباح/ بكرة</td>
</tr>
<tr>
<td>To clean</td>
<td>نظف/ ينظف/ تنظيفًا</td>
</tr>
<tr>
<td>Tooth, Teeth</td>
<td>سن/ أسنان</td>
</tr>
</tbody>
</table>
To take bath

To wear, to put on

To put on, to wear

Clean

Clothes

At 9.00 O’clock

A.M., in the morning

P.M., in the evening

Bag

Till

At 4:30

Policeman

Policeman/soldier

Police

Government

Government official

Uniform

Official uniform

Always

Stick

To move

To hold, to catch

To arrest, to catch (s. o.)

Gambler

Drunkard

Bad people/ persons

To fear from

Afraid of
Salary
Tiresome, tiring
Agra
North India
North
South
East
West
But
Famous
All over/around the world
Tomb
To build
To be built
Emperor
The Mughal Emperor
Ago, Before
Thousand
Monument
Historical monument
Corner
World
World
Happy
To receive
Cheerfulness
To seat, to offer a seat
Busy
Weak
Next weak
Why
Question
During
To accompany
Idea, thought
Good idea, nice idea
Now-a-days, these days
Heat
It is hot, it is live
It will be nice
How long, till when
To stay
To return, to come back
When
When we come back
Fine, good
To prepare, to get ready
To go ready
By bus
To be
He was
He was not
Was he
Free, unoccupied
To prepare s.th.
To drink
To talk
Many, much
Many things
About
Comparative/superlative noun (adjectival)
More spacious
Bulkier, thicker
More beautiful
More interesting
More difficult
Taller, lengthier
Shorter
Cheaper
Costlier
More intelligent
Senior, older
Sweeter
Voice, sound
More hardworking
Servant
Rupee
One hundred rupees
I want to read
Do you want to see
I request you to visit
I can not go
I pray to God to give me
To come
Elder
Is he?
Younger
Parked
New
Old
Sorry (I am)
Sick/ unwell
My dear friend
Airport
Delhi International Airport
Old, aged
To be able, can
In the afternoon
Thanks, Thank you
Journalism
Daily newspaper
Journalistic; journalist
President, head, chief, chairman
Egypt
India
To hold (talks)
To improve
Relation/s
Bilateral relations
Between
Source
Official source
Ambassador
To convey
Message
Verbal message
Written message
Regarding
Prime Minister
To reach, to arrive (at)
London
Pakistan
Israel
Afternoon
Britain
Visit
Official visit
Six-day (long)
Solution
Peaceful
Problem
Middle East
PLO=Palestinian Liberation Organisation
Cairo
Last night
Top officials
Situation
Current situation
Region
Minister
وزير / وزيرة
Minister of state
وزير الدولة
Foreign Affairs
الشؤون الخارجية
Vienna
فيينا
Hungary
المجر
Authorities
سلطة مُسلَّطة
Aiming (at), To aim at
هدف / هدف / هدف (إلى)
To strengthen
عزز / يعزز / تعزيز
United Arab Emirates (UAE)
الإمارات العربية المتحدة
Tunisia
تونس
Member
عضو / أعضاء
Committee
لجنة / لجان
Executive Committee
المجلس التنفيذي
To hold (meeting)
عقد / يعقد / عُقدا
Meeting
إجتماع / إجتماعات
Palace
قصر
Kartaj Palace
قصر قرطاج
Present at the meeting were...
حضور الإجتماع
Foreign Minister
وزير الخارجية
Home Minister
وزير الداخلية
Representative
ممثل / ممثلون
Last month
لى الشهر الماضي
To meet
قابل / يقابل / مقابلة
He was with him
كان معه
Hour; watch, clock
ساعة / ساعات
For one hour
لساعة
Pressmen
 رجال الصحافة
To discuss
بحث / يبحث / بحثا
Last week (in the)
Public Works Minister
Syria
Syrian
To last
Only
Minute
Report
Pressreports
Present Chairman
Organisation of Arab Unity
Effort, attempt
Oil producing countries
Non-oil producing countries
Arab countries
African countries
Result, consequence
Natrual consequences
Price, rate
Under Secretary
To appeal, to urge
People
Family planning
To ensure
To assure, to guarantee
Standard
Standard of living
Satisfactory
For/to all
Especially
Weaker sections
Radio
Television
Prosperity
To depend (on)
Family
We have been making efforts
To develop
To develop
Employment, work
Iraq
To sign
Minutes (of meeting)
Joint Minutes
Cooperation
Economic cooperation
Trade cooperation
Technical cooperation
Cultural cooperation
Industrial cooperation
To explore
Means, path, pathway
Way, route
To consolidate
Tie; relation
Industry
Agriculture
Cultrue
Transport
Nepal
Neighbour
Country, state
Neighbouring country
To assume (office)
Standing
Sitting
Teacher, instructor
Tamiya i.e. a fried stuff resembling pakora
i.e. a piece of some vegetable covered
with chick-pea flour and deep fried
Together
Day time (from sunrise to sunset)
Room
To find
Specialist
Client
Crowded
Counter
Queue
To wait
Receipt counter
Payment counter
Dawn, early morning
Toothpaste
News
Bursh
To take bath
To wear clothes
Breakfast
Lunch
Dinner
Bread
Egg
Butter
Milk
Hand bag, vanity bag
To go out, to leave
To begin, to start
Exact
At 5:00 O'clock exact
Morning Newspaper
Intelligent
Cultured, civilized
To play
To live, to reside
Flat, apartment
Floor
Ground floor
Balcony
Father
Mother
People, human being
Street, road
Vehicles
To sleep
Comfortable
Mattress
Bedsheet
Quilt
Blanket
Pillow
Guest
Active
Beloved
All
With all the people
Ash-coloured, Grey
To hang
Shoulder
To put
Letter
Parcel
In the sun
Sun
Rain
In the rain
To perform
Duty
To deliver, to handover
News, information

شارع، شوارع
غرفة، غرف
نائم، ينام، نومًا
مريح
مؤنثة، مركبات
ملاءة، ملاءات
خاف، خف
بطانية، بطانيات
وسادة، وسائد
ضيف، ضيوف
نقيط، نشاط
مخلوب، مخيبون
جميع
عند جميع الناس
راكدي
غلق، يغلق، تغلق
كيف، اكانت
وضع، يضع، وضع
رسالة، رسائل
طرز، طرود
في الشمس
سماء، شمس
مطر، انفطار
في المطر
أدى، يُؤدي، تأديه
واجب، واجبات
سلم، يسلم، تنليم
نبأ، انباء
Happy
Sad
To feel
Happiness
Person
Famous, known
Respected
Village
Villager
To respect
To love
Capital (city)
Factory, paint
Station
Radio station
T.V. station
Parliament House
Republic
President of the Republic
Living area, colony
Inmate, resident
Fort
Red Fort
Leader
National leader
Facility, utility, appurtenance
Facilities of life
Important
Like, for example

Mail

Post Office

Centre

Police Station

First aid centre

Fire station

Railways

Hospital

Public Hospital

To be situated

Kilometre

To build

Memory

Marble

White marble

Platform

To appear

Form, face

Bright

Night

Moonlit

To come

To watch, to see

To be said

To cost

Money, funds, wealth

Fountain
To sprinkle
Sign, symbol
Glory
Proof
Love
Expensive, costly
Good
Only
Earlier
To move, to run
To drag, to pull
Benzin, petrol
Train
Steam
To cover
Way, passage
Pedestrian
To pass
Wheel
Steering wheel
Tyre; frame-work
Mile
Rubber
To cause, to create
To drive, to lead
Information
Useful
To thank

زَسَّ / زُسْ / رَسَا
زَمْرُ / زَمْزُ / مُزْمُر
مَجْدَ / إِمْجَاد
ذِلْقُ / إِذْلَاء
حُبُّ / ب حِب
قَيْضُ / كِبْطُ / كِبْطَان
مِنْ قَبْلُ
سَارُ / سَيِسْرُ / سِيِسْرَا
جُرُ / بَجُرُ / بَجْرَا
بِنْزِين
قِطَارُ / قَطَارَاتُ
بِخُارُ / بِخَارَة
قَطَعُ / بَقَطَعُ / بَقَطَأ
طَرِيقُ / طَرِيقَة
مَاشِيُ / مُشَاة
مُوَّرُ / مَرْوُرًا
عَجَلَةُ / عَجَالَاتُ
عَجَلَةُ الْقِيادة
إطَارُ / إِتَارَاتُ
مِيلُ / أَمْيَالُ
مَطَأَتُ
اَحْدُثُ / يَحْدِثُ / إِحْدَأًا
قَادُ / يَقْوِدُ / قِيادة
مَعَلْوَاتُ
مُفِيْدَة
شكُورًا / يَشْكُرُ / شَكْرًا
Thank you very much, thanks a lot

Pardon! sorry

Success

Examination

Last

To help, to assist

To complete, to carry out

To educate, to instruct

To know

Time

Minute

To equate, to be equal to

Second, 1/60 minute

Dial: Port, seaport,

Figure

Hand (of a watch)

To point (to)

To hold

Cabinet, council of ministers

Soon

Headship, presidentship

To attend

Number

Issue, problem

To concern

Finance Minister

Education Minister

Public Works Minister
Home Minister

وزير الداخلية

Foreign Minister

وزير الخارجية

Minister

وزير / وزراء

Reason

سبب / أسباب

For some reasons

لأسباب ما

Cold

باردة

Very cold

باردة جدًا

Class/classroom

صف / صفوف

Clothe

لبس

Wool

ضوف / أضواف

Woollen

ضوفي

To open

فتح / فتحًا

To teach

درس / يدرس / تدريسًا

Obscure/difficult

غامض

He began to write

شرع في كتاب

Meaning

معنى / معاني

Miss (Unmarried girl)

آنسة / أوناس

Mr./ gentleman

سيد / سادة

Mrs./lady

سيدة / سيدات

O' (each one of these is vocative)

يا / يا أخي

People, nation

شعب / شعوب

To love, to like

يحب / يحبون / يحب

Link, connection

صلة

Friendly relation

صلة راقية

Neighbour

جيران

Deep heart

قلب

Heart

قلب

To happen

حدث / يحدث / حدثًا
War
However
Army
Strong
Defence
Sovereignty
Pilot
Seaman, navy man
Artillery man
To defend
Bravery
To protect, to defend
Evil
To ward (off)
Attack, aggression
Noon
Afternoon
Scheduled time, Appointment
Bulletin
Second News Bulletin
End
Commentary
Brief/headlines
Session
To be completed
Elections
To send
Security Forces
Country
Security Council
United Nations
News
Detail
To hear, to listen
Every day three times, thrice in a day
To broadcast
Good morning
How
How do you do?
Good
I am good, I am o.k.
God be praised
Engineer
Confrere, colleague (in profession)
To represent
Company
Project
Engineering Projects
Major, main
To do s. th., to carry out
To execute, to implement
Friendly country
Friendly countries
To meet
Excellency
His Excellency the Minister of Industry
Any
For God's sake
To be kind
If
If you could
Welcome
Yes
No
Sir
Married
I am not
I have
Child
To come
Assignment, mission, work
Hotel
How much
Coffee
To want, to wish
A bien tot, see you
With peace, bye bye
Translation Exercises
Arabic-English
With Glossary
نبيل الرئيس الأمريكي جورج بوش هاتفيًا لأول مرة بالرئيس السوري بشار الأسد.

نذكورة الوكالة السورية الرسمية أن الرئيس السوري شهد على الحاجة لمعالجة مشاكل

السومة وإصلاحية واعدة.

☆☆☆

ن سفير المملكة العربية السعودية في الكويت أحمد الحبيبي أن المملكة بدأ

بني التنظيم الجديد لخدمات المخيمات ووزرای المسجید النبوي الشريف وذلك

بأثر من غرفة صفر الجار.

ضحح البحري أن التنظيم الجديد الذي يعتبر نقلة نوعية في الخدمات المقدمة لوفود

الられている يعتمد على تقديم الخدمات للمقيمين من خارج المملكة من قبل

السعودية أو شركات سعودية تحت إشراف وزارة الخج السومة.

☆☆☆

وزير التربية والتعليم العالي د.مساعد الهازن أن وزارة التعليم العالي ستبدأ اليوم

بد أستيف-value بالراغبين في إنشاء جامعات خاصة، ليجعل نموذج اولي واسيفاء

المؤسسات الأساسية المطلوبة لتقديم الطلبة وقادرون الهازة في تضرحات أدلث بها

ابن أفتاح مغرض التسوقي الثاني والعشرين في كلية التربية الأساسية أمر أن مجلس

بناء سياسة في جلسة الأسبوعية اليوم على قانون مجلس الجامعات الخاصة.

بها أننا بصداد انتظار صدور المرسوم الإداري إقرار الاقصاب السابق.

☆☆☆

ت مسألة أمريك ماجيرة بين ما يزيد عن 150 صبيًا وعدد من أثناء المملكة العربية

سومة المقيميين في الكويت لسبب إصرار أحد السعوديين علی شرب الماء قبل

الصباحيين ما اثار خفظتهم فوقفت مفرة بينهم في مكان منفرد في منطقة جليب

لايث أسفر عن إصابة ثلاثية إشعاص.

☆☆☆

نيل رئيس مجلس الوزراء رفيق الحريري أمس في السراي الكبير الوزير الأسق

ال وإسطر الفئة التطورات السياسية.
ثم استقبل الرئيس الحريري رئيس اتحاد عرف التجارة والزراعة في لبنان عدانا أَلَّذى لاطفة على المشاريع المستقبلية التي سيقوم بها في ضوء إتخاذه رئيسا لمجلس رجال الأعمال اللبنانيين والسوريين وسَل تشريعت العلاقات بين القطاعين في لبنان وسوريا.

واستقبل الرئيس الحريري أيضا المهندس هنري صغير.

كَمَا ألقى الرئيس الحريري أَمسى، رئيس تحرير جريدة "الشرق الأوسط" الزميل عبد الرحمن الورشيد.

☆☆☆

أُلتقى الأمين العام لوزارة الخارجية السفير زَهْر حمدان سفير الهند آجاي شودري، الذي نقل موقف بلاده الداعم للبنان بشأن رفض التوطين، وضرورة تطبيق القرارات الدولية التي تقرر بجوار الألَّاجين الفلسطينيين إلى ديارهم ولا سيما القرار 194.

☆☆☆

سوّف يصل رئيس مجلس إدارة وكالة الأنباء الروسية إلى لبنان غدا في زيارة يُلقى خلالها زعيم الإعلام اللبناني وغيّرة من الشخصيات.

وكان قد وقع رئيس مجلس إدارة وكالة الأنباء الروسية والمدير العام للوكالة العربية السورية للأنباء إتفاقاً للتبادل الأخباري بين الوكالتين في دمشق اول من أمس وذلك في إطار تطوير العلاقات الثنائية.

☆☆☆

استقبل السيد الدكتور محمد مصطفى برزو رئيس مجلس الوزراء بعد ظهور أمين السيد المهندس خاتم الحلواني وزير المياه والري الأردني وحضر اللقاء السيد طه الأطرش وزير الرى.

و في بداية اللقاء نقل السيد الحلواني تجربة المهندس على أبو الواعب رئيس مجلس الوزراء الأردني إلى السيد رئيس مجلس الوزراء مشكراً عليها وحمة تجاهه إلّيه.

و نارد الحديث خلال اللقاء حول تطوير علاقات التعاون بين سوريا والأردن وتعزيزها في سُنّت المصالحات ولا سيما التعاون في مجال المياه والقضايا المائية إلى تأهيل البلدان.
حضر اللقاء السادة الدكتور خالد نائب رئيس مجلس الوزراء للشؤون الاقتصادية والدكتور محمد وزير الاقتصاد والتجارة الخارجية والقائم بأعمال سفارة جمهورية يوغوسلافيا في دمشق.

أقام السيد حسين سفيان الجمهورية الإسلامية الإيرانية بدمشق حفل استقبال مساء امس بمناسبة العيد الوطني.

حضر الحفل السيد مصطفى نائب القائد العام للجيش والقوات المسلحة وبعض أعضاء القيادة المركزية وعدة من السادة الوزراء وعدة من مماني الوزراء. كما حضر الحفل عدد من أعضاء السلك الدبلوماسي العربي والأجنبي بدمشق.

أعلن وزير الخارجية الأمريكي أنه يتوقع من الزعماء العرب أن يشيدوا بأعماله الخاصة بإجراء تغيير في العلاقات المفروضة على العراق. وفي نفس السياق أحدثت الأمم المتحدة العراق عن استلام أي أموال خفية على يد نفسه.

وقال وزير الخارجية الأمريكي أن أم هو ما زالت متانة في شأن التأييد الذي تلقاه جلال جلالي في الشرق الأوسط ومنطقة الخليج في أواخر فبراير الماضي. وأضاف في مؤتمر صحفي مع وزير خارجية السويس "أننا نتطلع لتجديد صناعة علينا في الأيام والأسابيع المقبلة عندما يتحدون كيف ستؤديون المبادرات التي ستعرفها في الأمم المتحدة.

تسلم رئيس الجمهورية اليمنية أوراق إبعاد عدد من سفراء الدول الساحقة والصيادلة لدى بلادنا. وتسليم أوراق إبعاد كلي من السفير الكوري والسفير الكورى والسفير البلجيكي والسفير الكوري.

صمد الطير في عدة من المناطق الفلسطينيّة المحتلة أمس حيث حصلت مواجهات بين جنود الاحتلال الإسرائيلي وأبناء الشعب الفلسطيني.

في هذا الصدد ذكرت وكالات الأنباء أن قوات الاحتلال عثرت تواجدها مسلحًا على كافّة المحاور والطرق المؤدية إلى مدينة الخليل في الوقت الذي يواصل فيه المستوطنون إغلاقهما على المواطنين خاصة في الجزء المحتل من المدينة.
Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companion, friend; comrade</td>
<td>زَفِيقٌ / رَقَابُ</td>
</tr>
<tr>
<td>Rafik al Hariri (given name)</td>
<td>رَفِيقُ الْحَرَّبِيُّ</td>
</tr>
<tr>
<td>Seraglio</td>
<td>سِرَائِلُ   / سِرَائِيَّات</td>
</tr>
<tr>
<td>Al SeraiAl Kabir</td>
<td>الْسِرَائِيُّ الْكَبِيرُ</td>
</tr>
<tr>
<td>Former</td>
<td>اسْتِقْ</td>
</tr>
<tr>
<td>Michel</td>
<td>ميخلَّل</td>
</tr>
<tr>
<td>Development</td>
<td>تَطْوِيرُ / تَطْوِيرَات</td>
</tr>
<tr>
<td>Then, after that</td>
<td>ثُمَّ</td>
</tr>
<tr>
<td>Union, federation</td>
<td>اتِّخاذُ / اتِّخاذَات</td>
</tr>
<tr>
<td>Chamber, room</td>
<td>غَرَفَةٌ / غَرَفُ</td>
</tr>
<tr>
<td>Chambers of Commerce &amp; Agriculture</td>
<td>غَرَفَةُ الْبَنيَّةُ وَالْأَرْزَاعَة</td>
</tr>
<tr>
<td>Lebanon</td>
<td>لِبْنَانُ</td>
</tr>
<tr>
<td>Adnan (given name)</td>
<td>عَذَانُ</td>
</tr>
<tr>
<td>To inform</td>
<td>اطْلَعَ / إِطْلَاعٍ ، إِطْلَاعًا</td>
</tr>
<tr>
<td>Project</td>
<td>مَشْروَعٌ / مَشْرَعٍ</td>
</tr>
<tr>
<td>To review</td>
<td>إِسْتَغْفَرُ / إسْتِغْفَرَاضًا</td>
</tr>
<tr>
<td>Future</td>
<td>مُسْتَقِبٌ</td>
</tr>
<tr>
<td>Related to future, future</td>
<td>مُسْتَقِبِيَّةٌ</td>
</tr>
<tr>
<td>Light</td>
<td>ضَوْءٌ</td>
</tr>
<tr>
<td>Employers’ Council</td>
<td>مَجْلسُ رَجَالِ الْأَمْرَامِ</td>
</tr>
<tr>
<td>Ways, means</td>
<td>سَبْلُ / سَبْلَ</td>
</tr>
<tr>
<td>To activate, to invigorate</td>
<td>نَشْطُ / يُشْتَكِي / يُنْشِيطَا</td>
</tr>
<tr>
<td>Syria</td>
<td>سُوْرَىَ</td>
</tr>
<tr>
<td>Henry Safir (given name)</td>
<td>هَنْرَى صَفْير</td>
</tr>
<tr>
<td>As, also</td>
<td>كَمَا</td>
</tr>
<tr>
<td>To meet</td>
<td>إِلَنْفَقَ / إِلْنَفَقَةٌ</td>
</tr>
</tbody>
</table>
Editor/chief editor
Colleague, fellow
Fellowship
To transfer, to copy, to convey
Stand
His country’s stand
Supportive
Vis-a-vis, regarding
To refuse, to reject, to deny
Settlement
To make settlement
To apply
Decision, resolution
To admit, to approve
Right
To return
Refugee
House, home
Specially
Board of directors
Russian News Agency
Minister of Information
Personalities
Director General
Agreement, protocol
Damascus
Day before yesterday
Framework; tyre
To improve, to better, to develop
Bilateral relations
Noon
After noon
Minister of Water and Irrigation
Beginning, inception
Meeting; interview
Greetings, salutations
To make carry
To go round
To have talks
To strengthen
Different
Field
Issue, problem
To concern
Mr.
Economic affairs
To hold
Function, party
Reception party
Occasion
Festival
National Day
Commander, commandant
Commandant General
Army
Armed forces
Some
Member
Central leadership
Number
Some of
Assistant
Assistant Minister
Diplomatic corps
To expect
To appreciate, to extol
Thought, idea
Sanction; punishment
In the same context
To warn
Money, fund
Secret, unknown
To sell
Petroleum
Still, continues
Optimistic
Support
To receive
Round, trip
Middle East
End
To add
Conference
Press Conference
Sweden
To believe
To be, to become
Public
Coming, next
To support
Initiative
To present, to place
To receive
Credentials
Each one of
Cuban
Korean
Belgian
To prevail
Tension
Area, region, zone
Occupied
To occupy
Where
To happen
Encounter
In this regard
To mention
Force
Existence, presence
Military presence
All
Pivot, centre, axis
Way, path
Ways leading to
At the time when
To continue
Settler
To settle, to build up settlement
Portion
To contact
Telephone
Call (telephonic), talk, conversation
To express
Desire, wish
For, for the sake of
To reach (a decision etc.)
Peace
To stress (on)
Need
To handle, to treat
Positive way, positive manner
Neutral way, neutral manner
Kingdom, empire
System, arrangement
Out season pilgrim to Kabah
To perform out of season pilgrimage to Ka’bah
Inception, beginning
To explain
Shift
Qualitative; typical
To consider
Delegate, delegation
By
Organisation, body
Under the aegis of
Ministry of Pilgrimage
To establish
To fill up, to bridge up
Basic
Statement
To release, give (statement)
Inauguration
To shop, to do shopping
To attest, to certify, to authenticate
The royal edict
Quarrel, fight
To insist (on)
To raise, to rouse
Anger
Segregated place, lonely place
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