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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من أراد أن يعمل كبيراً في النحو
بعد كتاب سيبويه فليسنهي
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:

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

<table>
<thead>
<tr>
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<th>Description</th>
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<tr>
<td>S M</td>
<td>Singular Masculine</td>
</tr>
<tr>
<td>S F</td>
<td>Singular Feminine</td>
</tr>
<tr>
<td>Prep.</td>
<td>Preposition</td>
</tr>
<tr>
<td>S M &amp; F, SM/F</td>
<td>Singular Masculine &amp; Feminine</td>
</tr>
<tr>
<td>V N/VNSM</td>
<td>Verbal Noun/Verbal Noun Singular Masculine</td>
</tr>
<tr>
<td>VN / Adj.</td>
<td>Verbal Noun/ Adjective</td>
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</table>

**Explanation:**

<table>
<thead>
<tr>
<th>Person</th>
<th>=</th>
<th>The person who speaks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Person</td>
<td>=</td>
<td>The person spoken to.</td>
</tr>
<tr>
<td>III Person</td>
<td>=</td>
<td>The Person spoken about.</td>
</tr>
</tbody>
</table>

**Names of Arabic Vowels:**

- Fathah / fathah
- Kasrah/ kasrah
- Dammah/ dammah
- Tanween/tanween
Sokoon/ sokoon  
Shaddah/ shaddah  
Shaddah with kasrah  
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 sokooun:

A pocopate mood

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

Subjunctive mood
LESSON – 1

Arabic Alphabet

الابجدية العربية
Arabic is written and read from right to left. Hereunder are given (i) the 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:

<table>
<thead>
<tr>
<th>Th</th>
<th>Taa (T)</th>
<th>Baa (B)</th>
<th>Alif (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daal (D)</td>
<td>Khaa (KH)</td>
<td>Haa (H)</td>
<td>Jeem (J)</td>
</tr>
<tr>
<td>Seen (S)</td>
<td>Zaa (Z)</td>
<td>Raa (R)</td>
<td>Dhaal (DH)</td>
</tr>
<tr>
<td>Taa (T)</td>
<td>Daa (D)</td>
<td>Saa (S)</td>
<td>Sheen (SH)</td>
</tr>
<tr>
<td>Faa (F)</td>
<td>Ghayn (GH)</td>
<td>'Ayn ('A)</td>
<td>Zaa (Z)</td>
</tr>
<tr>
<td>Meem (M)</td>
<td>Laam (L)</td>
<td>Kaaf (K)</td>
<td>Qaaf (Q)</td>
</tr>
<tr>
<td>Yaa (Y)</td>
<td>Waw (W)</td>
<td>Haa (H)</td>
<td>Noon (N)</td>
</tr>
<tr>
<td>Taa (Round) (T)</td>
<td>Hamza ('A)</td>
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<td></td>
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</table>
Notes:

(1) There are twentyeight 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):

- ذ Dhaal
- خ Khaa
- ح Haa
- ث Thaa
- ظ Zaa
- ط Ţaa
- ض Ḍaa
- ص Šaa
- ق Qaaf
- غ Ghayn
- ع ‘Ayn

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. ﻣ 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. 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. خ Khaa: For saying this sound also only your throat functions. This sound may be equated with “ch” in LOCH of the Scotish 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. ِ 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.  ض 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.  ئ Daa: Shape of your tongue and other instructions remaining the same as in Saad 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.  ئ 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.  ئ 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.  ُ Ayn: 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.  غ 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.  ق Qaaf: 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

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) 

فَرْخ
The letter Khaa خ 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.

**Khafeeron** (watchman) خَفِيفُون
Only the crown of the letter i.e. its initial part has been taken.

**Makhfaron** (guardroom) مَخَفُورُون
Only the crown of the letter with ligatures on both sides is used in this word.

**Tafreekhon** (incubation) تَفْرِيقُون
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.

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<th>Terminal Shapes</th>
<th>Medial Shapes</th>
<th>Initial Shapes</th>
<th>Independent Shapes</th>
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<th>Terminal Shapes</th>
<th>Medial Shapes</th>
<th>Initial Shapes</th>
<th>Independent Shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</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 م when joined in the beginning or in the middle, loses its tail. The letter 'Ayn ا 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: مَعَ

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:

وازدرداال

Waw Zaa Raa Dhaal Daal 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:

فَرْخٌ فَرْخٌ وَالدٌ وَلاَدٌ

(young bird) (father)

Notes:

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

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

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 ؿ when it is terminal or independent. When it is joined to its preceding letter the shape appears thus ؿ.

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:

\[ \text{بت} \]

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:

\[ \text{بت} \]

These letters shall be read as:

"in" in inside
"bin" in dustbin
"tin" in tinker

Similarly two eyed comas 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:

\[ \text{بت} \]

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 is necessarily suffixed to the concerned terminal letter except the Round Taa and terminal Hamzah.

Example:

\[\text{بَّا} \]

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:

\[\text{دُ} \]

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

Example:

\[\text{دُ} \]

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:

\[\text{ي } \quad \text{ و } \quad \text{َ} \]

Yaa           Waw       Alif

The first open vowel is a long “a” sound. It obtains when the Alif is preceded by a letter bearing one fathah.
Example:

\[ \text{تا} \text{ با} \]

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:

\[ \text{بي} \text{ بي} \]

We shall read the above combinations as:
“bee” in beef
“tee” in teeth

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

Example:

\[ \text{تو} \text{ بو} \]

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 ی to elongate the “a” sound as we would read double “aa” as in Baa. It is called Maddah and written thus:

\[ \text{آ} \]

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:

\[ \text{ث} \]
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:

Now we shall read them as:
Hob-bun  Hob-ban  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 fathah precedes Waw and Yaa with Sokoon.

Example:

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 țammah-double or single—indicates that the noun is in the nominative case. Țammah at the terminal letter which indicates case is known in Arabic grammar as Raf’a. Similarly fathah at the terminal letter indicates that the noun is in the accusative case. This fathah is known as Nașb. 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.
LESSON — 6

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
(she) went  
(she) goes
(you) go  
(you) don't go

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  
elephant  
behind  
aeroplane  
infront of  
University  
(I) went  
hen  
cock  
(I) go
2. Learn the vocabulary given in this lesson.
3. Write all the words given in this lesson.
Moon And Sun Letters And The Definite Article
الحروف القمرية والشمسية واداة التعريف

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:

اء ل م ح خ ع غ ف

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

ص 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 fatha or double kasra or double dammah, are categorised as common nouns.

Example:

اً بٌ دٌ وٌ لٌ

In this case “a boy” may be anyboy 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 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 Al ﺍد is prefixed to a common noun, it renders it into a definite noun. For example when we prefix Al ﻎ ﺍد to:

\[ ﻎ ﺍد ﻎ ﺍد \]

it would be written thus:

\[ ﺍد ﻎ ﺍد ﺍد ﻎ ﺍد \]

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 Al ﺍد to a noun beginning with a Moon letter then the laam of the Arabic definite article is clearly pronounced.

Example:

A boy ﻎ ﺍد
This noun begins with Waw ﻎ 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 ﺍد ﻎ ﺍد
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 Al ﺍد 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:

A man ﻎ ﺍد
This noun begins with Raa ﻎ 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 ﺍد ﻎ ﺍد
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.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>المكتبة</td>
<td>The office</td>
</tr>
<tr>
<td>المروحة</td>
<td>The fan</td>
</tr>
<tr>
<td>السرير</td>
<td>The bed</td>
</tr>
<tr>
<td>المدرس</td>
<td>The teacher</td>
</tr>
<tr>
<td>النفرة</td>
<td>The cow</td>
</tr>
<tr>
<td>الشمس</td>
<td>The sun</td>
</tr>
<tr>
<td>النهر</td>
<td>The river</td>
</tr>
<tr>
<td>القطار</td>
<td>The train</td>
</tr>
<tr>
<td>الكرة</td>
<td>The ball</td>
</tr>
<tr>
<td>القاموس</td>
<td>The dictionary</td>
</tr>
<tr>
<td>البيت</td>
<td>The house</td>
</tr>
<tr>
<td>الضباب</td>
<td>The lamp</td>
</tr>
<tr>
<td>السيارة</td>
<td>The car</td>
</tr>
<tr>
<td>الطالب</td>
<td>The student</td>
</tr>
<tr>
<td>القمر</td>
<td>The moon</td>
</tr>
<tr>
<td>الطائر</td>
<td>The sparrow</td>
</tr>
<tr>
<td>الكلب</td>
<td>The dog</td>
</tr>
<tr>
<td>الباب</td>
<td>The window</td>
</tr>
<tr>
<td>الميدان</td>
<td>The playground</td>
</tr>
<tr>
<td>السائق</td>
<td>The driver</td>
</tr>
</tbody>
</table>

3. Separate the above nouns as follows:
   i) Names of places
   ii) Names of persons
   iii) Names of things
   iv) Names of animals
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-human being 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 ﺭﻮن in جَاءَ ﺭﻮن 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 ﻓِي 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:

الْبَيْتُ ﻓِي ﺍِﻟْبَيْتِ

You can see for yourself in the sentence above that the noun ﺍِﻟْبَيْتٌ has kasrah below the Taa ت 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 َ, 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، (2) dual or Mothannaا، and (3) plural or Jam’a 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 كبار)
absent (p. غائب) غاليون small (p. صغير صغار)
open مفتوح studious (p. متهيئ متهيئون)
writer (p. كاتب) كاتبون bag (p. حقائب حقائب)
clerk (p. كاتب) كاتبة fan (p. مروحة مرواه)
busy (P مشغول) مشغولون lamp (p. مصباح مصابيح)
motor-car سيارة (سيارات) officer (p. موظف موظفون)
servant خادم (خادم) newspaper (p. جريدة جروان)
aeroplane طائر (طائرة)

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

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

4) Translate into English:

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>عَدَدٌ (P. (SM)</td>
<td>A number/many</td>
</tr>
<tr>
<td>مَكْتَباَتٌ (SF)</td>
<td>Library</td>
</tr>
<tr>
<td>مَدَارِسٌ (SF)</td>
<td>School</td>
</tr>
<tr>
<td>مَيْدَانٍ (P. (SM)</td>
<td>Village</td>
</tr>
<tr>
<td>جَمِيلٌ (Adj. SM)</td>
<td>Beautiful</td>
</tr>
<tr>
<td>كِبْرٍ (Adj. SM)</td>
<td>Big</td>
</tr>
<tr>
<td>صَغِيرٍ (Adj. SM)</td>
<td>Small</td>
</tr>
<tr>
<td>لَيْدٍ (SF)</td>
<td>Hand</td>
</tr>
<tr>
<td>كَبْتَبٍ (P. (SM)</td>
<td>Writing/writer</td>
</tr>
<tr>
<td>مِنَّاءَتٍ (SF)</td>
<td>Black-board</td>
</tr>
<tr>
<td>تَأْسِيِّدَةٌ (P. (SM)</td>
<td>Teacher, professor</td>
</tr>
<tr>
<td>فَضَلٌ (P. (SM)</td>
<td>Class, classroom</td>
</tr>
<tr>
<td>وَاقْفٌ (P. (SM)</td>
<td>Standing</td>
</tr>
<tr>
<td>أمَامٍ (P. (SM)</td>
<td>Infront of, facing</td>
</tr>
<tr>
<td>سَوْرَاتٌ (SF)</td>
<td>Standing</td>
</tr>
</tbody>
</table>
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 مساعد المنفصلة 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 سائق؟

نعم، أنا سائق.

لا، أنا أنشغل.

هل أنت ذاهبون؟

نعم، نحن ذاهبون إلى الجامعة.

هي بنت.

هو رجل.

هو سائق.

هم رجاء.

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

(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.
LESSON — 10

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

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her, hers</td>
<td>ها</td>
</tr>
<tr>
<td>His, of his</td>
<td>هو</td>
</tr>
<tr>
<td>Their, theirs (PF)</td>
<td>هن</td>
</tr>
<tr>
<td>Their, theirs (PM)</td>
<td>هنم</td>
</tr>
</tbody>
</table>
ii) Second person

Your, Yours (SF) ُك
Your, Yours (SM) ُر
Your, Yours (PF) ُن
Your, Yours (PM) ُم

iii) First person

Our, ours (PM&F) ُن
My, mine (SM&F) ُي

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 /هم/ and /هن/ are read as /هم/ عَمَنَ and /هن/ عَنَ 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:

(а) كُتِابُكُنَّ كُتِابِهِنَّ كُتِابُهُنَّ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابٌ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابِهِنَّ كُتِابُهُنَّ كُتِابُهُنَّ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابٌ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابِهِنَّ كُتِابُهُنَّ كُتِابُهُنَّ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابٌ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابِهِنَّ كُتِابُهُنَّ كُتِابُهُنَّ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابٌ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابِهِنَّ كُتِابُهُنَّ كُتِابُهُنَّ كُتِابُكُنَّ كُتِابِكُنَّ كُتِابِكُنَّ كُتِابٌ

(ب) كُتِابُكُنَّ حَذَى مَنْ فَيْيَكِ ْمَذٌِ خَذِّكَ كُتِابُكُنَّ حَذَى مَنْ فَيْيَكِ ْمَذٌِ خَذِّكَ

2) Use the following pronouns in sentences/ phrases:

إِنْ هُمْ ُنْ هُمْ ُنْ هُمْ ُنْ ُنْ ُنْ
(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>(PM ُولَدُ) (أولاد)</td>
</tr>
<tr>
<td>Jan</td>
<td>(PM رجل) (رجال)</td>
</tr>
<tr>
<td>Cook</td>
<td>(PM طاهِّر) (طاهروون)</td>
</tr>
<tr>
<td>Lady cook</td>
<td>(PF طاهِّرة) (طاهرات)</td>
</tr>
<tr>
<td>Boy student</td>
<td>(PM طالِّب) (طلاب)</td>
</tr>
<tr>
<td>Girl student</td>
<td>(PF طالِّبة) (طالبات)</td>
</tr>
<tr>
<td>Grocer</td>
<td>(PM بقال) (بقالون)</td>
</tr>
<tr>
<td>Daughter/girl</td>
<td>(PF بنت) (بنات)</td>
</tr>
<tr>
<td>Lady worker</td>
<td>(PF عاملة) (عاملات)</td>
</tr>
<tr>
<td>Teacher</td>
<td>(PM مدرِّس) (مدرسون)</td>
</tr>
<tr>
<td>Lady teacher</td>
<td>(PF مدرِّسة) (مدرسات)</td>
</tr>
<tr>
<td>Persent</td>
<td>(PM حاضِّر) (حاضرُون)</td>
</tr>
<tr>
<td>Absent</td>
<td>(PM غائب) (غاليبُون)</td>
</tr>
<tr>
<td>Driver</td>
<td>(PM سائق) (سائقُون)</td>
</tr>
</tbody>
</table>

It is an interrogative pronoun

When used to open a sentence it suitably modifies the sentence into interrogative.
University (Pl. nonpersonal جامعات) (SF) جامعَة
Going, goer (PM ذاهبون) قادمُون
Coming, comer (PM قادمُون) (SF) خادمَات
Maidservant (PF خادمُة) (SM أبواب)
Door (Pl. nonpersonal أبواب) (SM مكتَب)
Office (Pl. nonpersonal مكتَبات) (SM كرَاسات)
Notebook (Pl. nonpersonal كرَاسات) (SF كُتُب)
Book (Pl. nonpersonal كُتُب) (SM كُرَاسَات)
Chair (Pl. nonpersonal كُرَاسَات) (SM كرَاسَيْن)
Table (Pl. nonpersonal طاولَات) (SF طاولة)
Engineer (PM مهَنِيس) (SF موظفون)
Official/officer (PM موظفون) (SM مُهَنِيس)
Place of worship (Pl. nonpersonal مقامات) (SF مقام)
President/chief/ head (PM رئيس) (SM أفلام)
Lecture (Pl. nonpersonal محاضرات) (SF دِسَاتير)
College (Pl. nonpersonal دِسَاتير) (SF) كلية
Pen (Pl. nonpersonal أفلام) (SF قلم)
Lesson (Pl. nonpersonal أفلام) (SM دروس)
Lighter (Pl. nonpersonal وُلاعَات) (SF حقيبة)
On (Prep. على)
New (Adj. جدِيد)
Open (VN/Adj. مفتوح) (SF غالية)
Dear/expensive (Adj./SF حَقَاب)
Room (Pl. nonpersonal غرفة) (SF) غرف
Car (Pl. nonpersonal سيارة) (SF) سيارات
Infront of (Adv. used as preposition.) أمام
Friend (PM) صديقاً (صديق)
Magazine (Pl. nonpersonal مجلة) (SF) مجلات
That ذاكل (SM)
This (SM) هذا
Pocket (Pl. nonpersonal جيب) (SM) جيوب
Hand-kerchief (Pl. nonpersonal منديل) (SM) منديل
Brother (P. إخوان) (SM) أخ
(Boy’s name) Sameer (الاسم) سمير
Family (Pl. nonpersonal أسرة) (SF) أسر
He has a family له أسرة
Rani (girl’s name) رانى
Small (Adj. SM) صغير
Big (Adj. SM) كبير
Beautiful (Adj. SM) جميل
Romila (girl’s name) روميلا
(Girl’s name) Sameera سميرة
House (Pl. nonpersonal بيت) (SM) بيوت
Nafe (boy’s name) نافع
(Girl’s name) Sunaina سنيا
Munirka (name of a locality) مينيرا
Son (P. أبناء) (SM) ابن
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.

1. هذا  ولد.  
2. هذا  آنات.  
3. هذا  كتاب.  
4. هذا  بنت.  
5. هذا  بُْمَة.  
6. هذه  كِرَاسَة.  
7. هُؤُلاء  أُولَاد.  
8. هؤلاء  بنات.  
9. هذه  كِتَّب.  
10. هذه  أُمَة.  
11. هؤلاء  لُّوات.  
12. هؤلاء  كِرَاسَات.  
13. ذلك  موظف.  
14. ذلك  كِرَاسٍ.  
15. ذلك  كِتَّب.  
16. ذلك  مدرسة.  
17. ذلك  طاولة.  
18. ذلك  كِتَّب.  
19. أولئك  موظفون.  
20. أولئك  مدرَّسات.  
21. أولئك  كِرَاسٍ.  
22. أولئك  طاولات.  
23. أولئك  كِتَّب.  
24. أولئك  كِتَّب.
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  (SF)  هذه

It is used with all feminine singular objects.

Example:

This is a girl.  
This is a car.  
This is a cat.  
These  (PM & F)  هؤلاء
t is used with the plurals of all feminine and masculine nouns that indicate personal nouns i.e. humanbeings.

Example:

These are men.  
\( هُؤُلاءِ رَجَالٌ \)
These are women.  
\( هُؤُلاءِ نِسَاءٌ \)

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

Example:

These are pens.  
\( هَذُوُهُ أَفْلَامٌ \)
These are elephants.  
\( هَذُوُهُ أَفْيَالٍ \)
These are motorcars.  
\( هَذُوُهُ سَيَّارَاتٍ \)
These are cats  
\( هَذُوُهُ فَطَنٍ \)

9) Demonstrative pronouns for distant objects:

That  
\( ذَلِكَ (S.M) \)
is used with all singular masculine objects.

Example:

That is a man.  
\( ذَلِكَ رَجُلٌ \)
That is a pen.  
\( ذَلِكَ قَلمٌ \)
That is an elephant.  
\( ذَلِكَ أَفْيَالٍ \)
That  
\( ذَلِكَ (S.F) \)
is used with all singular feminine objects.

Example:

That is a woman.  
\( ذَلِكَ اِمْرَأَةٍ \)
That is a motorcar.  
\( ذَلِكَ سَيَّارَةٍ \)
That is a cat.  
\( ذَلِكَ قَطَةٍ \)
Those  
\( ذَلِكَ (P.M & F) \)
is used with the plurals of such feminine and masculine nouns which indicate only humanbeings.
Example:

Those are men
أولئك رجال

Those are women
أولئك بنات

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

Example:

Those are pens.
تلك أقلام

Those are motorcars.
تلك سيارات

Those are elephants.
تلك أفيال

Those are cats.
تلك قطط

Interrogative pronouns:

ما، من، هل، أ

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

It may be noted that ما is used only for nonpersonal objects, whereas من is used to introduce a question for personal nouns e.g. من هذا الولد، who is this boy?, and من هو i.e. who is he?, and من هي i.e. who is she?

أ & ٌ 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 ولد؟

Are these boys?
هل هؤلاء أولاد؟

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?
أ هو ولد

Are these boys?
أ هؤلاء أولاد

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?

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

Is he a teacher or a worker?

In sum,ُهُل & ُهُل can be used to replace each other in interrogative sentences where answers can be yes or no, while only Hamzaُهُل 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:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Demonstrative Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>هندى</td>
</tr>
<tr>
<td>Cock</td>
<td>دك</td>
</tr>
<tr>
<td>Garden</td>
<td>خديجة</td>
</tr>
<tr>
<td>Indian</td>
<td>هندية</td>
</tr>
<tr>
<td>Newspaper</td>
<td>خديجة</td>
</tr>
<tr>
<td>Students</td>
<td>طالب</td>
</tr>
<tr>
<td>Orchards</td>
<td>بستارين*</td>
</tr>
<tr>
<td>Beds</td>
<td>سرور</td>
</tr>
<tr>
<td>Girl-students</td>
<td>طالبات</td>
</tr>
<tr>
<td>Newspapers</td>
<td>*</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:
   أَهْذَا كَلْبٌ أمْ أَسْتَ هَذَا قَبْطَةً وَذَلِكَ عَصِيَّةً . مِنْ هَؤُلَاءِ الأَوْلَادَ؟ هَؤُلَاءِ الأَوْلَادَ طَلَابٌ في المَدْرَسَةُ . مِنْ هَذَا رَسَامٌ وَذَلِكَ مَرْسَمٌ . أَذَلِكَ بَيْنَ؟ أَمَا هَا مَدْرَسَةُ بَيْنِ، هَا مَدْرَسَةُ.
   أَمَا هُوُ طَلَبٌ بَيْنِ، هَا مَدْرَسَةُ.

Note:

Yes

When the answer is affirmative to an interrogative negative.

Yes

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

No

Glossary

الكلمات العسيره

Hour/ watch
Church
Place of worship
Copybook, notebook
Book
House
Hut
Radio
Television
Dog
Bitch

(P) ساعات
(P) كنيسة
(P) مقايد
(P) كرواسات
(P) كتاب
(P) بوت
(P) خوخ
(P) مذيايع
(P) تلفزيونات
(P) كلاب
(P) كلبة

(SF) ساعة
(SF) كنيسة
(SM) مقدية
(SM) كرواست
(SM) كتاب
(SM) بوت
(SM) خوخ
(SM) مذيع
(SM) تلفزيون
(SM) كلب
(SM) كلبة
Lion

Cat

Tomcat

Sparrow

Who (interrogative—all persons & all numbers)

Boy

Boy student

In

School

What (interrogative—all nonpersonal nouns and all numbers)

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

Studio

Painter

Girl

Yes

No

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:

Nabeel  نبيل  Mohammad  محمد
Joseph  جوزف  Shanker  شنكر
Delhi  دلهي  Zainab (W)  زينب
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 ُAFF in the
nominative case and one fatkah 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 محمد and عمران are
triptotes i.e they admit all the three cases as a normal noun.

Example:
Nominative case محمد Accusative case محمد Genitive case محمد.

Examples:
Nominative case محمد
Accusative case محمد
Genitive case محمد

iv) All feminine Arabic names are diptotes except هند.

Example:
Nominative case زينة
Accusative case زينة
Genitive case زينة

* 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 ال، they
are generally treated as triptotes.

Cairo
Medina

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

vii) Some names of places have Al ال 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 هِنَّا
Genitive case هِنَّى

v) Names of places are generally diptotes:

Nominative case (Egypt)
Accusative case مَبْسِرُ
Genitive case مَبْسِرٌ

Exercises:

1) Translate the following into English:

1. دُلْهُ مَدِينَةٌ هِنَّى
2. زَيَّبَ عَالَىَّ هِنَّى
3. هِنَّى مَدْرَسَةٌ هِنَّى
4. هِنَّى مَوْظِفُ هِنَّى
5. هل أَتَى أَحْنَكَ؟
6. هِنَّى السَّيْدَةُ نِيْبُلُ
7. هُوَ عَادِلُ وَ أَنَا حَمِيلُ
8. هُوَ عَادِلُ وَ أَنَا حَمِيلُ
9. هُوَ بَنُوتُ هُمَيْشَةُ أَمِيْتُ هُيَّتُ أَخْيَةُ
10. هُوَ وَالِدُ هُمَيْشَةُ

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 (P)  
Name (SM)

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 (P)  
Sister (P)  
Engineer (P)  
Miss (P)  
Mrs. (P)  
Wife (P)  
Clerk (P)  
Driver (P)  
Mr. (P)  
Is? (P)

Brother (SM)  
Sister (SM)  
Engineer (SM)  
Miss (SM)  
Mrs. (SM)  
Wife (SM)  
Clerk (SM)  
Driver (SM)  
Is? (SM)
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?
Did you (PM) go to your school?
Did you (SF) go to your school?
Did you (PF) go to your school?

Yes, I went to my school.
Yes, we went to our school.
Yes, I went to my 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 الافعال المتعددة 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 ِصرف i.e. conjugation. Let us take for example the verb:

(He went) ٌذَهِبَ

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) ٌذَهِبَ
They went (PM) ٌذَهِبُوا
She went (SF) ٌذَهِبَتِ
They went (PF) ٌذَهِبُنَّ

**II person masculine-feminine:**

You went (SM) ٌذَهِبَتِ
You went (PM) ٌذَهِبُتمُ
You went (SF) ٌذَهِبَتِ
You went (PF) ٌذَهِبُنُ

**I person masculine-feminine:**

I went (SMF) ٌذَهِبَتِ
We went (PMF) ٌذَهِبُنا

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:
The boy went
The boys went

In both the sentences given above the verb ذَهَبُ 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
and sat in 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 بَنَّا i.e. girl is a singular feminine noun of the third person. Its plural would be بَنَاتَ 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 ذَهَبَ 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 ذَهَبُ / بَنَاتُ / ذَهَابًا
As explained earlier all the verbal forms for the second and the first person subjects are fixed and remain unchanged in all positions.

**Examples:**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went</td>
<td>ذهبْتُ أنا ذهبْتُ</td>
</tr>
</tbody>
</table>

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

1. The intransitive verb
2. The transitive verb

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 على.

**Example of intransitive verb:**

The boy went

In Arabic the terminal letter of the subject i.e. الفاعل always takes dammāh 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

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.
In the sentence above the noun ِلَيْلَي 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 رفع Raf‘a. 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 Naṣb. 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 جر 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 (womem) 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. فَخَذْ القَرَاصُ المَكْتَبَ.
2. الطَّالِبَانَ فَخَذْنِ كُتبَهُنَّ.
3. عَسَلَتِ الْعَادَةُ الْمَلَأِبَ.
4. الطَّلَابُ دَهَّبُوا إِلَى الْخِيَاطِيَّة.
5. الْحَارِسُ جَلَّسَ عَلَى الْكُرْسَي.
6. شَرَبَ الْإسْتَذَّةُ الْمَاءَ.
7. ْهَلَّ ذَهَبْتُ إِلَى الْمُؤْقِفِ أَمْسً؟
8. ْقُلْتِ مِنْ مَوْمَبِي هَذَا الْصَّبَاحَ.
9. ْهَلَّ ذَهَبْتُ إِلَى الْكَلِيهِ فِي الْأَسْبُوعِ النَّاصِبِ.
10. ْتَعْمَّ دَهْنًا إِلَى الْكَلِيهِ فِي الْأَسْبُوعِ النَّاصِبِ.

(b) كَانَ الْيَوْمُ مَاجِرًا وَ بَارَذًا وَ عَادَ الْبَنِى مِنْ مَكْتَبٍ فِي الْمَطْرَ. سُلْيَرًا وَّ صَلَّ الْمَنْزِلَ كَانَ مَنْتَهُ. غَيْرُ الْبَنِى مَلَأَبَةً وَ جَلَّسَ فِي غُرَابِيَّة. بَعْدَ وَقَتُ قبلُ الْسُّكَاءُ وَ الْبَنِى غَيْرُ الْأَلْمَ فِي صُدُورِهِ. فَأَتَيْتُ سَعْدًا مَلَأَبًى وَ أَخْذَتِ الْبَنِى مُعَيَّ وَ دَهَّبْتُ إِلَى الْمُسْتَشَفِي الْعَالِم. كَانَ قُسْمُ الْطَّوْارِيِّ مُؤْدِجًا بَالْنَّاسِ. جَلَّسَنَا عَلَى ذَهَبَةٍ عَفُوْنَةٍ فِي إِسْتِبَارٍ نَّوْبَيَّاً. شَرَحَ الْبَنِى خَالِصًا لِلْدُّكَرُ. فَحَصَّ الْدُّكَرُ صَدَرُ الْبَنِى بِالْشَّمَاعِةَ وَ سَأَلَهُ بِغَمْرِ الْإِشْتَدَّةِ.
Teach Yourself Arabic

Glossary

Peon; attendant (SM) فرّاش
He washed غسل
Clothes ملابس
He drank شرب
Water ماء
Mumbai مومباي
Yesterday (Adv. of time: it does not decline) أمس
From (Preposition) من
Morning صباح
This morning هذا الصباح
College كلية
Week أسابيع
Past, last ماضى
Garden حدائق
He wrote كتب
He came قدم
On (Preposition) على
On foot على الأقدام
To (Preposition) إلى
He was كان
Rainy (Adj. SM) ماطَرُ
Rain (P) أمَطارُ (SM)
When (Adv. of time) عِندَا
He reached وَصَلَ
House (P) مَانِزِلٌ (SM)
Wet, drenched (Adj. SM) مُشْتَلُت
He changed غَيِرَ
After (Adv. of time) بَعْدَ
Some, little (Adj. SM) قَلِيلٌ
He complained شَكَّا
About (Prep.) عَنِ
Pain (P) آلامٌ (SM)
Chest (P) صَدْورٌ (SM)
He came أتَى
He brought أتَى بِ
I brought taxi اتَّبعتُ بالتأكيد
With (Preposition) مع
With me (Prep.) مَعَ مَعَيْ
Hospital (P) مُسَنَّدَةٌ (SM)
General, public (Adj. SM) عَامٌ
Department (P) قسم (SM) أقسام
Emergency department قسم الطوارئ
Crowded (Adj. SM) مزدحم
Bench (P) دكة (SF)
Wait, waiting (Infinitive/VN) إنتظر
Turn (P) نوّات (SF)
He explained شرح
Condition, case حالة (SF)
Doctor دكتور (SM)
He examined, checked فحص
He said قال
He took أخذ
I took أخذت
Stethoscope سمععة (SF)
He asked سأل
He asked him سأله
Some (Partitive Noun) بغضن
Hit (past participle) مصاب
Cold بززة (NM)
Caught bad cold مصاب بألزدة الشديد
Because (Causative) لأن
He remained بقي
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
Drawingroom

To drink

Tea

Paper

Apples

Grapes

Banana

Oranges

Wife

He saw

She saw

I told her, I said to her

Shahid

Hand

She asked

Fruits
LESSON — 14

Verb: Present Tense

Who are you?
I am a teacher.
What is your name?
My name is Mohammad.
Are you Indian?
Yes, I am Indian.
Who is he?
He is my colleague.
Where are you going now?
I am going to the University now.
Is your colleague also going to
the University
Yes, he is also going
to the University.
Who are you?
I am a (lady) teacher.
What is your name?
My name is Nihad.
Where do you work?
I work in this University.
Where are you going now?
I am going to the hospital now.

الدرس — ١٤

الفعل: صيغة المضارع

من أنت؟
أنا أستاذ.
ما اسمك؟
إسحاق محمَّد.
هل أنت هندي؟
نعم، أنا هندي.
من هو؟
هو زياد.
أين تذهب الآن؟
ذهب إلى الجامعة الآن.
هل زيد كذلك أيضاً يذهب إلى
الجامعة؟
نعم، هو أيضاً يذهب إلى
الجامعة.
من أنت؟
أنا ماهر.
ما اسمك؟
إسمى هيا.
أين تعملين؟
أعمل في هذه الجامعة.
أين تذهب الآن؟
ذهب 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:

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 ـْذَهَبَ to explain our point further. This ـْذَهَبَ is a past tense verb meaning ‘he went’ as we have known in the preceding lesson. Its present form ـْذَهَبَ can be rendered in three ways as follows:

He goes (present indicative/imperfect) ـْذَهَبَ
He is going now (present continuous) ـْذَهَبَ الآنَ
He will go tomorrow (future) ـْذَهَبَ غَدًا

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 ـْذَهَبَ
They go (PM) ـْذَهَبُونَ
She goes ـْذَهَبَ
They go (PF) ـْذَهَبُينَ

II person masculine-feminine

You go (SM) ـْذَهَبَ
You go (PM) ـْذَهَبُونَ
You go (SF) ـْذَهَبُينَ
You go (PF) ـْذَهَبُينَ
I person masculine- feminine

I go (SMF) 

We go (PMF)

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 سَبْنَ, then in that case the verb is necessarily in the future tense of English.

Example:

Will you (girls) go to the University؟ هلِّ سَبْنُنَّ إِلَى الْجَامِعَةَ؟

Yes, we will go to the University.  

نَعِمُ سَبْنُنَّ إِلَى الْجَامِعَةَ؟

Theoretically, سَ defines the verb for the near future whereas سَبْنَ 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  

يَذَهَبُ الْوَلْدُ 

The boys go  

يَذَهَبُ الْأَوْلَادُ 

In both these sentences the verb يَذَهَبُ 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  

يَذَهَبُ الْأَوْلَادُ إِلَى الْمَدَرَسَةَ 

and sit in the class.  

وَيَجِلْسُونَ فِي الفَضْلِ. 

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

تَذْهَبُ الْبَنِّـةِ

The girls go

تَذْهَبُ الْبَنُّـاتِ

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

تَذْهَبُ الْبَنُّـاتِ إِلَى الْمَدْرَسَةِ

and sit in the class

وَيَجِلِّسُنَّ فِي الْفَضْلِ

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

Examples:

I go

أَذْهَبُ

I go

أَذْهَبُ أَنَا

I go

أَنَا أَذْهَبُ

You (SM) go

تَذْهَبُنَّ

You (PM) go

تَذْهَبُونَ

You (SF) go

تَذْهَبُيْنَ

You (PF) go

تَذْهَبُنَّ

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

يَلْعَبُ

He eats

يَأْكُلُ

He takes

يَأْخُذُ

He rides/boards

يَرْكَبُ

He helps

يَنْفَرُ
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 go (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 drawingroom. 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:

(4) *-*
Glossary

Now (present time)
Classmate
University
Also (Adverb of manner)
To work
Who (Interrogative pronoun)
Where (Interrogative pronoun)
Tomorrow (Adverb of time)
Hospital
Teacher / Professor
Everyday (Adverb of time)
(In the)next week
Fair, exhibition
To sit
Office
Letter/message
Lunch
College (present time)
In the morning (in the morning)
House
Meat
Friend
To come
To study
Class
Welcome

الكلمات العسرة

الآن (adverb of time)
زميل (SM) (P)
جامعة (SF) (P)
ابضا (Adverb of manner)
عجل (فعل) عجل
من (Interrogative pronoun)
أين (Interrogative pronoun)
غدا (Adverb of time)
مستشفى (SM) (P)
استاذة (SM) (P)
كل يوم (Adverb of time)
المستقبل القادم (P)
معرض (SM) (P)
جلس يجلس / جلوة (P)
كاتب (SM) (P)
رسالة (SF) (P)
غداء (P)
كلية (SF) (P)
في الصباح (P)
بيوت (SM) (P)
لحم (SM) (P)
صدقاء (SM) (P)
فدم فدم / فدمنا (P)
درس / دروس / د زما (P)
صف (SM) (P)
أهلا بكم (greeting)
To see

زَاءٍ، نَرْى، رُؤِيَّةً

To receive

إِسْتَفَقَلُ، يَسْتَفْقَلُ، إِسْتَفْقَالًا

Cheerfulness

بَشَاشَة

To seat

أَجْلَسْنَ، يَجْلِسُنَّ، إِجْلَاسًا

Busy

( Past participle)

مُشْغُولٌ

Why

( Interrogative)

لِمَاذا

Question

( SM)

( سُؤَالَ)

(P)

أَسْتَفْسَلْ

During

( Adv. of time)

خَلَالٍ

To accompany

رَافِقٌ، بَرَافِقٍ، مُتَرَافِقَةٌ

Idea, thought

( P)

فَكْرٌ

Nice idea

فِكْرَةٌ جَمِیِّهٌ

to return

رَجُعًا، يَرَجُعُ، رَجُعًا

Calcutta

كَلِكَتا

Wife

( P)

زَوْجَةٌ ( SF)

To see (infinitive)

لِزُوْجِيَّةٍ

Son

( P)

إِبْنٌ ( SM)

( إِبْنَ)

إِبْنُ

Son

I have come

( P)

أَطْفَالٌ ( SM)

( أَطْفَالُ)

لاَسْتَفْقَالِ

To receive (infinitive)

هَذَا هُمُّ هُؤُلَاءُ

Here they are

Hello

آَيُو

Uncle

( SM)

( غَمُومُ)

( عَمَّ)

( P)

( P)

(iculture)

To live

دُلِيْلَ

Delhi

Daughter

( P)

بَنَاتٌ ( SF)

Who

خَلَّة

O.K.

O.K.
Early
To answer
To say
Alone
House
To ask
Zoo
Incidentally
When
Market
To buy (infinitive)
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 (ie. 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- 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 Mobjtaa.
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 ٰ 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:  

\[
\text{كان} \quad \text{الولد} \quad \text{جالساً}
\]

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

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  \text{ون} in the nominative case. In this case the letter preceding  \text{i} will have  \text{dammah} and the  \text{n}  \text{fathah}. For example the plural of  جالس will be:

\[
\text{جالسون}
\]

In the accusative and the genitive cases the  و is replaced by the  ى and accordingly the letter preceding  ى is given a  \text{kasrah}. The  \text{n} 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:

\[
\text{جالسة}
\]

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 ١ and normal stretched  ت. In the nominative case** this  ت will have  \text{dammah} and in the accusative and genitive cases** it will have  kasra only. For example:

\[
\text{جابسة ت = جالس}
\]

* 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 Ra\'a for  \text{dammah}, Na\'b for  \text{Fathah} and Jarr for  \text{Kasrah}.
Simple past tense

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 black board. He was writing difficult words on the black board.

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:

ذَهَبْنَا مَرَّةً فِي نَزْهَا رَاكِبَنَّا فَهَادٍ. كَانَ الشَّاهِدُ جَهَّلًا وَ مَرَّدًا عَلَيْهِ. كَانَ النَّاسُ خَالِسِينَ وَ وَافِقِينَ فِي جَمَاعَاتِ رَأَىَنَّ بَيْنَا ضَمْعَةً. كَانَتْ خَالِسَةً فِي ظُلُّ شَجَرَة. كَانَتْ بَاكِيَةً. مَنْ أُنَبِيَ لَمْ ْيَاذَا أُنَبِيَ نَبِيًّا؟ سَأَتَّهَا.

فَقَالَ الْبَيْنَ: أَنَا نَهَا. كُنْتَ لَعْبِيْهَا هَنَا لَعْبِيْهَا سُيُرَّتُمُّ شَجَرَةٌ مَبيُّ وَ ذِهِبْ. لَمْ يَأْخَذْنَنِّي مَعَهُ. فَأَخَذْتُهَا مَبيُّ. وَ ذِهِبْتُ مِنْ أَسْرَةٍ إِلَى أَسْرَةٍ حَتَّى رَأَيْتُهَا أَمْهَا فَسَأَتَتُهَا. أَيْنْ كُنْتَ غَانِبَةً؟ وَ فِى
3. Make sentences of all numbers and genders from the following nouns in simple past tense.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full; complete</td>
<td>مكمل، كامل (Adj. SM)</td>
</tr>
<tr>
<td>Present; available</td>
<td>حاضر (Adj. SM)</td>
</tr>
<tr>
<td>Class; classroom</td>
<td>فصل (SM)</td>
</tr>
<tr>
<td>Reading; reader</td>
<td>قراءة (Adj. SM)</td>
</tr>
<tr>
<td>In front of</td>
<td>أمام (functions like a preposition)</td>
</tr>
<tr>
<td>Blackboard</td>
<td>سورة (SF)</td>
</tr>
<tr>
<td>Yesterday</td>
<td>(indeclinable)</td>
</tr>
<tr>
<td>Sick</td>
<td>مرضي (SM)</td>
</tr>
<tr>
<td>Absent</td>
<td>غائب (Adj. SM)</td>
</tr>
<tr>
<td>Once</td>
<td>مرّة (Adv. of time)</td>
</tr>
<tr>
<td>Beach; bank (of river)</td>
<td>شاطئي (SM)</td>
</tr>
<tr>
<td>Room</td>
<td>غرفة (SF)</td>
</tr>
<tr>
<td>Reading</td>
<td>قراءة (NF)</td>
</tr>
<tr>
<td>Reading Room</td>
<td>غرفة القراءة</td>
</tr>
<tr>
<td>Busy</td>
<td>مشغول (Adj. SM)</td>
</tr>
</tbody>
</table>

* 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 مثنى in Arabic.
SIMPLE PAST TENSE

Mother

Mother

Picnic

Sea

Shade

Tree

To Cry, to weep

Crying, In the act of crying

Crying, in the act of crying

Family

To, unto

At the same time

To appear, to give audience

To play

To roam around

Player

Under

To beat, to hit

To leave

Father

Father

Goal, aim

Without

Aimlessly

(Adj. SM) بَكَاءُ (بَاكِ) (Adj. SF) بَكَيَّةُ (بَاكِيَّةٌ) (SF) وَالْذُّونَ (ٍ) (P) نَزْهَاتُ (ٍ) (SM) شَجَرَةُ (ٍ) (SM) ظُهْرُ (ٍ) (Adj. SM) لَاعِبُونَ (ٍ) (SM) تَحْوَلُ، يَتَحْوَلُ، تَجْوَلُ (ٍ) (SF) أَسرُّ (ٍ) (SF) أَمُّ (ٍ) (SF) وَالْبَائِةَ (ٍ) (P) Aبْتُ (ٍ) (SM) هَدْفُ (ٍ) (SM) مِنْ دُونِ (ٍ) (P) مِنْ دُونِ (ٍ)
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.
VERB: PAST AND PRESENT IMPERFECT

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

b) Negative statement

a) The positive statement is the one which tells us about the happening of some act.

Example:

The boy drank water

The boy drinks water

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

Example:

The boy did not drink water

The boy does not drink water
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 لام before the past tense verb of the positive sense.

Example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>He drank</td>
<td>شرب</td>
</tr>
<tr>
<td>He did not drink</td>
<td>لام شرب</td>
</tr>
<tr>
<td>He opened</td>
<td>فتح</td>
</tr>
<tr>
<td>He did not open</td>
<td>لام فتح</td>
</tr>
<tr>
<td>He ate</td>
<td>أكل</td>
</tr>
<tr>
<td>He did not eat</td>
<td>لام أكل</td>
</tr>
<tr>
<td>He went</td>
<td>ذهب</td>
</tr>
<tr>
<td>He did not go</td>
<td>لام ذهب</td>
</tr>
<tr>
<td>He came</td>
<td>قام</td>
</tr>
<tr>
<td>He did not come</td>
<td>لام قام</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>He drinks</td>
<td>يشرب</td>
</tr>
<tr>
<td>He did not drink</td>
<td>لام يشرب</td>
</tr>
</tbody>
</table>

As it would be evident from the example above the negative particle لام is used before the present imperfect verb of positive sense. However, the meaning changes into the negative past. This negative particle لام 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 شرب preceded by the negative particle لام as explained above:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>He did not drink</td>
<td>لام شرب</td>
</tr>
<tr>
<td>They (PM) did not drink</td>
<td>لام يشربوا</td>
</tr>
</tbody>
</table>
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 لَا 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 لَا 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 يَذْهَبْ to extend to embrace futurity.
However, when لَنُ 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 يُشربُ الْوَلَدُ الْمَاءَ

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 يُشربَ for future guidance.

He will not drink  لَن يُشربَ
They (PM) will not drink  لَن يُشربُوا
She will not drink  لَن يُشربَ
They (PF) will not drink  لَن يُشربُنَّ
You (SM) will not drink  لَن يُشربَ
You (PM) will not drink  لَن يُشربُوا
You (SF) will not drink  لَن يُشربٌ
You (PF) will not drink  لَن يُشربَنَّ
I (SMF) will not drink  لَن يُشربَ
We (PMF) will not drink  لَن يُشربَ

Note that (1) Maa i.e. مَا and Laa i.e. لا are negative paricles which are placed before Maadi i.e. ماضى and mu’dari’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. مَا 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.

لم أَكُلَّ وَلا شُربُت
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
لم أَحْفَظْتْ وَلا قُرأْتْ وَلا كَتَبْت
I did not memorize nor did I read or write. etc.
(2) Silencing vowel mark which is a small circle (°) 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 Raa in غرفة indicates that غ & ر together make one syllable, Fa with Fathah above makes another syllable and Taaw 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. ژم 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 Lan i.e. لَن precedes the Mudaar‘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 Samir, 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:

"رجع وَلَد ينِمُّونَ ينامُونَ تَلَمِّسُ لِأَمَّةً أَمَّةً تَلَمِّسُ لِأَمَّةً أَمَّةً: أَنْ تَلَمِّسُ إلى مَََّدََوْسِك الْبُوءَا يا وَلَدَهُ؟ فَأَجَابَ الْوَلَدُ: ذَهَبْتُ وَلَكَ أَسْتَنادَتْ لَمْ يَقْدَمْ. فَقَالَتْ الْأَمَّةُ: وَهْل رَجَعُ كُلُّ الطَّلَّابْ؟ قَوْءَ الْوَلَدُ: لَا. لمْ يُرْجِعَوْا. أَنْا وَخَرَى رَجَعُتْ. وَلَمَّا رَجَعَتْ إلى المَلْكِ سَأْلَتْهَا أَمَّةً. فَقَالَ الْوَلَدُ: ذَهَبْ الطَّلَّابٌ إلى حيَّة الْحَيَّاتِ وَأَنَا لَمْ أَذْهَبْ. وَبَالْمَنِسَبَةِ، مَنْ تَلَمِّسُ إلى السَّوقِ لِبَشَرِّ الْحَاجِّيَاتْ؟ أَرْنِهَا قَلَمًا. أَنْ كَيْسَ قَلَمًا. فَقَالَتْ الْأَمَّةُ: تَلَمِّسُ سُوَىً في المَسَاء. فَأَجَابَ الْوَلَدُ: لَا. تَلَمِّسُ هَذَا الْمَسَاءْ لَنْ أَضْطَفَرْبِيُّ مِن المَدْرَسَةِ يَقْدَمُونَ إِلِى. فَنَحْنُ تَلَمِّسُ لِمَسَاءُ الْفُلْمِ. فَقَالَتْ الْأَمَّةُ: تَلَمِّسُونَ لِفُلْمِ وَلَا تَلَمِّسُونَ لِقِزَّارَةِ الْبُوطَاءِ الْعَرِيضِ، هَذَا غَيْرُ مَطْغِفْلِيْ وَلَدَهُ. فَحُجَّ الْوَلَدُ وَقَالَ: اعْتَنِ بِي أَمِي. تَنِيبِي. أَنْ أَذْهَبَ لِفُلْمِ هَذَا الْمَسَاء. أَذْهَبَ لِقِزَّارَةِ أَسْتَنِادَ الْعَرِيضِ.

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 العُسيرة

To receive

إِسْتَفْقِلُ / إِسْتَفْقَلُ / إِسْتَفْقَلَ

With warmth; warmly

بِحَرَارَة

To say

قَالَ / يَقُولُ / قَوْلًا

Saying

قَابِلًا (gerund)

O'

يَا

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

One day

فيَّ يَوم

Thank you

مُسْكِرًا لَكَ

To see

رَأَيْ / بَيَّرَةً

Busy

مَشْغُولٌ (SM) / مَشْغُولٌ (P)
Very; very much (Adv. of manner) جَدًا
We have لَدَنَا
Guest ضُيُوفِهِ (SM) ضُيُوفِ (P)
To inform you لإِخْبارَك

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) أَخَبَرَ
(2) He informs (Present imperfect) يَخْبِرُ
(3) To inform (Infinitive form) إِخْبارًا

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

Group جَمَاعَةٌ (SF) جَمَاعَاتٍ (P)
People إِنْسَانٌ (SM) أَنْسَ (P)
Shade طَلْلُ (SM) طَلْلًا (P)
Tree شَجَرَةٌ (SF) شَجَرَاتٍ (P)
Weeping; crying باَكِيَةٌ (VN/ SM) باَكِيَة (V)
To ask سَأَلَ (SF) سَأَلَ (P)
Playing; player لَاعِبُونَ (VN/ SM) لَاعِبٌ (P)
To quarrel تَشَاجِرُونَ تَشَاجِرًا (P)
Family أُسَرَةٌ (SF) أُسَرٌ (P)
At the same time فِيْ نَفْسِ الْوَقْتِ (P)
To appear يُظْهِرُ (SF) يُظْهِرُ (P)

* Verbal nouns i.e. nouns derived from verbs/ adjectives terminating in يَا preceded by Kasrah are made into plural on the pattern of فَعَّاةٌ as in the case of باَكِيَةٌ and سَاعِىٌ (postman).
To beat

ضرب، يضرب، ضربًا

To leave

تركك، تركًا

Searching (for) ; Looking (for) (VN/SM)

باجحَ (غن)

To talk

تحدث، نتحدث، نتحدثًا

To roam about

تَجْوَل، يَجْوَل، تَجْوَلًا

Without

من دون

Aim

(~اهداف (SM))

That is why

لذاك

Application

طلبات (SM)

Leave

إجازات (SF)

To give

(~عطى، يعطى، إعطاء)

Please

من فضلك

With

(Prep.) مع

Only

فقط

Examination

إمتحانات (SM)

To return

راجع، يراجع، رجوعًا

Calcutta

كلكتا

Wife

زوجات (SF)

Why

لماذا

To see

(ال الزمنية

Son

ابنة (SM)

I have come

قد، قدبت

Child

أطفال (SM)

To receive

لاستقبال (ج) (ال الزمنية

Here they are

هُم هُوَان

Hello

أَلَو

Uncle

(~عم (SM))

To live

سكن، يسكن، سكنًا
| Delhi        | دلهى        |
| Daughter (P) | بنتُ، بنتَةُ |
| Who         | منّ، مَنّا |
| O.K.        | خسّنا، خسّناً |
| O.K.        | نَجْكَنا |
| Early       | أَجْبَيْنَاء/إِجَابَةُ |
| To answer   | قالَ، يَفْوِلُ، قُولَ |
| To say      | وَخَدًا (وَخَدَهُ) |
| Alone       | (P) منزلُ |
| House (SM)  | منازلُ |
| To ask      | سَأَلَ، سَأَلَّ، سَأْلَ |
| Zoo         | حديقةُ الحيواناتِ |
| Incidentally| بالمناسبةِ |
| When        | مَنِي |
| Market (P)  | سوقُ |
| To buy      | (infinitive) |
| Needs (necessities) | حاجيات |
| To want     | أَرَاءُ، يُرُيَّدُ، إِرَاءَةُ |
| To break    | (Reflexive meaning) |
| Together    | سُوَاءً |
| All         | كُلُّ |
| Evening     | مساءً |

* كُلُّ 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 كُلُّ وَلَد

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

All the boys كُلُّ الأَوْلَادِ
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
LESSON —17

Derived Forms Of Verbs
الأفعال المزید فيها

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 in front 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) تَلَٰثُبُ , triliteral i.e. composed of three root letters. These triliteral verbs constitute the majority of the Arabic verbs.

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

(iii) خُمُبَسُ , 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 اللفاء 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 اللفاء المزيد 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 quadriliteral 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 carries the fathah. The second letter may, however carry either fathah or kasrah or dammah. For example:
Another variety of triliteral 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:

- مَدَّ (مَدَّ) He stretched
- فَرَّ (فَرَّ) He ran away

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

The third variety of triliteral 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 triliteral verbs. For example:

- رَجَعَ He ran away

These triliteral verbs of the first stem are categorised under form (i). Now let us take up the derived forms of the triliteral 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 نَفَعَ as we find رَجَعَ in the case of رَجَعَ.
DERIVED FORMS OF VERBS

(iii) By adding one Alif after the first root-letter e.g. دَافَعَ to fumble (from دَافَع 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 دَافَع as we find in the case of دَافَع from دَاعِبَ.

(iv) By adding one Alif before the first root-letter. e.g. أَنْزَلَ to take (s.o.) down (from أَنْزَلَ 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 أَنْزَل as we find أَنْزَل from أَنْزَل.

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

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

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

Its infinitive verb is drawn on the pattern of تَقْدُم as we find تَقْدُم in the case of تَقْدُم.

(vi) By adding بَ before the first root-letter and interfixing Alif after the first root letter. e.g. لَعَبَ تَلَاءَمَ to play together (from لَعَبَ to play).

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

Its infinitive verb is drawn on the pattern تَلَاءَمَ، تَلَاءَمَ as we find تَلَاءَمَ from تَلَاءَمَ.
(vii) By adding ا & ن before the three root-letters. e.g. إِنْكُسرُ to be broken (from كَسِرُ 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 إِفْعَالُ إِنْكِسَارُ from إِنْكُسرُ.

(viii) By adding ا before the first and ت after the first root-letter. e.g. إِلْقَتُ to pay attention (from أَلَقُ 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 إِفْعَالُ إِلْقَاتُ as in the case of إِلْقَتُ from أَلَقُ.

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

This verb pattern is reserved for describing colours or physical defects. Its infinitive verb is drawn on the pattern of إِفْعَالُ إِغْوَاجُ as in the case of إِغْوَجُ from غَوَجُ.

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

(x) By adding ا، س، ا respectively before the three root-letters of the verb. e.g. إِسْتَلْقَتُ to request some one’s attention (from أَلَقُ, 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 إِفْعَالُ إِسْتَلْقَاتُ, as in the case of إِسْتَلْقَتُ from إِسْتَلْقَاتُ.

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:

(a) 

(1) أُرِكِّزَتْ لِيِّ اللَّيْلَةُ وَ دَفَعَتْهُ إِلَىَّ الْمُسَافَرِ.

(2) إِسْتَمْلَى مُصِيبِي عَلَى بَابِ مَنْزِلِهِ.

(3) قَلَّتِ لِيِّ الْفِيْرُوسُ فُنُجَانٌ شَأْى سَاحِرٍ.

(4) كَانَ بُعْشَى عَلَى الْعَمَّاءِ فَانْزَلْ.

(5) هَلْ سَمَّى أَيْضًا إِلَّا لَدَنَّى فِي الصُّفْرِ الْقَايَدِ.

(6) لَا أَتَذْكَرُ إِسْمَ مَدْرَسِي.

(7) تَضَفَّرَ الْعَيْنَةُ فِي مَرْضِ الْبَيْرِقَانِ.

(8) يَجِبْ أَنْ نَحْوَمْ أَسْبَابَتَا.

(9) جَلَّشَا نَتِباَذُ الْعَدْيَانِ عِنْ ذَكْرِيَّاتِ الْبَيْرِقَانِ.

(10) سَمَّيتُ صَوْتًا مُّعِجِّا وَأَسْتَفْقَطْتُ مِنْ النَّومِ.

(b) بعد إكمال دراساتي في الجامعة ضعفت كثيرًا من رغبي العامي في البحث عن وظيفة حكومية. تقلّفت بطلبات إلى الوزارات والسفارات والمكاتب الحكومية وغير الحكومة و لكن للاسف الأجواب كان لاأ.
(3) 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**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To receive (s. th.)</td>
<td>استلم / يستلم / إستلاما</td>
</tr>
<tr>
<td>To employ</td>
<td>استخدم / يستخدم / استخداما</td>
</tr>
<tr>
<td>Maid-servant</td>
<td>خادمة (SF) خادمات (P)</td>
</tr>
<tr>
<td>House chores</td>
<td>أعمال منزلية</td>
</tr>
<tr>
<td>To expect</td>
<td>توقع / يتوقع / توقعًا</td>
</tr>
<tr>
<td>Good</td>
<td>خير (Adj. SM)</td>
</tr>
<tr>
<td>To throw</td>
<td>ألقى / يلقى / إلقاء</td>
</tr>
<tr>
<td>Stone</td>
<td>حجر (P) أحجار (SM)</td>
</tr>
<tr>
<td>Sleeping</td>
<td>نائم (Adj. SM)</td>
</tr>
<tr>
<td>Postman</td>
<td>ساعى البريد</td>
</tr>
<tr>
<td>To deliver</td>
<td>سلم / يسلم / تسليما</td>
</tr>
<tr>
<td>Parcel</td>
<td>طرودة (SM) طرودة (P)</td>
</tr>
<tr>
<td>To help</td>
<td>مساعدة / يساعد / مساعدة</td>
</tr>
<tr>
<td>A lot</td>
<td>كثير (Adj.)</td>
</tr>
</tbody>
</table>
Difficult
To sit together
To speak (together)
Day
Past
To meet; to assemble
Once again
Bottle
To fall down
To be broken
College
To make s. o. ride; to give a lift
To go
To take (s. o., s. th.) to
Hospital
To receive (s. o.)
House
To offer
Garcon, service boy
Waiter
Cup
Hot
To walk
To slip
To travel
London
Month

صعب (Adj. SM) يِجاَلَسُ يِجاَلَسُ يِجاَلَسُ (Day) يَومُ (SM) مُضَارِعٌ إِجْمَاعٍ إِجْمَاعٍ مُرَأَةَ أُخُرَى (Adv. of time) زَجَاجَةٌ (SF) سَقْطُ سَقْطُ سَقْطُ (Adv. of time) مَستَبَنِفَةٌ (SM) إِسْتِفْقَلُ إِسْتِفْقَلُ إِسْتِفْقَلُ (P) مَنْزِلٌ (SM) فِنَانِينُ (SM) فِنَانِينُ (SM) سَاَخِنُ (Adj. SM) مَنْشَبٌ مَنْشَبٌ مَنْشَبٌ إِنْزَلُ إِنْزَلُ إِنْزَلُ سَافِرُ سَافِرُ سَافِرُ لْقَنْ شُهُورُ (SM) شُهُورُ
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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قائمٌ</td>
<td>Next, coming</td>
</tr>
<tr>
<td>إِصْفَرَ</td>
<td>To turn yellow, to turn pale</td>
</tr>
<tr>
<td>عَيْنٌ</td>
<td>Eye</td>
</tr>
<tr>
<td>مَرْحَضٌ</td>
<td>Disease</td>
</tr>
<tr>
<td>الْجُرَانُ</td>
<td>Jaundice</td>
</tr>
<tr>
<td>وَجِب</td>
<td>To be necessary</td>
</tr>
<tr>
<td>إِحْتَرَمْ/إِحْتَرَمَ</td>
<td>To respect</td>
</tr>
<tr>
<td>أَسْتَاثْدَةٌ</td>
<td>Teacher; professor</td>
</tr>
<tr>
<td>تَذَكَّرْ</td>
<td>To recall</td>
</tr>
<tr>
<td>ذِكْرَیٰتٌ</td>
<td>Memory</td>
</tr>
<tr>
<td>في ذِكْرٍ</td>
<td>In the memory of</td>
</tr>
<tr>
<td>ضُوْئُ</td>
<td>Sound; voice</td>
</tr>
</tbody>
</table>
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
ii) Dual number
iii) Plural number

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
One girl
One dog
One car
One city
One officer

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 أَن. The last letter of the singular noun will now be given a *fathah* and the لُ of this dual will have a *kasrah*.

**Example:**

Two boys
Two girls
Two dogs
Two cars
Two cities
Two officers

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

Two boys came

It should be very clear from the sentence that أَن is the subject of the verb قَدِم. In the accusative and the genitive cases this أَن of the nominative case is replaced by لُ. The letter preceding لُ retains its *fathah*. The لُ of duality also continues to retain its *kasrah*.

**Example:**

Two boys
Two girls
Two dogs
Two cars
Two cities
Two officers

Now to express the meaning:

I saw two boys

We would say:
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 أُلْدَاء 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 أ' 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 "كتاب" we have removed the original 'Alif أ of the singular noun 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.

11) Sound Plural  "الجمع السالم":

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  "الجمع السالم لِلَّمُتَّكَرٌ"
2) Sound plural for Feminine  "الجمع السالم لِلْمَؤْتِبٍ"

1) Sound plural for Masculine:

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

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

"Murderers came."  قَدْمَ قَاتِلُونَ  قَاتِلُونَ
"Muslims came."  قَدْمَ مُسْلِمُونَ  مُسْلِمُونَ
"Tailors came."  قَدْمَ خَيَاطُونَ  خَيَاطُونَ
However, in the accusative and genitive cases we have to suffix ی Yaa and 
noon. In this case the ی Yaa has to be necessarily preceded by kasrah and 
the noon ن retains its Fathah. For example:

I saw murderers.  ی فِئِلْ+ین= فِئِلْین
I saw muslims.  ی مُسْلِمَ+ین = مُسْلِمَین
I saw tailors.  خِیاطُ+ین= خِیاطَین

2) Sound plural for feminine:
It is generally wrought from nouns which terminate in Taa Marboota i.e.
round Taa ء, e.g.

Notebook  ۚکُرَاسَة
Table  ۚطَائِلَة

Procedure is as follows:

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

Example:

Muslim woman  مُسْلِمَة
Muslim women  مُسْلِمَات
Lady worker  عَاملَة
Lady workers  عَامِلَات

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

(Some) Muslim women came  ۚفِئِلْ مُسْلِمَات
(Some) Lady workers entered  ۚخِیاطَ مُسْلِمَات
The Muslim women came  ۚفِئِلْ مُسْلِمَات
The Indian Muslim women came  ۚفِئِلْ مُسْلِمَات الْهَنَدَ
The lady workers of the factory entered  ۚخِیاطَ مُسْلِمَات المَضْنۤع
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. فعل.

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:

(الفرز)
1. جمع الطلبات في النادي.
2. ما كانت الطلبات موجودة في الفصل.
3. لا أشاهد أفلاطون كبيرة.
4. كانت أفلاطون معلمًا بالمجرمين.
5. الكتب نائمة تحت الشمس.
6. كانت السرايات واقفة في الساعة.
7. قدمو المدرسين مبكرًا إلى المدرسة.
8. مقررًا ضيًا من هذه الكتب.
9. لا نفتح الكتبات والكتبات والمكتبات في يوم عيد الاستقلال.
10. ذهبت طبيبات ماهرات إلى الإمارات العربية المتحدة.

(الف)

هذه المدرسة جيدة. هي تدرس اللغة الإنجليزية وعلوم الاجتماع. هناك عدد لا أحسب به من المدرسين في هذه الكلية. إنها أحسن الكليات في البلاد. إنها تحتوي على مكتبة كبيرة.

(ب)

هذين المدرسين في الكلية في جميع المواد. يوجد في هذه الكلية مدرسين أيضًا. هؤلاء المدرسين والمدرسين تخرجوا في جامعات أجنبية وحين أن الكلية تدفع مرتين.

(ج)

هذا الصباح، كنت أستيقظ، وجدت أن الباب كان مغلق. كان غيروًا، المكتب والجهنم أمام الباب. فأخبرت أن المفتاح للباب الأدمي كان ضاغ. وقال على أن أدخل من الباب الخلفي. فلم يدخل المكتب رأيته الموظفين الآخرين موجودين. لم أر فقط كابينتي. كتب أيضًا متأخرًا. ذهبت إلى طاولة ورأيت كومة من الملفات. جلست على كرسي، وبدأت أدرس 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 العसيرة

To assemble, to meet
Club
To see, to watch
Film
Gaol, jail
Full, filled up
Criminal
Occasion of festivity

اضیاع/یجمعا/ایجماعا
نادی (SM) توازوی
شاهد/یشاحد/یشاحدة
فلم (SM) افلام
سجون (SM)
مملوہ (Adj. SM)
مجرمون (SM)
اغياد (SM)

To become free,
To become independent
Ladydoctor
Expert, dexterous
United Arab Emirates
Dog
Open space, parking lot
Sociology, social science
There
Number
Considerable, not negligible, quite a few
To choose, to select
To consider
Reason
To go back, to return
Standard, level
Standard of education
Material; course (of study)
To find
To be found
To graduate
Foreign, foreigner
To be sincere, to devote
To consist of
Body, board
Director
Academia, academic
Closed
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
Murderer (P) قاتِلٌ (SM)
In collaboration with بالتعاون معَ
To catch مُسَّكَ / مَسَّكَ / مَسَّكَا
To arrest, to catch أَلْقَى القَبْضَة عَلَى
Policeman شرطِيّون (SM)
Policewoman شرطِيّات (P)
Officer/ captain ضابِطٌ (SM)
Dress, uniform زيّ (SM)
Offical dress/ uniform زيّ رسميّ (P)
Stick عصا (SF)
Gambler مَقَامِرُون (SM)
Drunkard شَكِرَانَ (SM)
Afraid, fearful خَائفٌ (Adj. SM)
To hear, to listen يَسْمَعُ / يَسَمَعُ / سَمِعًا
Sorry, regretful مُتأسفٌ (Adj. SM)
To become silent سُكَتَ / يَسْكَنَتَ / سَكُنَا
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:
i) Active Participle

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

\[ \text{Active participle} = \text{original verb} + \text{dammah} \]

In this case we interfix one 'alif ١ after 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>(He wrote)</th>
<th>كَتَبَ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participle</td>
<td>(Writer)</td>
<td>كَتِبٌ</td>
</tr>
<tr>
<td>Verb</td>
<td>(He went)</td>
<td>ذَهَبَ</td>
</tr>
<tr>
<td>Active participle</td>
<td>(Goer)</td>
<td>ذَهَبٌ</td>
</tr>
</tbody>
</table>

In the case of verbs which have more than three letters, we have to prefix to 

them one ٣ with *dammah* (except where it is alif ١ ) and the penultimate 

letter is given *kasrah*.

**Example:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>(He travelled)</th>
<th>سَافَرَ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participle</td>
<td>(Traveller)</td>
<td>سَافِرٌ</td>
</tr>
<tr>
<td>Verb</td>
<td>(He begged)</td>
<td>تَسَوَّلَ</td>
</tr>
<tr>
<td>Active participle</td>
<td>(Begger)</td>
<td>تَسَوَّلٌ</td>
</tr>
</tbody>
</table>

And where the first letter happens to be' alif ١ the alif ١ is dropped and 

the process explained above is applied.

**Example:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>(He used)</th>
<th>إِسْتَخْدَمَ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participle</td>
<td>(User)</td>
<td>إِسْتَخْدَمٌ</td>
</tr>
<tr>
<td>Verb</td>
<td>(He gave to drink)</td>
<td>أَدْرَبَ</td>
</tr>
<tr>
<td>Active participle</td>
<td>(Giver to drink)</td>
<td>أَدْرَبٌ</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 fathah 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: مَكتُوبَ

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

Example:

Verb (He addressed) خطاب: خاطب
Passive participle مخطوب: مَخَاطِبَ

Addressee/ Addressed)

And where the first letter is alif ا, the alif is dropped before adding the 'meem م'. The penultimate letter shall have fathah.

Example:

Verb (He employed/ He used) استخدم: إسْتَخْدَمْ
Passive participle مستخدم: مَسْتَخْدَمَ

(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

. To change (by itself)
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 ֑' 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 قائم pattern. It is made only from the triliteral verbs by doubling the second original letter of the verb and placing one 'alif ل, after this redoubled letter. This elongative 'alif ل 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>Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>He drank</td>
<td>قرب</td>
</tr>
<tr>
<td>He heard</td>
<td>سمع</td>
</tr>
<tr>
<td>He helped</td>
<td>ساعد</td>
</tr>
<tr>
<td>He offered</td>
<td>قدم</td>
</tr>
<tr>
<td>He helped</td>
<td>نصر</td>
</tr>
<tr>
<td>He accepted Islam</td>
<td>أسلم</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:

أورد ان تحدث إليكم هنا عن مضمون رجاء يقع قرب دلهي. يعمل في هذا الموضع عدد كبير من العلماء والعلماء. منهم المهندسون والمعلمون والكابتن والكتابات والCarlos والقَيْدات. هؤلاء كُلهم مستخدمون من صاحب الموضع لعمل في موضع. هؤلاء الموظفون والمُوظّفون يعملون سويًا لصالح الموضع وصاحب الموضع. هذا الموضع يشتمل على نهار والأعمال يستعملون فيه في نوبات نهاية وليلية. كُلهم راضون بعضهم عن بعض.

تجد في دلهي كثيرة من الآثار التاريخية منها (منارة قطب) والكلمة الحمراء والقلعة القديمة والمَسجد الجامع ومقررة صفر. هؤلاء الآثار القديمة مشهورة جداً في كل العالم. يتقرب المشاهدون والشاهدات من كل أنحاء العالم لرؤية هذه الآثار التاريخية القديمة فقد فتحت حكومة الهند المركزية مكاتب السياحة في الهند وخارجها لتطوير السياحة. يعمل بهذه المكاتب عدد كبير من المستخدمين والمُستخدمات.

بجانب هذه الآثار يُوجد هناك أماكن الاحتفال الأخرى من أمثال المُتحف القومي ومكتبة الأراضي القومي ومراكز التراث والبحث العلمي. دلهي مدينة كبيرة ومغزفة 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

<table>
<thead>
<tr>
<th>Arabic Term</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>صَحِيحُ (P)</td>
<td>أصيحُ (SM)</td>
</tr>
<tr>
<td>وَ (Conjunctive)</td>
<td></td>
</tr>
<tr>
<td>مَسَاءَ (P)</td>
<td>مساءً (MS)</td>
</tr>
<tr>
<td>وَجَدَ بَعْدَ / وَجَدَ (P)</td>
<td>وجد بعد / وجد ت (SM)</td>
</tr>
<tr>
<td>أُوْتُوبِيَّاتِ (SM)</td>
<td>أُوْتُوبِيَّاتِ (SM)</td>
</tr>
<tr>
<td>مُؤْدَجَمُ (AP/SM)</td>
<td>مُؤْدَجَمُ (AP/SM)</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Mostly (Adv. of manner)</td>
<td>في أغلب الأحيان/ كثيرًا ما</td>
</tr>
<tr>
<td>Goer</td>
<td>ذاهم (AP/SM)</td>
</tr>
<tr>
<td>Office goer/going to office</td>
<td>ذاهم إلى المكتب</td>
</tr>
<tr>
<td>Particularly (Adv. of manner)</td>
<td>خاصة (P)</td>
</tr>
<tr>
<td>To coincide</td>
<td>توافق/ يتوازن/ توافقاً</td>
</tr>
<tr>
<td>Timing (P)</td>
<td>موعود (SM) موعود</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>ليس كبيرة اليد</td>
</tr>
<tr>
<td>Careless (AP/SM)</td>
<td>مُهمَّل (SM) مُهمَّل</td>
</tr>
<tr>
<td>Always (Adv. of time)</td>
<td>دائمًا</td>
</tr>
<tr>
<td>Commuter, passenger (P)</td>
<td>زاكم (AP/SM)</td>
</tr>
<tr>
<td>To complain (About)</td>
<td>شكاً/شكون،/شكوناً عن</td>
</tr>
<tr>
<td>Behaviour (SM)</td>
<td>سلوك</td>
</tr>
<tr>
<td>In general, generally</td>
<td>بشكل عام</td>
</tr>
<tr>
<td>To believe</td>
<td>يعتقد/ يعتقد/ إعتقاداً</td>
</tr>
<tr>
<td>Correct, right, in the right (P)</td>
<td>مصيب (AP/SM) مصيب</td>
</tr>
<tr>
<td>Uncooperative</td>
<td>غير متعاون</td>
</tr>
<tr>
<td>Conductor (AP/SM)</td>
<td>محصل (SM) محصل</td>
</tr>
<tr>
<td>Hard words/harsh language</td>
<td>كلمات حسنة</td>
</tr>
<tr>
<td>To hope</td>
<td>أمل، يامل، أملًا</td>
</tr>
<tr>
<td>Local (Adj. SM)</td>
<td>محلى (SM) محلى</td>
</tr>
<tr>
<td>Authorities (P)</td>
<td>سلطات (SF) سلطات</td>
</tr>
<tr>
<td>To take (A measure, step)</td>
<td>إجراء، يُتخذ/ يُتخذًا (إجراء)</td>
</tr>
<tr>
<td>Measure/ step (P)</td>
<td>إجراءات (SM) إجراءات</td>
</tr>
<tr>
<td>To improve</td>
<td>خشن، يُحسن، تحسينًا</td>
</tr>
<tr>
<td>Quality; type (SF)</td>
<td>نوعية (SF) نوعية</td>
</tr>
<tr>
<td>Quality of service; type of service</td>
<td>نوعية الخدمة</td>
</tr>
</tbody>
</table>
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

في القريب العاجل

(Adv. of time)

إِنَّها

(SM)

مَجْمَعٌ

(SM)

امرأة

Asia

آسيوية

Afriقيا

Afriqui

سمح، يسمح، سماح

 حرية

(PL.-irregular)

جنبًا لدفي

مجال

(SM)

عامل

الهاتف

وزير

(SM)

مهندس

(SM)

معاهد

علماء

( SM)

كونيوتل

( SM)

ماسك

( AP/SM)

وَعِدُونَ وداً

تتحدث، نتحدث، نتحدث

مضاع

( SM)

زجاج

واقع، يقع، وقوعاً
Near, close
In the interest of the factory
To work
Day in & day out
Shift
Day time
Night
Day
Night, nocturnal
Pleased, happy
Relic, monument
Historical
Qutb Minar
Red fort
Old fort
Tomb, mausoleum
To come
Tourist
Corner
Centre
Central
Government
Outside/ out
To develop
In addition to, beside
Place
Places of interest

Like

Museum

National Archives

Cultural centres

Research

Scientific research

Known, famous
LESSON — 20

Dual Of The Verbs And Pronouns

المثنى للفعل و الضمير

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):

I was sitting in my room

بي الجامعة أعد ذروهما

لليوم التالي. إذ جاءتى متحمسة ورام

وقال لي:

سيدي، نحن محتاجين مساعدتكم

نحن الاثنين و آشا وكيران

بذل الجهود ليحضر

راغب ضديفتا أحمد

بكرها أذن سيادتكم

فلبت، ولكن يجب أن تكتب طلب إجازة مع ذكر

 أيام الغياب.

أما آشا وكيران فيلزم

ن نأتيي حتى تقدموا

طلب الإجازة.

لرضي متحمس ورام

خرجما من غرفتي

بقدر المطلوب إرسال

طلب الإجازة.

لأسئلتهم:
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

1) 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 'ن' 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 'ن' is added. However, in all these cases the letter preceding 'الإلف' 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: جَلَّسَ، جَلَّسْتَ، جَلَّسَهُ، جَلَّسْتُهُ
   - To stand: وَقَفَ، وَقَفْتَ، وَقَفَّ، وَقَفْتُ
   - To ride: رَكَبَ، رَكَبْتَ، رَكَبَّهُ، رَكَبْتُهُ
   - To alight; to get down: نَزلَ، نَزَّلْتَ، نَزْلَ، نَزَّلْتُ
   - To enter: دَخَلَ، دَخَلْتَ، دَخَلَّ، دَخَلْتُ

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:

كان الوجْل صُباحاً مُبَكِّراً. خَرَجْتُ للشَّارِئ وَفَقَّا لِقَاتِبي بِشِيْبَةٍ عَشْرِ سنَوَاتِ مُتَنَبِّئَة. ولَدْتُ وَصَلَ في مَعْطَف الطَّرْقِي وَجَدْتُ مُؤْهَاه وَجَميلْ في النَّظَارِيَّة. هَذَا الرَّجُلَان مِن أَصْدَاقِيَّ أَحْتَمَّا مَعِيَّ مِن هَذَا المَعْطَف. خَلَمْ يُعْمَلُ أَيّاً مَعِيَّ في مَكْتِبِي. فُصِّيْتُ نَحْوَ الخَلَفَيَّة. ولَدْتُ دُخُوَلَا بَابَ الخَلَفَيَّة وَأَثَانِيْتَْتُ فُصِّيْتُنِّي عَلَى الصَّبْحِ الأَخْرَى النَّاعِم. مَا كَتَبْ رَأْيَتُ هَاتِينَ البَيْتِينَ قَبْلَ الْيَوْم. فَسَأَلْتُ مُؤْهَاه وَجَميلْ: هَلْ رَأَيْتُ هَاتِينَ البَيْتِينَ قَبْلَ الْيَوْم. فَقَالَا: لاَ. مَا رَأَيْتُمَا قَبْلَ الْيَوْم. فَذَهَبْتُ إِلَيْهِمَا وَسَأَلْتُمَا: مَنْ أَنْتَانَا؟ فَقَالَا: نَخَنْ مِنَ الْحَيْيَنِ المَجَارِفِ لَكِ يَا عِمْ. فَسَأَلْتُهُمَا: هَلْ أَنْتَانَا تَأْتِيَانِ إِلَيْهِمَا. فَقَالَا: لاَ.
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

* 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 كُانَ to govern the subject i.e. مُدَّدًا and خَبَرَ the predicate i.e. it gives dammah to the subject and causes fathah to the predicate. The conjugation of لَيْسَ is given hereunder for ready reference & future use:

لَيْسَ لَدَيْنَا لَيْسَ لَدَيْنَا لَدَيْنَا لَدَيْنَا

لَيْسَ لَدَيْنَا لَيْسَ لَدَيْنَا لَدَيْنَا

لَيْسَ لَدَيْنَا لَيْسَ لَدَيْنَا لَدَيْنَا

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

** For conjugation pattern see appendix.
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 in front 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 الإضافية 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 مالك 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 قدم. In sentence no. 2: ابن has fathah. Here it is serving as object of the verb رأيت. In sentence no. 3: ابن has kasrah because it is preceded by a preposition. Hence we find that the possessed objects carry vowe points according to their placement after the verb and the preposition. However, مالك the possessor invariably has kasrah. It has double kasrah because it is not defined with the definite article اللهد. When the possessor is defined it admits only one kasrah. For example:

The teacher's son came  قدم ابن المدرّس.  
I saw the teacher's son.  رأيت ابن المدرّس.  
I went with the teacher's son.  ذهبته مع ابن المدرّس.

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 مدرّس in the following manner:

The two sons of the teacher came.  قدم ابنان المدرّس.  
I saw the two sons of the teacher.  رأيت ابنان المدرّس.  
I went with the two sons of the teacher.  ذهبته مع ابنان المدرّس.

مدرسون is a sound plural of the singular مدرس. When this is placed in construct position with another noun كليّة it will decline in the following manner:

The teachers of the college came.  قدم مدرسون الكلية.  
I saw the teachers of the college.  رأيت مدرسون الكلية.  
I went with the teachers of the college.  ذهبته مع مدرسون الكلية.

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  كوب ماء.  
A window of glass/ a glass window  نافذة زجاج.  

Exercises:

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

| طالب: مدرسة | قلم: مدرسة | سيارة: ميدان: مائدة: طعام |

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:

أَذْرُسُ فِي خَاَمَمَةٍ جَواَاهَرٍ لََلْ بِيْحُوُرُ. أَذْرُسُ فِي كُلِّيَةِ الْلُغَةِ. أَنَا أَذْرُسُ الْلُغَةِ العَرْبِيَةِ. كُلِّيَةِ الْلُغَةِ وَأَجْمَعُ فِي كُلِّيَةِ عَدْيَةٍ فِي خَاَمَمَةٍ بِيْحُوُرٍ. وَأَنَا أَذْرُسُ كُلِّيَةِ مَرْكَزٍ مَخْتَلَفَةٍ. إِسْمُ مَرْكَزِي وَهُوَ مَرْكَزُ الْمَدْرَاسَاتِ العَرْبِيَةِ وَالأَفْرِيقِيَةِ. هَذَا مَكْتَبُ الجَاَمِعَةِ. مَوْظِفُو مَكْتَبُ الجَاَمِعَةِ أَتَّسَاعُ طَيْبٌ. أَنَا يُبْعَطُ مَنْصَبَاتِنَا أَقَابِلًا مَوْظِفُو الجَاَمِعَةِ مِنْ وَقْتٍ إِلَى وَقْتٍ طَوَالَ الْسَّنَةِ. وَكَذَلْكَ هَذَا مَنْصَبُ أَجْمَعُ فِيهِ مَعْ مَوْظِفِي الجَاَمِعَةِ. هَذَا مَكْتَبِي. مَكْتَبِي جَاَمِعَةٍ بِيْحُوُرُ غَنِيَّةٍ جَدًّا مِنْ خِصْبِ الْكُثُبِ فِي الْعَلَومِ وَالْأَدِبِّ وَالْلُغَاتِ وَكُلِّ فُرُوعِ المَعْرِفَةِ. جَاَمِعَةٌ جَواَاهَرٍ لََلْ بِيْحُوُرُ جَاَمِعَةٌ دَاخِلَةٌ لِها مَدِينَةٌ مَسْكِينَةٌ كَبِيْرةٍ. لِهَذِهِ المَدِينَةِ مُسْكِينَةُ بَابًا رَئِيْسَانِ. تَرْوَى بَابِ الجَاَمِعَةِ مَطْوَحُونِ لِلَّا وَنَهَارًا. يَجِلَّسُ عَلَى بَابِ النَّاَحِيَةِ وَجُهَالَ الْآَمِنِ الْأَمْرِ بِالْمِنْصَبِ.
Glossary:

Some; a few
Centre
Different; various
Humanbeing, man
Good
Capacity
In my capacity as a student
Student
To meet
Whole, all...long
All the year round
Dean
Doll
Ambassador
Table (dining)
Food
To work
To like: to love
To work hard
To spend
Colleague
Lunch
Break, interval, period
Holiday
To visit
To keep
Family Small Of four Including Big Enough, adequate
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 التعداد and منقوت respectively.

In Arabic the:

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

Example:

A big boy came قَدِمَ وَلَدٌ كَبِيرٌ
The foregoing sentence is composed of three parts:

(He) came
A boy
big

intransitive verb
a common noun
adjective

In this sentence \( \text{زَّلَّد} \) is a masculine noun of singular number. It is considered to be a common noun because it is not defined with the definite article \( \text{اَل} \). It is in the nominative case being the subject of the intransitive verb \( \text{قُدَم} \). Hence, the adjective \( \text{كَبِيرِ} \) 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
Two big boys came
Boys came
Big boys came

And where the noun is defined with the definite article \( \text{اَل} \) the adjective also will have to be defined with \( \text{اَل} \). For example:

The big boy came

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

I saw a big boy

'Boy' in this sentence is the object of the transitive verb \( \text{زَّلَّد} \) and therefore, it is in the accusative case. The adjective here shall have to be placed in the accusative case.

And if we say:

1 went to a big boy

We would find that the noun \( \text{وَلَد} \) is preceded by a preposition which functions in Arabic to cause \text{kasra}h to the terminal letter of the noun it precedes. It is therefore, the adjective also will have \text{kasra}h.
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 'Taa١'. For example the adjective جَابِرُ of the masculine gender will become جَابِرةُ after the round Taa١ is suffixed to it. This جَابِرةُ 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 جَابِرةُ 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 officials 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.

سرِيعُ، رَجُلِ قَصِيرُ، صَغَّر، سَهِلُ، فِيَّحُ، جَمِيلٌ، طَوِيلُ، قَديمٌ، جَدِيدٌ.

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 جوهرة جوهرة. هذه جامعة كبيرة. يُدرس في هذه الجامعة الطلاب الكبار مع الطلاب الكبار. هؤلاء الطلاب الكبار والطلاب الكبار ينافعون دراساتهم في العلوم الفضائية واللغات الحديثة. تقدم الجامعة كورسات متخصصة كاملاً للذوام في النهار وكورسات ومجابة نصف النهار في النهار. تُنافس على كلية اللغة العربية الحديثة. هذا أفضل صفية وغرفة كبيرة. اللغة العربية بابان وأيضاً وشيكات صفقة. كورسات الغرفة جيدة ومرنة. سيؤدي نزاع هذه اللجان الواسعين مخططين دائمًا خلال ساعات ذوام الجامعة. يدخل طلاب هذه الغرفة من هذين اللجان الواسعين ويخروجون منهما.

ب: قائل المدرسة: نحن الآن في أوائل الشتاء. هذه الأيام ليست خالصة ولاباردة. هي أيام طيبة جداً. لبما إذا الآن يجب في نهار. في نهار. نذهب مثلًا إلى حديقة الحيوانات لترى أنواعًا مختلفة من الحيوانات والطيور. في توجد في حديقة الحيوانات حيوانات معركة. وكذلك نجد في الحديقة الحيوانات نائرة وطيرة غريبة. يصفق جميع الطلاب الخاصين والطلاب الخاصين.

قالت المدرسة: نذهب إن شاء الله، إلى حديقة الحيوانات في يوم السبت القادم. نجتمع في فناء المدرسة في السبت القادم في الساعة الثامنة و من هناك نذهب إلى حديقة الحيوانات. وافق الجميع على ذلك. بعد ذلك أخذ المدرسة تدريسًا دزن جيدًا.
### Glossary:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reality</td>
<td>واقع</td>
<td>جملة تعني الحقيقة أو الواقع.]</td>
</tr>
<tr>
<td>Teacher</td>
<td>مدرسون</td>
<td>تعني معلم أو مدرس. جملة تعني معلم أو مدرس.]</td>
</tr>
<tr>
<td>To work</td>
<td>يعملون</td>
<td>تعني يعملون. جملة تعني يعملون.]</td>
</tr>
<tr>
<td>Secondary</td>
<td>ثانوي</td>
<td>تعني ثانوي. جملة تعني ثانوي.]</td>
</tr>
<tr>
<td>Area; terrain, sector</td>
<td>مساحات</td>
<td>جملة تعني مساحات.]</td>
</tr>
<tr>
<td>Covered</td>
<td>مغطى</td>
<td>جملة تعني مغطى.]</td>
</tr>
<tr>
<td>Apart from</td>
<td>علاوة عن</td>
<td>جملة تعني علاوة عن.]</td>
</tr>
<tr>
<td>Ground; square</td>
<td>ميدان</td>
<td>جملة تعني ميدان.]</td>
</tr>
<tr>
<td>Mixed, combined</td>
<td>مختلط</td>
<td>جملة تعني مختلط.]</td>
</tr>
<tr>
<td>Around</td>
<td>حوالي</td>
<td>جملة تعني حوالي.]</td>
</tr>
<tr>
<td>One thousand</td>
<td>ألف</td>
<td>جملة تعني ألف.]</td>
</tr>
<tr>
<td>Small, young</td>
<td>صغير</td>
<td>جملة تعني صغير.]</td>
</tr>
<tr>
<td>Small, young</td>
<td>صغيرات</td>
<td>جملة تعني صغيرات.]</td>
</tr>
<tr>
<td>One hundred</td>
<td>مئة</td>
<td>جملة تعني مئة.]</td>
</tr>
<tr>
<td>Class</td>
<td>فصول</td>
<td>جملة تعني فصول.]</td>
</tr>
<tr>
<td>Principal</td>
<td>عمدة</td>
<td>جملة تعني عمدة.]</td>
</tr>
<tr>
<td>To buy</td>
<td>إشترى</td>
<td>جملة تعني إشترى.]</td>
</tr>
<tr>
<td>New</td>
<td>جدة</td>
<td>جملة تعني جدة.]</td>
</tr>
<tr>
<td>Old</td>
<td>قديم</td>
<td>جملة تعني قديم.]</td>
</tr>
<tr>
<td>To see</td>
<td>رأى</td>
<td>جملة تعني رأى.]</td>
</tr>
<tr>
<td>Peon; attendant</td>
<td>ملازم</td>
<td>جملة تعني ملازم.]</td>
</tr>
<tr>
<td>Strong</td>
<td>قوي</td>
<td>جملة تعني قوي.]</td>
</tr>
<tr>
<td>Always</td>
<td>دائمًا</td>
<td>جملة تعني دائمًا.]</td>
</tr>
<tr>
<td>With</td>
<td>مع</td>
<td>جملة تعني مع.]</td>
</tr>
</tbody>
</table>
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)
<table>
<thead>
<tr>
<th>Regular</th>
<th>منتظِم</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>كامل الدَّوَام</td>
</tr>
<tr>
<td>Brief; short</td>
<td>(Adj. SM) وَجِيرٌ</td>
</tr>
<tr>
<td>Part-time</td>
<td>نَضْفَ الدَّوَام</td>
</tr>
<tr>
<td>Narrow</td>
<td>(Adj. SM) ضَيِّق</td>
</tr>
<tr>
<td>Wide; broad</td>
<td>(Adj. SM) وَاسِع</td>
</tr>
<tr>
<td>Comfortable</td>
<td>مَريَح (Adj. SM)</td>
</tr>
</tbody>
</table>
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 notebook, 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 الامير and the negative verb i.e. فعل النهى 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 المضارع which will necessarily be ت in all cases. After removing the symbol of المضارع 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 ق. For example:

To go ذهب يذهب تذهب

In this case the دماً of تذهب 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

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 Yaaٌ 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 ʿא which is known as protective ‘Alif ʿא.

For example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular feminine</td>
<td>إدغِي تَذَهَّبُينَ</td>
</tr>
<tr>
<td>dual masculine</td>
<td>إدغِي تَذَهَّبَانَ</td>
</tr>
<tr>
<td>dual feminine</td>
<td>إدغِي تَذَهَّبَانَ</td>
</tr>
<tr>
<td>Plural masculine</td>
<td>إدغِنَّوا تَذَهَّبونَ</td>
</tr>
</tbody>
</table>

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

إدغِنَّ

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 sokoon 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:

سافر يُسافَرَ to travel

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

Example:

Beat him (you all men) إضربوه

However, this alif has to make physical appearance in written Arabic if the verb is followed by any other noun, pronoun or proper-noun.

Beat the boy (you all men) إضربوه الزَّانِد
Beat this boy (you all men) إضربوه هذا الزَّانِد
Beat Hamid (you all men) إضربوه خامِدًا
which is Raa in this case and in this way, we obtain the following form:

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

<table>
<thead>
<tr>
<th>Case</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular masculine</td>
<td>نَـ فِر</td>
</tr>
<tr>
<td>dual masculine</td>
<td>نَـ فِرَان</td>
</tr>
<tr>
<td>plural masculine</td>
<td>نَـ فِرُون</td>
</tr>
<tr>
<td>singular feminine</td>
<td>نَـ فِرَة</td>
</tr>
<tr>
<td>dual feminine</td>
<td>نَـ فِرَان</td>
</tr>
<tr>
<td>plural feminine</td>
<td>نَـ فِرُون</td>
</tr>
</tbody>
</table>

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

to receive (s.o.)  بـِسْـفِر

If the verb is causative on the pattern of مُفِيِل then in that case after removing the symbol of ماضِع we prefix to it Alif/ Hamza with fathah and give sokoon to the last letter. For example:

to seat  يَخْلِس

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 fathah 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:

to stretch  تَمْدِد

singular masculine  مـَد
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:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قال تقول</td>
<td>to say</td>
</tr>
<tr>
<td>قولوا قولوا</td>
<td>فلن</td>
</tr>
<tr>
<td>نام نام</td>
<td>to sleep</td>
</tr>
<tr>
<td>ناموا ناموا</td>
<td>نَمَنَُ</td>
</tr>
</tbody>
</table>

Arabic imperative verb may also be used in the meaning of request e.g. إجلس which means "sit down", may also mean in the given circumstances "Please sit down". However, the phrase من فضلك meaning 'Please' is normally appended to the imperative, e.g. إجلس من فضلك 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 َلا before the present imperfect verb without disturbing the order of the letters of the verb. Only the last letter of the verb is given sokoon. 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 َل, 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 َأَخْلُ without saying َأَخَلُ which alone means "enter". Or pointing to a chair you can simply say َأَخْلُ and in the context it would mean "please sit down".

is also thoroughly conjugated on the َأَخْلُ pattern.

**Imperative for the third & the first persons**

For obvious reasons, the third and the first person nouns can not 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. لام الأمر. This "laam" causes a sokooin 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 "sokooin".

And he should go

Then he should go
Exercises:

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

- To drink (شرب / يشرب / شرباً)
- To kill (قتل / يقتل / قتلاً)
- To break (كسر / يكسر / كسراً)
- To come forward, to apply (تقدم / يتقدم / تقدمًا)
- To be happy (سعيد / يسعد / سعادة)
- To hear; to listen (سمع / يسمع / سمعًا)
- To seat (أجلس / يجلس / إجلاً)
- To inform (أخبر / يخبر / إخبارًا)
- To break (into pieces) (كسر / يكسر / كسرًا)
- To tear (مزق / يمزق / مزقاً)
- To drive (ساق / يساق / ساقًا)
- To lead (قود / 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.
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:

3. Translate into English:


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 العسيرة:

فقل
الساعة الثامنة
بصوتٍ غالي، بصوتٍ غالي

Before
8'O clock
Aloud
<table>
<thead>
<tr>
<th><strong>IMPERATIVE VERB AND NEGATIVE VERB</strong></th>
<th><strong>EN</strong></th>
<th><strong>AR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn by heart</td>
<td>استظهًا</td>
<td>استظهًا</td>
</tr>
<tr>
<td>To shout</td>
<td>دُرُخَ</td>
<td>ضَرَعَ</td>
</tr>
<tr>
<td>(He shouted) at me</td>
<td>فيني</td>
<td>فيني</td>
</tr>
<tr>
<td>Like this</td>
<td>فَكَّا</td>
<td>فَكَّا</td>
</tr>
<tr>
<td>To enter</td>
<td>دَخَلَ</td>
<td>دَخَلَ</td>
</tr>
<tr>
<td>Without</td>
<td>بَدْوَانً</td>
<td>بَغْفَر</td>
</tr>
<tr>
<td>Permission/ permit</td>
<td>إذن</td>
<td>إذن</td>
</tr>
<tr>
<td>To break</td>
<td>كَسَرَ</td>
<td>كَسَرَ</td>
</tr>
<tr>
<td>Glass</td>
<td>زجاجات</td>
<td>زجاجات</td>
</tr>
<tr>
<td>Expensive</td>
<td>فَحْيمٌ</td>
<td>فَحْيمٌ</td>
</tr>
<tr>
<td>To knock</td>
<td>طُرَقَ</td>
<td>طُرَقَ</td>
</tr>
<tr>
<td>To drive</td>
<td>سَاقَ</td>
<td>سَاقَ</td>
</tr>
<tr>
<td>Licence</td>
<td>رخصة</td>
<td>رخصة</td>
</tr>
<tr>
<td>To stand</td>
<td>وَقَفَ</td>
<td>وَقَفَ</td>
</tr>
<tr>
<td>Passage, way</td>
<td>مَمْرَأَةٌ</td>
<td>مَمْرَأَةٌ</td>
</tr>
<tr>
<td>Letter</td>
<td>خطبات</td>
<td>خطبات</td>
</tr>
<tr>
<td>Immediately after</td>
<td>فُؤُور</td>
<td>فُؤُور</td>
</tr>
<tr>
<td>Immediately</td>
<td>فُؤُور</td>
<td>فُؤُور</td>
</tr>
<tr>
<td>To search (for)</td>
<td>بَحْثَتْ</td>
<td>بَحْثَتْ</td>
</tr>
<tr>
<td>To contact (s.o.)</td>
<td>اَتْصَلَ</td>
<td>اَتْصَلَ</td>
</tr>
<tr>
<td>To ask; to request</td>
<td>سَأَلَ</td>
<td>سَأَلَ</td>
</tr>
<tr>
<td>To beware</td>
<td>إِخْتُرِسَ</td>
<td>إِخْتُرِسَ</td>
</tr>
<tr>
<td>Lesson</td>
<td>دَوْرُ</td>
<td>دَوْرُ</td>
</tr>
<tr>
<td>House</td>
<td>بَيْتٌ</td>
<td>بَيْتٌ</td>
</tr>
<tr>
<td>Thief</td>
<td>سَارِقٌ</td>
<td>سَارِقٌ</td>
</tr>
<tr>
<td>Thief</td>
<td>لَصْ</td>
<td>لَصْ</td>
</tr>
<tr>
<td>Train</td>
<td>قَطَارٌ</td>
<td>قَطَارٌ</td>
</tr>
<tr>
<td>Season</td>
<td>فَضُوْلٌ</td>
<td>فَضُوْلٌ</td>
</tr>
</tbody>
</table>
Summer season
Because, that is why
Journey
Comfortable
Wine
To collect; to assemble
To receive (s.o)
To allow entry
Respect
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 قَصِيرٌ. It means short (in stature or length). This adjective is originally derived from قَصَر. Now to obtain the comparative degree we have to apply the formula explained above:

\[ \text{أ} + \text{فَصَر} = \text{أَفْصَرُ} \]

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 قَصِيرٌ and if we want to say 'This boy is shorter', we would say in Arabic: هذا الولد أَفْصَرُ.

However, if we want to say that:

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

\[ \text{هذَا الولد أَفْصَرَ مِن ذَلِك الولد} \]
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  
Wiser  
more beautiful

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 ِل. 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:

٤٠ ُأَفْصَرُ الرَّجْالُ

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 ٤٠ ُأَفْصَرُ الرَّجْلِ

It should also be clarified that this اقصر 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. ٤٠ ُفَصِرَ قَصَيرًا
This man is shorter than that man. ٤٠ ُأَفْصَرَ مِنْ ذَلِكِ الرَّجْلِ
This is the shortest man. ٤٠ ُأَفْصَرُ الرَّجْلِ
This boy is tall. ٤٠ ُأَطْولُ مِنْ ذَلِكِ الْوَلِدِ
This boy is taller than that boy. ٤٠ ُأَطْولُ عَلَيْهِ
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 trilateral 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 أَكْثَرُ or أَضَعُ) 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 الوَلَد مُضْطَهَدٌ

However, if we want to say that: this boy is more hardworking than that boy, we would say:

هذا الوَلَد أَطْرَأْنُ مِنْ ذَلِكَ الوَلَدِ
You should carefully note the expression "أَكْثَرُ إِجْهَادًا" 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:

هوَ أَكْثَرُ الْأَوْلاَمِ إِجْهَادًا

This pattern of comparative degree i.e. أَفْلُ 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:

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

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

I saw a boy shorter than your son.

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

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

I went to a shorter boy.

Note that the noun ُولَدُ is in the genitive case as it is preceded by the preposition إلى and the adjective of comparative degree أَفْصَرُ 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 أَقُصَرً 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

in the class.

I went to the shortest of the boys in

the class.

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

Other changing patterns of أَقُصَرً viz. أَقُصَرَ for feminine singular or أَقُصَرُ for masculine & feminine dual & أَقُصَرُ for plural are very sparingly used as stative adjectives. For example, we can say مَثْلَيْنَيْنَ فِي الفَضْلِ She is the youngest daughter. In sum, we can not and we should not say: أَقُصَرُ, 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. Class 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:

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. Class 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.

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

Glossary:

الكلمات العسيره

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<tr>
<td>أَكْثَرُ</td>
<td>Bigger</td>
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<tr>
<td>أَكْثَرُ</td>
<td>More</td>
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<tr>
<td>إِخْداَمُ</td>
<td>Crowd</td>
</tr>
<tr>
<td>شَوارِعُ</td>
<td>Street, road</td>
</tr>
<tr>
<td>وَاسِعُ</td>
<td>Wide, broad</td>
</tr>
<tr>
<td>مُنقَسمُ</td>
<td>Divided</td>
</tr>
<tr>
<td>أَكْثَرُ</td>
<td>Bigger</td>
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<tr>
<td>أَكْثَرُ</td>
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<td>Street, road</td>
</tr>
<tr>
<td>وَاسِعُ</td>
<td>Wide, broad</td>
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</tbody>
</table>
Narrow (Adj. SM) ضيق
More important (Adj. SM) أهم
To find (Adj. SM) سوف تجد
You will find (Adj. SM) سؤف تجد
Building (P) مبنى (SM) مباني
Including (P) بإضمام
Taller, longer (Adj. com.) أطول
Old (Adj. SM) قديم
Older (Adj. com.) أقدم
Monument (P) آثار (SM) آثار
Historical (Adj. SM) تاريخي
Place (P) مكان (SM) مكان
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Intelligent (P) ذكي (Adj. SM) ذكي
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To think (P) يفكر، فكر، إفكاري
<table>
<thead>
<tr>
<th>English</th>
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</thead>
</table>
| Honest  | أمنة (Adj. SM) 
| More honest | أكثر أمانة |
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| Sincere | مخلص (Adj. SM) 
| More sincere | أكثر إخلاص |
| Mosque | مسجد (SM) 
| Garden | حدائق (SF) 
| Fig | نين (CNM) 
| Thin | خويلي (Adj. SM) 
| Thinner | أهزي (Adj. com.) 
| To nestle | يعطي تفضيلًا 
| To prefer | يفضل تفضيلًا 
| Hardly | قلتًا (Adv. manner) 
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| Animal | حيوانات (SM) 
| Heavy | قفيف (Adj. SM) 
| Light | خفيف (Adj. SM) 
| High, lofty | غالي (Adj. SM) 
| Dear, expensive | غالي (Adj. SM) 
| Kind | ضَيِّء (Adj. SM) 
| Hard, tough | ضَمِيِّء (Adj. SM) 
| Harder, tougher | أَضْحُ (Adj. com)
Adjectives Of Colours & Physical Defects

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 الَّذِي الْحَرْبَاءُ سُودٌ pattern for a masculine object of singular number and on الَّذِي الْحَرْبَاءُ سُودٌ pattern for a singular feminine object.

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

In the case of plural noun the الَّذِينَ سُودَانِ 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 َدَامِم in the nominative case and one ُفُتُوحَة in the accusative and genitive cases.

Example:

A black boy came. 
قدِمَ وَلَداً َأَسْوَداً.
I saw a black boy. 
رَأِيْتُ وَلَداً َأَسْوَداً.
I went to a black boy. 
دَهْنَتُ إِلَى وَلَداً َأَسْوَداً.

In the case of comparative meaning, the word أَكْثُرُ َأَسْوَدُ 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 الْرَّجُلُ أَكْثُرُ َأَسْوَدُ مِنْ ذَلِكَ الْرَّجُلُ

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

Example:

قِدِمَ رَجُلًا َأَسْوَداً.
رَأِيْتُ رَجُلَينَ َأَسْوَداً.
دَهْنَتُ إِلَى رَجُلَيْنِ َأَسْوَداً.

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

Example: He is the blackest man 
هوُ أَكْثُرُ الْرَّجَالِ َسَوَداً
The word for colour is لونُ, Its plural is ألوانٌ 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 آل 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?
Or
What is the colour of the shirt?
What colour is your shirt?
What colour is the car?

In reply if we want to say that:

The shirt is black, we would say in Arabic:

{المَا أَلْوَنُ الْقَمِيصَ؟} لَوْنُ قَمِيصٌ أَسْوَدُ

Here, because the shirt i.e. القميصُ is a masculine gender noun of singular number, therefore, we use أسودُ the adjective of colour on the أَفْعَلُ pattern which is used for singular masculine. However, if we want to reply the second question i.e. ما لون السيارة؟

We would say:

{أَلْوَنُ السيَّارَةِ سَوْدَاءً}

Here, in this case the car i.e. السيارةُ is a feminine gender noun of singular number, therefore, we say سَوْدَاءُ on the أَفْعَلُ سَوْدَاءُ 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:

{أَلْوَنُ السيَّاراتِ سَوْدَاءَ}

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

{أَلْوَنُ القَمِيصَانِ سَوْدَاءُ}
We can also say as follows:

The cars' colour is black, or

The shirts' colour is black.

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

The plural of واللأ male and اَلْفَلَأ female is drawn on the pattern of لَنَّا and this pattern indicating plural is used only for personal nouns i.e. human beings.

**Example:**

The man is red (SM) 

The woman is red (SF) 

The men are red (PM) 

The women are red (PF)

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. 

I saw a lame boy. 

I went with a lame boy.

**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 “اللأل” then it is treated as triptote. In fact all diptote nouns in Arabic are treated as triptotes if they carry al اللأ or if they are in construct position. For example we would say:

I went with the lame boy
Some colours

- White: بيضاء
- Red: أحمر
- Blue: أزرق
- Brown/Tan: صفراء
- Green: أخضر
- Yellow: أسمر

Some physical defects:

- One eyed: عجز
- Blind: عديم
- Lame: عجز
- Dumb: بكمس
- Deaf: آمن

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. Humanbeings 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 abondoned 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 abondoned 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:

الف: 1. إِسْتَرَأَ بِسَبَارَةٍ سَوَاءَةٍ

2. قَلَبْنَّ اِلَى اِسْتَرَأَانِ ظَيْبَاءَوْانِ

3. مَاذَنَّ قَيْبُصَكَ؟

4. قَلَبْتِ الْحُكْوَمَةِ مُسَاعِدَاتٍ مَالِيَةٍ لِلَّبَاسِ الْعَمِيِّ
ADJECTIVES OF COLOURS & PHYSICAL DEFECTS

5. Zor attached a house to a wing of a palace in a village in Punjab.

6. Black and white is a way.

7. The son of a man and a woman.

8. Red and black are visually represented.

9. The man's uncle painted a way.

10. He asked his name and address?

ب: مَرَّةً رأيت منظرًا مذهباً للغاية. كنت أذهب في سيارتي السوداء إلى كُلّ شيء. كان الشراع الرئيسي مزججًا للغاية. رأيت وليداً أخنث ومع وليد أُخرَّج. بدأ أنثراً سافرًا ويسكنان ويغطيان سويًا. جلس وليد الأُخرَّج على منيلتي وليد الأمهات. وأُرحى وليد الأُخرَّج وليد الأمهات حتى عبر طريقًا سلَّامًا. تحقَّقت كبيرًا من هذه الصدَّاقة العملية بين الأمهات و الأُخرَّج. بدأ أنثراً فكر في موضوع التعاون بين الجماعة على نطاق أوسع لإنقاذ الرعاة و الزَّواهيرة في هذه الدنيا.

Glossary

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<td>Red</td>
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<td>عَملَة، يغملَة</td>
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<td>سُفرَة (P)</td>
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(P) = Present Tense
(SM) = Simple Past
(SF) = Simple Future
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>To allocate, to set apart</td>
<td>خُصُصُ، يُفْصِلُ، تُفْصِيلًا</td>
</tr>
<tr>
<td>Number</td>
<td>عددًا (P) أغْداَة (SM)</td>
</tr>
<tr>
<td>Blind</td>
<td>أغْنِيّ (SF) غَفْيَاء (SM)</td>
</tr>
<tr>
<td>Shirt</td>
<td>قَبِيضُ (SM) فَنْضَانَ (P)</td>
</tr>
<tr>
<td>To offer, to present</td>
<td>قَلَمُ، يَقَلُّمُ، تُقْدِينَهَا</td>
</tr>
<tr>
<td>Help, relief</td>
<td>مُسَاعِدَةُ (SF) مُسَاعِدَاتُ (P)</td>
</tr>
<tr>
<td>Financial, monetary</td>
<td>مَالیّ (P) مَالیّ (SM)</td>
</tr>
<tr>
<td>To visit</td>
<td>زَارًا، يُزْوِرُ، زِيَارَةً</td>
</tr>
<tr>
<td>Green</td>
<td>أَخْضَرْ (P) أَخْضَرْ (SF) حَضْراً (SM)</td>
</tr>
<tr>
<td>White</td>
<td>أَبْيضُ (P) أَبْيضًا (SM)</td>
</tr>
<tr>
<td>Buffalo</td>
<td>جَامِوسُ (P) جَامِوسَةُ (SM)</td>
</tr>
<tr>
<td>Cow</td>
<td>بِقرَةُ (SM) بِقرَةً (SF)</td>
</tr>
<tr>
<td>Lame</td>
<td>غَرْجَاءُ (SM) غَرْجَاءً (SF)</td>
</tr>
<tr>
<td>Hospital</td>
<td>مُستَشفَى (P) مُسْتَشفِيَاتُ (SM)</td>
</tr>
<tr>
<td>To treat; to handle</td>
<td>عَالِجًا، يَعْالِجُ، مَعَالَجَةً</td>
</tr>
<tr>
<td>Success</td>
<td>نَجَاحًا (P) نَجَاحَاتُ (SM)</td>
</tr>
<tr>
<td>Deaf</td>
<td>أَضْمَمُ (SF) بَصَمَمُ (SM)</td>
</tr>
<tr>
<td>Dumb</td>
<td>بُكْمُ (SF) بَكْمَةُ (SM)</td>
</tr>
<tr>
<td>Strange, awe striking</td>
<td>مَهْسُومُ (Adj. SM)</td>
</tr>
<tr>
<td>To live</td>
<td>يَسْكَنُ، ينَسْكَنُ، يَسْكُنُةً</td>
</tr>
<tr>
<td>Together</td>
<td>سَوَى</td>
</tr>
<tr>
<td>Shoulder</td>
<td>مَنْكَبُ (SF) مَنْكَبَةُ (P)</td>
</tr>
<tr>
<td>To guide</td>
<td>اًضْفَدُ، يُضْحِدُ، إِضْفَادَةً</td>
</tr>
</tbody>
</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
LESSON — 26

The Number & The Noun Qualified
By The Number

العدد والمعدل

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.
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>
<thead>
<tr>
<th></th>
<th>For feminine Nouns</th>
<th>For Masculine Nouns</th>
<th>Arabic Numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One</td>
<td>واحدة</td>
<td>١</td>
</tr>
<tr>
<td>2</td>
<td>Two</td>
<td>اثنان</td>
<td>٢</td>
</tr>
<tr>
<td>3</td>
<td>Three</td>
<td>ثلاث</td>
<td>٣</td>
</tr>
<tr>
<td>4</td>
<td>Four</td>
<td>أربعة</td>
<td>٤</td>
</tr>
<tr>
<td>5</td>
<td>Five</td>
<td>خمسة</td>
<td>٥</td>
</tr>
<tr>
<td>6</td>
<td>Six</td>
<td>سبعة</td>
<td>٦</td>
</tr>
<tr>
<td>7</td>
<td>Seven</td>
<td>سبعة</td>
<td>٧</td>
</tr>
<tr>
<td>8</td>
<td>Eight</td>
<td>ثماني</td>
<td>٨</td>
</tr>
<tr>
<td>9</td>
<td>Nine</td>
<td>تسع</td>
<td>٩</td>
</tr>
<tr>
<td>10</td>
<td>Ten</td>
<td>عشرة</td>
<td>١٠</td>
</tr>
<tr>
<td>11</td>
<td>Eleven</td>
<td>إحدى عشرة</td>
<td>١١</td>
</tr>
<tr>
<td>12</td>
<td>Twelve</td>
<td>إثنتي عشرة</td>
<td>١٢</td>
</tr>
<tr>
<td>13</td>
<td>Thirteen</td>
<td>ثلاث عشرة</td>
<td>١٣</td>
</tr>
<tr>
<td>14</td>
<td>Fourteen</td>
<td>أربعة عشرة</td>
<td>١٤</td>
</tr>
<tr>
<td>15</td>
<td>Fifteen</td>
<td>خمسة عشرة</td>
<td>١٥</td>
</tr>
<tr>
<td>Number</td>
<td>English</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Sixteen</td>
<td>ستة عشرة</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Seventeen</td>
<td>سبعة عشرة</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Eighteen</td>
<td>ثمانية عشرة</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Nineteen</td>
<td>تسعة عشرة</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Twenty</td>
<td>عشرون</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Thirty</td>
<td>ثلاثون</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Forty</td>
<td>أربعون</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Fifty</td>
<td>خمسون</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Sixty</td>
<td>ستون</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Seventy</td>
<td>سبعون</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Eighty</td>
<td>ثمانون</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Ninety</td>
<td>تسعون</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Hundred</td>
<td>مائة</td>
<td></td>
</tr>
</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 ٥ 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 ثلاث ٣ (three) is a masculine gender noun because it does not end with Taa Marboota ٥ and if we suffix to it the Taa Marbuta ٥ and say ثلاث ٣ 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. اعداد الأصلى.

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

The numbers one and two i.e. إثنان & واحده in the case of masculine nouns
and 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 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 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 and 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:

قدِمْ عَشْرُونَ طَالِياً إِلَى بَيْتِي.

قدِمْ عَشْرُونَ طَالِياً إِلَى بَيْتِي.

In the accusative and genitive cases the number shall take بن 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.

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.
I saw twelve girls.
I sat with twelve boys.
I sat with twelve girls.

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.
I saw thirteen boys.
I sat with thirteen boys.

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.
I saw 21 boys.
I sat with 21 boys.

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.  
I saw 23 boys.  
I sat with 23 boys.  
23 girls came.  
I saw 23 girls.  
I sat with 23 girls.

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.  
I saw one hundred boys.  
I sat with one hundred boys.  
One hundred girls came.  
I saw one hundred girls.  
I sat with one hundred girls.

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 و عشرون.

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 و عشرون).

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 و مائة و لويد

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 و مائة و خمسون و لويداً

In this case the smallest unit is fifty which takes a singular noun in the accusative case as explained under group2 above. If we want to say:

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

ألف و مائة و ثلاثة 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 have 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:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﯽٍٓمُّ الْبَيْتٍ</td>
<td>Sunday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْأَحْدَاثٍ</td>
<td>Monday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْكَلِئَةٍ</td>
<td>Tuesday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْحَمِيسَةٍ</td>
<td>Wednesday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْجَمِيعَةٍ</td>
<td>Thursday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْشَّتَاءٍ</td>
<td>Friday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْأَسْمَعٍ</td>
<td>Saturday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْإِثْرٍ</td>
<td>Sunday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْمَيْسَرٍ</td>
<td>Monday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْمَوْتٍ</td>
<td>Tuesday</td>
</tr>
<tr>
<td>ﯽٍٓمُّ الْمَزَادٍ</td>
<td>Wednesday</td>
</tr>
</tbody>
</table>

1. يَنْبِرم   -  كانون الثاني
2. ذي فَرْفُر   -  شباط
3. ذي قَفْر   -  آب
4. ذي حُجَر   -  يَوْمَ الْأَوَّل
5. ذي سَبْتَان   -  يَوْمَ الْآرَام
6. ذي كَبْرَاء   -  كَانَوْنُ الْآوَل
7. ذي كَوْدُر   -  كَانُونُ الثَّانِي
8. ذي سَبْتَان   -  يَوْمُ الْآرَام
9. ذي رَبْدَان   -  يَوْمَ الْأَوَّل
10. ذي كَوْدُر   -  كَانُونُ الثَّانِي
11. ذي سَبْتَان   -  يَوْمُ الْآرَام
12. ذي سَبْتَان   -  كانون الثاني
الكلمات العسيرة

Glossary:

I have

Magazine

To buy

To study

Who

To take

Spoon

Cupboard, vault

Cupboard

Number

Day

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday
Help
To consist (of)
To be available
To divide
Applicant
Committee
To consider

(P) مفونات
SF) مفونات
(P) تكون
SF) تكون
(P) توافر
(SF) توافر
(P) قسم
(P) فسم
(P) متققدم
SM) متقدمون
(P) لجان
(SF) لجان
(P) إعتر
(SF) إعتباراً
### Ordinal Numbers

<table>
<thead>
<tr>
<th>English</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>الأول</td>
<td>الأولى</td>
</tr>
<tr>
<td>Second</td>
<td>الثاني</td>
<td>الثانية</td>
</tr>
<tr>
<td>Third</td>
<td>الثالث</td>
<td>الثالثة</td>
</tr>
<tr>
<td>Fourth</td>
<td>الرابع</td>
<td>الرابعة</td>
</tr>
<tr>
<td>Fifth</td>
<td>الخامس</td>
<td>الخامسة</td>
</tr>
<tr>
<td>Sixth</td>
<td>السادس</td>
<td>السادسة</td>
</tr>
<tr>
<td>Seventh</td>
<td>السابع</td>
<td>السابعة</td>
</tr>
<tr>
<td>Eighth</td>
<td>الثامن</td>
<td>الثامنة</td>
</tr>
<tr>
<td>Ninth</td>
<td>التاسع</td>
<td>التاسعة</td>
</tr>
<tr>
<td>Tenth</td>
<td>العاشر</td>
<td>العاشرة</td>
</tr>
<tr>
<td>Eleventh</td>
<td>الحادي عشر</td>
<td>الحادية عشرة</td>
</tr>
<tr>
<td>Twelfth</td>
<td>الثاني عشر</td>
<td>الثانية عشرة</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>الثالث عشر</td>
<td>الثالثة عشرة</td>
</tr>
<tr>
<td>Fourteenth</td>
<td>الرابع عشر</td>
<td>الرابعة عشرة</td>
</tr>
<tr>
<td>Fifteenth</td>
<td>الخامس عشر</td>
<td>الخامسة عشرة</td>
</tr>
<tr>
<td>Sixteenth</td>
<td>السادس عشر</td>
<td>السادسة عشرة</td>
</tr>
<tr>
<td>Seventeenth</td>
<td>السابع عشر</td>
<td>السابعة عشرة</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 الازل.

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 ﺔ 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: ثلاثات
Fours: أربعة، أربعة
Fives: خمسة، خمسة
Twenties: عشرونات
Fifties: خمسونات

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

Fractions are expressed as follows:

half: نصف
one third: ثلاثة
one fourth: أربع
one fifth: خمس
one sixth: ستة
one seventh: سبع
one eighth: ثامن

\( \frac{1}{2} \)
\( \frac{1}{3} \)
\( \frac{1}{4} \)
\( \frac{1}{5} \)
\( \frac{1}{6} \)
\( \frac{1}{7} \)
\( \frac{1}{8} \)
one ninth 1/9 ١/٩
one tenth 1/10 ١/١٠

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

\[
\begin{align*}
\frac{1}{6} & \quad سَدَنَّ \\
\frac{2}{6} & \quad سَدَنَاتَانَ \\
\frac{3}{6} & \quad ثَلَاثَةٌ أَسْدَانِي
\end{align*}
\]

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:

\[
خَمْسَةٌ وَ عِشْرُونَ عَلَى مِئَتَينَ وَ خَمْسِينَ
\]

If we have decimated figure, then we would say:

\[
25.8
\]

These figures are generally separated with ٠ in Arabic, as follows: ٢٥٨

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

\[
25.88
\]

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 twentysixth 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 نختلف بعيدًا زواجنا الخاص والعشرين. إننا أخذنا هذه الفكرة من جارتنا سعيد ألذى اختفى بعيدًا زواجنا الرابع والعشرين في العشرين من الشهر الماضي. سعيد يسكن في البيت الملاصق ليبينا منذ ما يقرب عن ثلاثة أعوام. هو كبير السن و لكنه إنسان نشيط و بوذي الإحتفالات. و نصحني أن لا أدع فرصة تفوت و أن أقيم حفلات لأقرب الأقارب و الأصدقاء. لأن الحفلات تكون مناسبات لتجديد و توثيق عطرف القرابات والصديقات. فأخذت هذه النصيحة منه بجدية وهذه أول خفية ألقنتها في بنيى. أتعلم إلى الامام مزيد من الحفلات في الأيام القادمة. إن شاء الله. و ما زايك في هذه الفكرة؟
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To leave</td>
<td>غادر/ يغادر/ مغادرَة</td>
</tr>
<tr>
<td>Japan</td>
<td>اليابان</td>
</tr>
<tr>
<td>Item</td>
<td>بذمة (P) بندة (SM)</td>
</tr>
<tr>
<td>Agenda</td>
<td>جدول (P) جداول (SM)</td>
</tr>
<tr>
<td>To confirm</td>
<td>أكذب/ يأكذب/ تأكذبا</td>
</tr>
<tr>
<td>Minutes (of a meeting)</td>
<td>محاضر (P) مخصوص (SM)</td>
</tr>
<tr>
<td>Meeting</td>
<td>إجتماعات (P) إجتماعاً</td>
</tr>
<tr>
<td>President</td>
<td>رؤساء (P)</td>
</tr>
<tr>
<td>Society</td>
<td>مجتمعات (P) مجتمع عم</td>
</tr>
<tr>
<td>Co-operative</td>
<td>تعاوني (Adj SM)</td>
</tr>
<tr>
<td>To divide</td>
<td>قسم/ يقسم/ تقسيماً</td>
</tr>
<tr>
<td>Amount</td>
<td>مبلغ (P) مبلغ</td>
</tr>
<tr>
<td>To give</td>
<td>أعطي/ يعطي/ إعطاه</td>
</tr>
<tr>
<td>Part</td>
<td>جزء (P) الجزءاً</td>
</tr>
<tr>
<td>Equal</td>
<td>مساوي (P) مساو</td>
</tr>
<tr>
<td>Servant</td>
<td>خادم (P) خادم</td>
</tr>
<tr>
<td>Shopkeeper</td>
<td>صاحب المحل/ أصحاب المحلات</td>
</tr>
<tr>
<td>Master: owner</td>
<td>صاحب (P) أصحاب (SM)</td>
</tr>
<tr>
<td>Shop</td>
<td>رجل (P) رجلاً (SM) مالك</td>
</tr>
<tr>
<td>To look: to appear</td>
<td>ظهر/ يظهر/ ظهراً</td>
</tr>
<tr>
<td>To receive</td>
<td>استلم/ يستلم/ استلمًا</td>
</tr>
<tr>
<td>Salary</td>
<td>مرتب (P) مرتباً</td>
</tr>
<tr>
<td>To want</td>
<td>أحب/ يحب/ محب</td>
</tr>
<tr>
<td>To marry</td>
<td>زوج/ يزوج/ زوجاً</td>
</tr>
<tr>
<td>To spend</td>
<td>ينفق/ ينفقان/ انفقاً</td>
</tr>
<tr>
<td>To smoke</td>
<td>يدخن/ يدخنه/ ندخنَنا</td>
</tr>
</tbody>
</table>
Another; other (P) أُخْرِجَ، أُخْرَى (SM) أُخْرَى
To drink شُربَ، بُشْرَبَ، شَربَ
To gamble قَامَرَ، لَقِيمَرَ، مَقَامَرَةَ
To eat أَكْلَ، يَأْكُلُ، أَكْلًا
Reason (P) سَبْبَ، أَسْبَابَ (SM)
That أنَّ
That he is إنهُ
Weak (P) ضَعْفَ، ضَعْفًا (Adj. SM)
Idea (P) فَكرَةً (SF)
Story (P) قَصْصَةً (SF)
To publish: To announce (P) إِخْبَارَةً، إِخْبَارًا
Result (P) نَتَائِجَ (SF)
A.D., Christian era لِلْبِلَادِ
To consist (of) إِشْتَرَبَ، يُبْشِرَ، إِشْتَرَبَ، إِشْتَرَبًا (على)
Page (P) صَفَحَةً (SF)
To teach درَسَ، يُدْرِسَ، تَدْرِيِّسًا
Class-room فُضْلًا (SM)
Office مَكَابِبٌ (SM)
Administrative إِذْارَىٰ (Adj. SM)
To remain بَقِىَ، يَبْقِىَ، بَقِىَ
House بُوَّرَ (SM)
Teacher مُدْرِسَةٌ (SM)
To dirty; to make dirty وَسَخَ، يَوْسِخَ، تَوَسِّخَ

* Like in English, Arabic has verbs which take direct objects, e.g. '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. This class consists of fifty students. هذا الفَضْلُ يَحْصِبُ عَلَى خَمْسِينينْ طَالِبًا
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get up, to stand up</td>
<td>وقفاً موقد، يقف، فوقعاً</td>
</tr>
<tr>
<td>To deliver (lecture)</td>
<td>؛ إلقال، يلقى، إلقى، إلقى</td>
</tr>
<tr>
<td>Lecture</td>
<td>مُحاضَرَات (SF) مُحاضَرَات</td>
</tr>
<tr>
<td>About</td>
<td>عن خوال، عن</td>
</tr>
<tr>
<td>Necessity</td>
<td>ضرورات (SF) ضرورات</td>
</tr>
<tr>
<td>To bring near</td>
<td>قرب، يقرب، قريبًا</td>
</tr>
<tr>
<td>Different</td>
<td>مختلف** (Adj SM) مختلف</td>
</tr>
<tr>
<td>Component</td>
<td>مكونات (SM) مكونات</td>
</tr>
<tr>
<td>People</td>
<td>انسان (SM) انسان</td>
</tr>
<tr>
<td>Milk</td>
<td>لبن (SM) لبن</td>
</tr>
<tr>
<td>To mint (money, coins)</td>
<td>سك، بشك، سكًا</td>
</tr>
<tr>
<td>Remaining</td>
<td>باقى (Adj SM) باقى</td>
</tr>
</tbody>
</table>

** Before a plural noun of either gender, it is always مختلف and where it follows a noun it is read as مختلف 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

أن

آن
PARTICLES THAT CAUSE FATHAH TO ...

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So that, in order that
Then, in the case

Anyone of these four particles above and a few more like \(\text{إذن} \) 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 \(\text{ن} \) to drop except in the case of III & II person plural feminine.

\(\text{أن} \) defines the meaning of the present imperfect verb to the future negative. For example, \(\text{لا يَذَهَب} \) may mean depending on the context:

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

However, \(\text{أن} \) ِيَذَهَب shall mean: He will not go or the emphatic: He will never go.

\(\text{أن}, \text{إذن}, \text{إذن} \) generally define the meaning of the present imperfect to 'causative'. For example: \(\text{كَي} \text{أَذْهَب} \) will mean: So that I go and so on. Particle \(\text{إذن} \) 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: \(\text{سَوَى} \text{أَزُورُك} \text{غَدًا} \) i.e. I will visit you tomorrow then the addressee would say: \(\text{إذن} \text{تَشَرَّبَ} \text{الْكَثَب} \text{مَعَنًا} \): in that case (or then) you will drink tea with us.

The particle \(\text{أن} \), besides being followed by a verb in the subjunctive mood, is usually preceded by a verb expressing desire. For example: \(\text{أَرْبَد} \text{أن} \text{أَذَهَب} \)

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: \(\text{يَخْتَمِلُ} \text{أن} \text{أَزُورُك} \text{غَدًا} \) 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>D.M.</td>
<td>III person</td>
<td></td>
</tr>
</tbody>
</table>

\(\text{أن} \) ِيَذَهَب
are particles which cause fathah to the terminal letter of a noun and in case of pronouns, only the 'inseparable' pronouns are used. 

He said that he wants to visit me.

I heard that he has expired.

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

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

The teacher scolded me as if I had committed the mistake.

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

He is coming to take you with him.

This causative ‘L’ is used as above and occasionally it is prefixed to to say.I wish the boy had passed the examination

means: 'but, however'. For example:

The teacher beat the boy but the principal did not interfere.
PARTICLES THAT CAUSE FATHAH TO ...

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

Point should also be noted that occasionally لَكُنْ is used as i.e. with
sokoon on its terminal ن and in this case لَكُنْ is generally followed by a
verb, e.g. لَكُنْ لا أَرَبَّدَ أن آكَلُ 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 in fact 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 up to 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 وَلَدُ رَازَعَ إلى مَرْعَى في الجَنَّة خَارِجَ الْقُرْبَى لِبِرَعَى عِنْدَهُ فَآَرَادَ أَن يَمْرَحَ مَعَ أَهْلِ الْقُرْبَى
فَضَاحَ أَحَلَّى صَوْرَتِهِ. الْذَّنْبُ... الْذَّنْبُ... جَاءَ أَهْلُ الْقُرْبَى مَعَ العَصِيَّ وَ الْمَناَجِي كَثِيْرًا مَا يَعَذَّرُو و
يَخْرُجُونِ مِن الْمَنْأَزَقَ. وَلَكِنْهُمْ أَنْدَفَعُوا عِنْدَمَا رَأَوا الْوَلَدُ الْرَّاعِيِّ جَالِسًا مَا كَبِنَا صَبْحَةً صَبِيرًا و
هُوَ يَضْحَكُ. غَصَبَ أَهْلُ الْقُرْبَى مِن الْوَلَدِ وَ نَهْرُوهُ وَ عَادُوْنَ إِلَى الْقُرْبَى. فَمَضَتْ كَبْيَامُ وَ جَاءَ دَنْبُ
مَرْحَةً حَيَاةً إِلَى المَرْعَى وَ أَخَذَ الْوَلَدُ يَصِبْحَ لِبِلْجَذِةِ وَ لَكِنَّ لَِلْأَسْفَ لَمْ يَبْتَ أَحَدٌ مِنْ الْقُرْبَى لَيُجَذِبْهُ و
فَنَكَّذَ الْذَّنْبُ بَعْدَ مِنْ الْعَقْبِ. فَقَالَ الْوَلَدُ فِي قَلْبِهِ: أَنْبِئَنِي لَمْ أَمْرَحَ مَعَ النَّاسِ فِي الْمَرْحَةِ 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
PARTICLES THAT CAUSE FATHAH TO ...

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 every thing 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 َلاَ is the most frequently used. It is used as per details given below:

1. The noun excepted is placed after َلاَ.

2. The noun excepted is placed in the accusative case i.e. its terminal letter is given fatha.

Example:

1. The students have come except one student. ُقَدَمَ الطَلَّابِ إِلاَّ طَالِبٌ

2. I saw the students except one student. َرَأَيْتُ الطَلَّابِ إِلاَّ طَالِبٍ

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 ُقَدَمَ الطَلَّابِ

and one student did not come. َوَلَمْ يَقَدَمْ طَالِبٌ وَاحِدٌ

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 َرَأَيْتُ الطَلَّابِ وَلَمْ أَرَءِيَ طَالِبٍ

However, in both the cases the excepted noun is َطَالِبٌ 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 

إِلَّا 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.

1) *(ماَقَدِيمُ الطَّلَّاب إِلَّا طَالِبَةَ)*

2) I did not see the students except one student.

2) *(ماَ رَآيتُ الطَّلَّاب إِلَّا طَالِبَةَ)*

3) I did not sit with the students except one student.

3) *(ماَ جَلَسَتُ مَعَ الطَّلَّاب إِلَّا طَالِبَةَ)*

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:

*(ماَقَدِيمُ الطَّلَّاب إِلَّا طَالِبَةَ)*

Similarly, sentence ‘B’ would mean that ‘I saw only one student’, and hence ‘student’ is object of the verb رَآيتُ and therefore we would say:

*(ماَ رَآيتُ الطَّلَّاب إِلَّا طَالِبَةَ)*

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:

*(ماَ جَلَسَتُ مَعَ الطَّلَّاب إِلَّا طَالِبَةَ)*

In brief we can say that the ‘exceptive’ إِلَّا:

(i) Causes fathah to the terminal letter of the noun that follows it provided that the clause preceding it is in the positive sense.
(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:

The students came except one student.

The students came except one student.

The students came except one student.

The students came except one student.

The students came except one student.

The students came except one student.
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 exceptions given below:

\[\text{سوى، ماسوى، خلا/ ماخلا، عدا/ ماعدا، إلا، غير} \]

4: Use ل of general negation in your sentences/paragraph.
Glossary

Intelligent (adj)

Sportsman

Either...or

Decision

Occasion

To hold (party)

Party, function

To invite

To reach; to arrive (at)

Residence; house

Before; ahead of

Minute

To come

Close friend, bosom friend

Specified, scheduled

Invitee

Group

Individual

In groups & singly

To receive, to welcome

Drawing-room

To exchange

Conversation, talk (P)

Topic, subject

Different

الكلمات الصعبة

ذكيّة (ذكيٍّ) (Adj SM)

رياضيّ (رياضِيٍّ) (Adj SM)

إما...أُمُّ

قرارات (قرارِات) (SM)

مناسبات (مناسبِات) (SF)

إقامة (إقامة)

حفلات (حفلِات) (SF)

دُعاء، دُعوٌ، دُعوَة

وصل، يصل، وصول

بيت (بيت) (SM)

قبل (Adv. of time used as preposition)

دقائق (دقائق) (SF)

قُدْمَأ، قُدِّمَآ، قُدوُما

صديق، صديقَة (صديقٌ، صديقَةٌ)

مُحددة (مُحدَّدة) (Adj SM)

مُعَوِّمٌ (مُعَوِّم) (SM)

مَجْمُوعَات (مَجْمُوعَات) (SF)

فرة (فرَة) (SM)

جماعات و قريات (جماعَات و قُريات) (Adverb of manner)

استقبال، يستقبل، استقبالاً

غرفة الاستقبال

باذل، باذلة، مَباذلة

حديث، حوار (حديث، حوار) (SM)

 موضوعات (موضوعات) (SM)

مُختلف (مُختَلف) (Adj SM)
Studies (P) درَاسَات (SF)
Then Slowly slowly (Adv. of manner) فَرْوِيدًا زُوِّيًا
To shift, to drift (conversation) إنِّقِلَ لِيَنْقِلْ إِنَّفَالًا
Success (P) نَجَاحٌ (SM)
Great, grand (Adj SM) غَيْظِمُ (SF)
To be determined (upon) (Adv SM) مَضَعَّمٌ (SF)
Some, a few (P) احْدَادٌ (SM)
To have heart -to-heart talk (P) فَاشْتَهَى فَيَفَتَّحَ مَفَاتِحَةٍ
Secret (P) سَرُّ (SM)
To appear ظَهَرَ ظَهَرَ ظَهَرُوا
To organize, to arrange نَظَمَ نَظَمَ تَظَنِّيمًا
To stand up; to get up قَامَ يَقُومُ قِيِّمًَا
tَحْرَكَ يَتَحَرَّكَ تَحْرُكًا
To move (SF) بَعْدًا وَجُودًا
Where (Adj SM) جَاهِزٌ
To find (P) جَوَّدَهُ جَوْدَهُ (SF)
Ready (Adv SM) جَاهِزَةٌ (SF)
To proceed to, to head towards (P) تَوَجَّهَتْ تَوَجَّهَتْ تَوَجَّهَتْ (SF)
Towards (Adv. of place) نَخَوَرَ (SF)
Dear (Adj SM) عَزِيزَةً (SF)
To celebrate (SF) افْتَظَّلَ أَفْتَظَّلَ إِفْتَظَّلَ (SF)
To congratulate (P) وَدًا وَأَوْدُودًا وَوِدًا (SF)
To wish (P) مَسْتَفَقِّلَ (SF)
Future (SF) زِيَجَةٌ وَزُجَّةٌ زِيَجَةٌ (SF)
To request (P) كُلَّمَةٌ (SF)
Word (Adj SM) شاملٌ (SF)
Advice

To give lesson, to take (class)

To become

To welcome

To become 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
Sick
Dress; uniform
School (pertaining to)
To send back, to return
Peon
Staff
Finally
To ask; to request
Of, about
General knowledge; General information
To answer
Question
Happy
(Grass) pasturage
Performance
Strange; wonderful
If
To need; to want
Hurry
In need of
Sociology
Well-known
To search (for), to look for
Catalogue
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
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

إنيسة المَعَالَمة
دايْل، دِليلٌ
أرْشُدْ، يَرْشَدُ، إِرشَدًا
بشِكَلٍ تَرْبيٍّ
مَؤْطَفٌ كَبِيرٌ
أغْطي، يَغْطِي تَعلِيماتٍ
عَلَى سَبْعِ الفَضْوٍ
مَوَافِقٌ (SM) مَوَافِقٌ
بَيْلُ (SM) بَيْلٌ
تأَشكَلُ، يَتَشَكَّلُ، تَشْكَكُ
إِقْترَبْ، يَقْرَبُ، إِقْرَابًا (مُنْ)
إِطِهَارًا لَلْحَبْ
زَفْعُ، يَزْفَعُ، زَفْعًا
زُرْجٌ، أَزْوَاجٌ
غِبَبُ، يَغْبَبُ، غَبْبًا
بَضَعْوَةٌ كُبِيرَةٍ
أَبْعَدْ، يَبْعَدُ، إِبْعَادًا
اَخْرِجْ، يَخْرَجُ، إِخْرَاجًا
تَوَقَّفُ، يَتَوَقَّفُ (عَنْ)
نَدِبُ، يَندِبُ، نَدُبًا
في حالة ندب
رُضِيعُ، يَرْضَعُ، رَضْعًا
أَرْضِعُ، يَأْرَضُعُ، إِرْضَاعًا
في أيام
واحدًا بعد واحِدٍ
Verb For Mixed Plurals And Adverbs
الفعل للجمع المختلطة والظروف

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:

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:

شُكِّرُوا وَأُرِدا ذُهُبًا لِمَخَافَةِ قُلُونُ

Preposition in Arabic is called حرف الجر i.e. Harf al-Jarr. This particle or preposition causes kasrah to the terminal letter of the noun it precedes. Such a noun is called مَجْرُور 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.

Adverbs in Arabic are generally expressed with the noun in the accusative case. For example:

The students stood respectfully for him
I will visit you in the evening.
He came almost running
He entered the room smilingly.

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.
The (two) boys entered the room smilingly.
The boys entered the room smilingly.

In the preceding examples مُبَقَّسَمُ 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:

- Adverb of manner is known in Arabic as الحال.
- Adverb of time is known in Arabic as ظرف الزمان
- Adverb of place is known in Arabic as: ظرف 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:

في الأصل، أقيمت الحفلة الرياضية في كلية. كانت كلًا من مدرستي منذ وقت مبكر في الصباح. قدم الطلاب المشاركون في مختلف الفصليات مبروكين حتى يأخذوا الاستعداد للمشاركة خاصة تغطيات المدرس الرياضي. قدم المدرس الرياضي أيضاً مبروكاً. كان من المقرر أن نبدأ أعمال الحفلة في الساعة العاشرة تمامًا. بدأ الطلاب والطالبات والمدرسين والمدرسات ب〜 كلية حوالي الساعة التاسعة والنصف. كان الطلاب والطالبات لا يسبرن أحسن إجازتهم ومغادرون هنا و هناك. ويتراوحون فيما بينهم مثيرين ومثيرين. وصل مدير الكلية إلى الساعة العاشرة إلا الوعد. ذهب المدرسين والمدرسات مهرولين إلى دورة قاعة الحفلة واستقبلوا مرحّبين به و ملؤّين له أغصان الزهر. دخل المدير قاعة الحفلة وقاه الحاضرون من الطلاب والطالبات والصيوف احترازاً له. جلس المدير حتى النهار وتبعها الفرحة برفقة الجميع. وجعل واجب مقدّرًا للمجهودات المبذولة من الأساتذة والطلاب لإنجاز الحفلة ثمّ وزع الجوائز على الجامعيين والناجحين في مختلف الفصليات. ثمّ غادر الجميع الكلية مسرورين قبل الساعة السابعة مساءً. إن الطلاب والطالبات الذين يسكنون في الداخلية فهم تأخرنا قليلاً مع المدرس الرياضي والمدرسين لإعادة الآثاث والأثاث الأخرى داخل الكلية.

3) Pick out all adverbs from the lesson & the exercises & use them in sentences of your own.

Vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habit</td>
<td>غاذة</td>
</tr>
<tr>
<td>Normally</td>
<td>(Adv)</td>
</tr>
<tr>
<td>Very</td>
<td>جداً</td>
</tr>
<tr>
<td>Late, Delay</td>
<td>(NM)</td>
</tr>
<tr>
<td>When</td>
<td>تأخير</td>
</tr>
<tr>
<td>I have</td>
<td>بعده</td>
</tr>
</tbody>
</table>
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
We lived in a village besides 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 كان 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 كان is placed before a past tense verb, it changes the meaning into the past perfect. For example: ذهبت means: he went; but if we say كان ذهبت, then it would mean: he had gone. In this form of the verb the verb كان may immediately be followed by the second verb. However in Arabic it is preferable that كان should be followed by the subject and then the second verb should be placed. For example:

كان الولد قتل الأسد

The boy had killed the lion

If the object is a linkable pronoun then the construction order shall change slightly, e.g.

كانت ضربه الأستاذ

The teacher had beaten him.

In the sentence above the verb كان is followed by the second verb ضرب followed by linkable pronoun which plays object and finally the overt subject.

If the verb كان 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 يذهب means: he goes; but if we say كان يذهب, it would mean: he used to go. Similarly كان يعيش means “he lives” but 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 المحهول

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 fatha.

iii) The terminal letter retains original diacritical mark which is Fathāh in the case of the past tense verb and dammah in the case of 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>فُلْلُ</td>
</tr>
<tr>
<td>He carried</td>
<td>حَمْلُ</td>
</tr>
<tr>
<td>He presented</td>
<td>قُدْمُ</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>إِسْتَفْلَ</td>
</tr>
<tr>
<td>He exceeded</td>
<td>نَجَوَّرُ</td>
</tr>
<tr>
<td>He kills</td>
<td>يُقَتِّلُ</td>
</tr>
<tr>
<td>He carries</td>
<td>يَحْمِلُ</td>
</tr>
<tr>
<td>He exceeds</td>
<td>يَتَجاوَرُ</td>
</tr>
<tr>
<td>He receives, he welcomes</td>
<td>يُسْتَفِلُ</td>
</tr>
<tr>
<td></td>
<td></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 āmmah and the object takes Fathah. For example:

The boy killed the lion

In the sentence above the subject ُلَوْلَد الْأَسْدَ takes āmmah and ُلَوْلَد الْأَسْدَ 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 āmmah 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

Here also we mention only the object and give it āmmah, 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 human beings 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 ُتُمِّمَ followed by the infinitive form of the verb in the nominative case as shown hereunder:

A solution to the problem has been found.
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 إليه. The infinitive verb concurrently plays the role of subject and hence it would take ِ dammah 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

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 (منذ) 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 (منذ) in Arabic.

In Arabic both (1) period of time and (2) point of time, are expressed by using (منذ) . We can also use only (من) in both these cases, e.g.

(1) أعمل في هذا المضمن من عشرين عاماً

(2) أعمل في هذا المضمن من عام ألف و بضعة وأ و بضعة

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:

Translate into English:

خرَجَ الطَّلَابُ من مَعَاهِدَ التَّعْلِيمِيَّةِ فِي نَظَارَةٍ ضَرِبَتُ تَوصِيَاتُ لِجَنَّةٍ مَانِدَالَ حَوَلَ خَيْرَ الوَظَافِفِ فِي المِكَابِرَ الحِكْرَمِيَّةِ لِلْمَتَخَلِّفِينَ وَ ذَهَبَ إِلَى مَنْى النُّزُولِينَ فِي مَوَكِّبٍ ضَخْمٍ إِجْتَمَعَ الطَّلَابُ يُظَهِّرُونَ عَدَمَ رَضَايَمَ بِلِلنَّخَوَرِ إِلَى أَغْمَالِ الْمِلَّةِ. فَأَلْقَيْتُ الْجِهْلَةَ عَلَى
4) Separate all the passive voice verbs from the foregoing paragraph and use them in sentences of your own.

Glossary:

Dinner
Party
A dinner party
To hold (a 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 العصرة:

غداء
حفلة
حفلة غداء
حفلة عشاء
أقم
أقام
أقام حفلة
أقيم
أقيم إفطار
إفطار
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<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To receive (s. th.)</td>
<td>يستلم/ يستلمُ/ استلاماً</td>
</tr>
<tr>
<td>Warmly</td>
<td>بِحُراَرَة</td>
</tr>
<tr>
<td>Place</td>
<td>مكانَ(SM)</td>
</tr>
<tr>
<td>Proper</td>
<td>مناسبَ(Adj. SM)</td>
</tr>
<tr>
<td>To offer, to give</td>
<td>يقدمُ/ يقدمُم/ تقديماً</td>
</tr>
<tr>
<td>Kind</td>
<td>رَجَيمَ(Adj. SM)</td>
</tr>
<tr>
<td>Food</td>
<td>طَعَامَهُ(SM)</td>
</tr>
<tr>
<td>Drink</td>
<td>منْشَرَبَةَ(SM)</td>
</tr>
<tr>
<td>To see (film etc)</td>
<td>شاهدَ،شَاهِدَ،مَشاهدةَ</td>
</tr>
<tr>
<td>Film; movie</td>
<td>أفلامَ(SM)</td>
</tr>
<tr>
<td>To wish, to love</td>
<td>احبَ، يحبُ، محبةَ</td>
</tr>
<tr>
<td>Gun</td>
<td>بَنِّيَةَ(SF)</td>
</tr>
<tr>
<td>To punish</td>
<td>عاقبَ، يعاقبُ، معايقَةَ</td>
</tr>
<tr>
<td>Misbehaviour</td>
<td>سوءُ السُلوكَ</td>
</tr>
<tr>
<td>To train</td>
<td>دَربُ، يدربُ، تدريباً</td>
</tr>
<tr>
<td>Abroad</td>
<td>خارجَ البلدَ</td>
</tr>
<tr>
<td>Negligence</td>
<td>إهَمَالَ</td>
</tr>
<tr>
<td>To neglect</td>
<td>اهمَالَ، يهمَال، إهَمَالاً</td>
</tr>
<tr>
<td>To appoint</td>
<td>عِنْصَ، يعنصُ، تعينناً</td>
</tr>
<tr>
<td>Government</td>
<td>حُكُومَاتِ(SF)</td>
</tr>
<tr>
<td>Additional</td>
<td>إضافيَ(Adj. SM)</td>
</tr>
<tr>
<td>Guard, watchman</td>
<td>خُوَاسِ(SM)</td>
</tr>
<tr>
<td>Sanctuary</td>
<td>حِرَمٌ</td>
</tr>
<tr>
<td>Mercilessly</td>
<td>بِقَسَارةَ</td>
</tr>
<tr>
<td>To shift (s. th.)</td>
<td>نقلُ، ينقلُ، نقلَا</td>
</tr>
<tr>
<td>To clean</td>
<td>نظيفُ، ينظفُ، تنظيفاً</td>
</tr>
<tr>
<td>Director: manager</td>
<td>مَدِيرٌ(SM)</td>
</tr>
<tr>
<td>Dining-table, table</td>
<td>مَوَانِدَةِ(SF)</td>
</tr>
</tbody>
</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
LESSON — 32

Vocatives, Interrogatives, Weak Verbs

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 drank 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 النداء 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 adressed 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
VOCATIVES, INTERROGATIVES, WEAK VERBS

O' Abdullah

Another popular vocative is أَيْهَا for masculine and أَيْهَا for feminine meaning the same as above. In this case the noun shall have ال. For example:

O' boy أَيْهَا الْوَلْدُ
O' boys أَيْهَا الأُلَادُ
O' girl أَيْهَا الْبَنَّةُ

At places يَا and أَيْهَا may be combinedly used as follows:

O' boy يَا أَيْهَا الْوَلْدُ
O' girls يَا أَيْهَا الْبَنَّةُ

In case of the vocative أَيْهَا and أَيْهَا 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 vocitive 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: مَا meaning "what", مَن meaning "who", will be used with all nouns irrespective of their number and gender saving only that مَا is used with objects other than humanbeings and مَن strictly and only with objects meaning humanbeings. For example:

What is this؟ مَا هَذَا؟
This is a book. هِذَا كِتَابٌ
This is a lion هِذَا أَسْتَنَةً.

The same مَا هَذَا 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 مَا هَذَا.

Following examples shall amply clarify the usage of مَن "who".
Who is he?  
مَنْ ٌهُ؟
Who is she?  
مَنْ هِيَ؟
Who are you? (S.M.)  
مَنْ أَنتَ؟
Who are you? (S.F.)  
مَنْ أَنتِ؟
Who are they? (P.M.)  
مَنْ هُمُّ؟

Who is he?  
مَنْ ٌهُ؟
Who is she?  
مَنْ هِيَ؟
Who are you? (S.M.)  
مَنْ أَنتَ؟
Who are you? (S.F.)  
مَنْ أَنتِ؟
Who are they? (P.M.)  
مَنْ هُمُّ؟

`* is also an interrogative pronoun which, when placed alone, does not have any meaning; However, when it is placed before a nominal sentence of positive sense, it renders it into question. For example:  
هُوْلِدَهُ means: he is a boy, but if we say:  
هلْ هُوَ وَلَدٌ؟, it would mean: Is he a boy?

When this `* 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?  
هلْ ذَهَبْتَ إِلَى ٌالمدرَسَة؟
Do you go to the school?  
هلْ تَذَهَبْ إِلَى ٌالمدرَسَة؟
Will you go to the school?  
هلْ سَتَذَهَبْ إِلَى ٌالمدرَسَة؟

It is important to note that `* is used only with the sentences of positive meanings where the answer may be given by  
نعم ْتَقَمْ or  
لاً ْتَقَمْ.

There is another particle or interrogative pronoun which is called `حزة 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?  
أَهْوَرْ وَلَدَ؟
Did you go to the school?  
أَذِهَبْتَ إِلَى ٌالمدرَسَة؟

However, another quality of this ` is that it can be used with sentences of negative meanings also.

For example:

The boy is not sitting.  
لا يَجُلُسُ الطَّالِبُ.
Is not the boy sitting?  
أَلَا يَجُلُسُ الطَّالِبُ؟
You did not go the school.  
لَمْ تَذِهَبْ إِلَى ٌالمدرَسَةِ.
Did you not go to the school?  
Do you not go to the school?  
(Don’t you go to the school?)

Another characteristic of ِ is that it indicates choice. In other terms, where the answer cannot be made in "yes" or "no" only ِ is used for interrogation. In this case, ِ is followed by َنَسْمَم meaning "or". For example:

Did you eat apple or banana?

In this case, as it is clear, the answer cannot 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 ُلاقَتْ النَّفَعَم الموز؟

In brief, we can say that "ِ" can be used in place of "هل" , but we cannot use "هل" in place of ِ.

Besides, there are many other interrogatives like ِ أين لما ذا meaning "why", ِ لماذا 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 ِfatḥah ِ to the predicate i.e. Khabar are known as "defective verbs" i.e. الأفعال الناقصة. They are also known as sisters of ِ كُانَ. They function in the same manner as ِ كُانَ, i.e. they allow ِdammah ِ to its Mubtada and ِfatḥah ِ to its Khabar.

The most popular & widely used defective verbs are as follows:

To be ِكَانَ/يَكُونُ / كُونَ
To become ِضَاجَر/نصيرُ / ضُرْوَةَ
To be, to become ِأَضْبَحَ / يُضْبَحُ / إِضْبَاحَةً
(with special reference to morning time)
To be, to become ِأَضْنَى/ يُنْبَى / إِنْسَانَةَ
(with special reference to evening time)
To be, to become
(With 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, ٌاَمُّسٌ is used in the meaning of "to become" without its being restricted to morning time alone and similarly ٌاَمُّسٌ 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 ِمُسْسَةَ. 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: ٌأَلَّلَدَ ِجَالَّسَ ِيَبَاشَ is a nominal sentence meaning: the boy is sitting. And when we say: ِلِسْسَ ِالْلَّدَ ِجَالَّسَ ِيَبَاشَ it would mean: The boy is not sitting. The predicate after ِلِسْسَ may also be in the genitive case provided it is preceded by a preposition. For example ِلِسْسَ ِالْلَّدَ ِبِبَاشِلَسَ, 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:

جاء يوم البحرية وذعنا بصخبة تُلخصَ إلى قرية ماندي. هذه القرية قريبة من دلهي. وصلنا هذه القرية في ساعتين تقريبًا. عندما وصلنا هذه القرية رأينا أن كبار القرية كانوا موجودين خارج...
3) Separate all the defective verbs from the foregoing passage and use them in sentences/paragraph of your own.

Vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uday (proper noun)</td>
<td>أوداه</td>
</tr>
<tr>
<td>Intelligent</td>
<td>ذكي (أذكياء)</td>
</tr>
<tr>
<td>M. Com.</td>
<td>ما جنبه في علوم التجارة</td>
</tr>
<tr>
<td>All the time</td>
<td>كُل ذلك الوقت</td>
</tr>
<tr>
<td>Subject, topic</td>
<td>موضوع (موضوعات)</td>
</tr>
<tr>
<td>As a result (of)</td>
<td>بالنيتية (ل)</td>
</tr>
<tr>
<td>Continuous</td>
<td>مُستمر (Adj. SM)</td>
</tr>
<tr>
<td>Systematic</td>
<td>مُتظمّم (Adj. SM)</td>
</tr>
<tr>
<td>And so</td>
<td>وهذا</td>
</tr>
<tr>
<td>To pass (examination)</td>
<td>إجتاز / إجتاز (الامتحان)</td>
</tr>
<tr>
<td>With distinction</td>
<td>بإمتياز</td>
</tr>
</tbody>
</table>
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
Shop
To call; to accost
From behind
To turn (to)
Of mine, my
Dear (to me)
For, since
Year
To rush: to walk hastily
Arm
To kiss
Warmth
Meaning
Thing
About many things
To revive
Memory
Hour, watch
For hours together
To feel
To pass (some place)
Passage (of time)
Tiredness; weariness
Neither ....nor
To close

صوت (P) اصوات
محل (SM) محال
نادي / ينادى / مئادة
نوراء
تحول / يتحول / تحول إلي
لي
أعزاء (SM) عزيز
من
سنوات (SF) سنو
هروب / هروب هوولة
سعود (SF) سواعد
قبل / يقبل / تقبل
حرارة (NF)
ymeani (SM) مean
شيء (SM) شياء
عن كثير من الامكانيات
احيى / يحيى / إحياء
ذكاء (NF) Zaka
ساعة (SF) ساعات
لساعات في وقت واحد
شعر / يشعر / شغورا
مرور / يمر / مرو (ب)
مروز الزمن
تعب (NM) تعب
لا ... ولا
اغلاق / يتغلق / إغلاقا
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. Inspite 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
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 َّا while it is used to tell or ask time.
The noun كم before or after الساعة means 'what', for example:

What is the time?

كم الساعة؟ or الساعة كم؟
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. "وحدة" is used.

As is evident, the word "الساعة" is a feminine gender noun because it ends with the Taa Marboota ۃ. 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 ‘في’ in Arabic.

For example:

at 8 O'clock  
في الساعة الثامنة

The preposition في 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 "ثانيات".

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
في الساعة الثامنة إلا الربع
at five minutes to eight
في الساعة الثامنة إلا خمس دقائق

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
ساعة الثامنة صباحاً أو في الصباح.
in the morning
في الصباح.

"P.M." is expressed by the word مساء or في المساء. For example:

5.00 P. M. or 5.00 O'clock
ساعة الخامسة مساءً أو في المساء.
in the evening.
في المساء.

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 يوم الأحد
Monday يوم الاثنين
Tuesday يوم الثلاثاء
Wednesday يوم الأربعاء
Thursday يوم الخميس
Friday يوم الجمعة
Saturday يوم السبت

"Month" in Arabic is شهير with the plural أشهر or اشهر.

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>شعبان</td>
<td>February</td>
</tr>
<tr>
<td>ذو القعدة</td>
<td>March</td>
</tr>
</tbody>
</table>
TIME & DATE

April
May
June
July
August
September
October
November
December

"Year" in Arabic generally means سنة with the plural سنوات or ُعَمَّام. 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) فصل الصيف
Winter (season) فصل الشتاء
Spring (season) فصل الربيع
Autumn (season) فصل الخريف

Date in standard Arabic is expressed by using ordinal number. It is normally preceded by the word اليوم. For example:

I will visit مكتبكم
Your office
On 18th instant اليوم الثامن عشر

We may drop the word اليوم i.e. day, however, we still use the ordinal number to express date. For example:

I will visit مكتبكم
Your office
On 18th
instant
There is another small grammar point which we have casually dealt with in
the main body of this lesson. It is called إِحْيَاضُ - ikhtisas. When a noun is
used to qualify a pronoun of the 1 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 ال_people*. 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 والساعة الآن تسعة ونَصُّ (نَصْ)
I'll meet you at 5.15 PM أَقِّمْتُكَ في الساعة خَمْسَة وَرَبْعُ مَسَاةً
It is 14 January to day نحنُ اليومِ في اِر بِمَعًَا عَشَرَ يَانِير

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:

This is a normal sentence. For example, you might say: 'I wake up at 6 am.'

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:

كلمات العسيرة

To wake up

Bathroom

To clean, to wash

Face

To take bath

Clothe/dress

To throw

Glance

Cursory glance

Newspaper

إيستراغ/يستيقظ/استيقاظ

حمام/حمامات

غسل/غسلة

وجهة

نوم

لباس

تغُرف

نظر

نظره

صحيفة

To clean, to wash

Face

To throw

Glance

Cursory glance

Newspaper
Sharp (time)
Always
Normally
Break, intermission
Programme
Culture
Cultural
To continue
To distribute
Prize; award
Winner
To weep, to cry
To refuse
To meet (a demand or request)
To call
To come
To ask (about)
Reason
To give
To carry
To do (s. th.) excessively
To cause
Pimple
To understand
Advice
To accept
Greed
Happiness
The Relative Pronoun

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

good health.

Grammar:

Beside a few other words used as the relative pronouns in Arabic دلادل and 
التي and their different forms for duals and plurals are considered to be the 
regular relative pronouns. دلادل is used for singular masculine and it is 
considered to be مثلي i.e. indeclinable. Its dual form is اللذان. It is 
declinable in the sense that while اللذان is used in the nominative case اللذان 
is used in the accusative and genitive cases. اللذان is the plural form which is 
also مثلي i.e. indeclinable. Similarly the word النى is used for the singular 
feminine and it is مثلي or indeclinable. Its dual form is اللتان in the 
nominative case while اللتان is used in the accusative and the genitive 
cases. اللتان or اللاتى or اللاتى اللاتى is the plural of النى and this plural form is 
treated as مثلي 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 
example:

I saw the man whose son I beat. رآيت الامرأة الضربت ابنته

In the foregoing sentence it would be seen that the relative pronoun دلادل is 
used here to qualify the noun الرجل and it is followed by the external 
pronoun which is attached to ابنه ابن and it further explains the noun 
رجل. Without this pronoun which is called in Arabic العضمر الراجع or 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 الذى can not be used. However, the pronoun يُ reading 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 ضمير الراجع may be clearly written or spoken as we find in the foregoing sentences or it may be hidden (مستمر) in the verb. For example:

I saw the man who killed a lion.

In the foregoing sentence الذى qualifies the definite noun الرجل followed by the verb قتل which includes the ضمير الراجع المستمر and it is 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 collegueal 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:

Before going to court, the judge appointed a very serious lady in our office who had always kept herself away from others and especially 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.
(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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>موضع</td>
<td>To light</td>
</tr>
<tr>
<td>سراج</td>
<td>Lamp</td>
</tr>
<tr>
<td>بحث</td>
<td>To look for, to search for</td>
</tr>
<tr>
<td>وضع</td>
<td>To put/to place</td>
</tr>
<tr>
<td>وسادة</td>
<td>Pillow</td>
</tr>
<tr>
<td>حاول</td>
<td>To try</td>
</tr>
<tr>
<td>سرير</td>
<td>Bed</td>
</tr>
<tr>
<td>نظف</td>
<td>To clean</td>
</tr>
<tr>
<td>غسل</td>
<td>To wash</td>
</tr>
<tr>
<td>وجهة</td>
<td>Face</td>
</tr>
<tr>
<td>تغيّر</td>
<td>To change</td>
</tr>
<tr>
<td>يقرر</td>
<td>To decide</td>
</tr>
<tr>
<td>تنفس</td>
<td>To breathe</td>
</tr>
</tbody>
</table>
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) نَعُومٌ
(SF) زَقُوقٌ، مُزَفَّرِقٌ، زَقُوقَةٌ
(SM) عُرَأَةٌ
(SM) غُنْثَبٌ
(P) أغْنَابٌ
(Adj. SM) غَارِىٌ
(Adj. SM) غَرَأَةٌ الأَفْدَام
عَرَاةٌ
(Adj. SM) عَرَاةٌ
(Adj. SM) مُعَرَأَةٌ
(Adj. SM) عِمَّدَةٌ
(Adj. SM) مُعَرَأَةٌ
(P) جَابِبٌ
(P) بُيَسِيٌّ
(P) دُخَوْرُ
(P) مُنْضَمٍ، مُضَمَّيٌّ
(SM) لَسَحْطَاتٌ
(SF) لَسْحَاطَةٌ
(SM) مُعَودَةٌ، عُودَةٌ
(SM) مُعَودَةٌ
(SM) مُخَتَالُونَ
(SM) مَوَانِعٌ
(SM) جَنْسٌ
Creed, faith (P) (SF) ديانة (ديانات)
Inexperienced عليكم الخير
Warmly بحرازة
Small tea party حفلة داي صغيرة
Gradually رودا رودا
To take fancy (to) أُعْجِبُ بِعَجْبِ (ب) إعجابًا
to take
To appear بدون يبدو، بدَو
To think فكر، يفكر، تفكر
Colleagual jealousy خسند الزمالة
To advise نصح، ينصح، نصيح
To suffer (loss etc.) تضرر، يضرر، تضرر
Advice (P) (SF) نصيحة (نصائح)
To go waste ضاع، يضاع، ضياع
To drift away إبتعد، يبتعد، إبتدأ
To realise أدرك، يدرك، إدراك
Thick (friend) (P) (Adj. SM) خييم، إجئاء (خييمون)
Folly (P) (SF) خيامة (خيامات)
To get involved تورط، يورط، تورطا
Serious/dangerous (Adj. SM) خطير
Custody/possession (NF) حوزة
To be missing تفِّقَب، يتقَب، تبق
To be afraid خائف، يخاف، خواف
Tremendous, great (Adj. SM) هائل
To be unhappy, to be angry إفناظ، يفِّناظ، إفِّناظا
Loss (P) (SF) خسارة (خسائرا)
Tight corner خِرْج
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

(Qalam
dīnasalāt b)

(Suṣūmu ṣabda)

(Enštārān ʾestšārāt)

(Suṣūmu ṣabda)

(Rajīy al-mukbēb)

(ʾAmaṯa ʾANF)

(ʾAmaṯa Ṣuṣūmu qasābīya)

(Suṣūmu ṣabda, ṣuṣūmu qaṣfīma)

(Šiṣāra ʿumūmīya)

(Kitāb beis)

(ʾAMAL ʾAMAL ʾANF)

(ʿAMAL ʾAMAL ʾANF)

(ʿAMAL ʾAMAL ʾANF)

(ʿAMAL ʾAMAL ʾANF)

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(ʿAMAL ʾAMAL ʾANF)
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To head (towards)</td>
<td>توجّه/يوجّه/نوجّه (إلي)</td>
</tr>
<tr>
<td>To recognise, to know</td>
<td>عرف/عرف/عرفنا</td>
</tr>
<tr>
<td>To receive</td>
<td>استقبل/استقبل/استقبلنا</td>
</tr>
<tr>
<td>To receive with a smile</td>
<td>استقبل بالإسماحة</td>
</tr>
<tr>
<td>Smile</td>
<td>إنساماة (P)</td>
</tr>
<tr>
<td>To greet</td>
<td>سلم/سلم/تسليمًا (على)</td>
</tr>
<tr>
<td>To handover</td>
<td>سلم/سلم/تسليمًا (ل)</td>
</tr>
<tr>
<td>Taxi</td>
<td>سيارة الأجرة</td>
</tr>
<tr>
<td>Talk, conversation</td>
<td>حديث/حديث (P)</td>
</tr>
<tr>
<td>Brief</td>
<td>جينز (Adj. SM)</td>
</tr>
<tr>
<td>To refuse, to deny</td>
<td>رفض/رفض/رفضا</td>
</tr>
<tr>
<td>Incident</td>
<td>واقعة (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
eyearly 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:

1) 

2)
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 َرَجَعَتْ and َذُهِبَتْ are in the past tense. In sentence no. 2 the first verb َرَجَعَتْ is in present jussive mood and the second verb َذُهِبَتْ is in the past tense. In sentence no. 3 the first verb َرَجَعَتْ is in the past tense while the second verb َذُهِبَتْ is in the present jussive mood. And finally, in the fourth sentence both the verbs َرَجَعَتْ and َذُهِبَتْ are in the present jussive mood and it is from this usage that we say that particle َإِنْ 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 َشْرَط and َجِوَاب. 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 َشْرَط and َجِوَاب, however, in Arabic grammar terminology we call it َتُلْبِب and َيَجِبِب َجِوَاب. 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 َفِيْكْسَكْ (open) is in the imperative mood and the second verb َنَجِدْ (you'll find) is in the present jussive mood and hence, the first verb َفِيْكْسَكْ is the demand (order/ request) i.e. َتُلْبِب and َنَجِدْ is the answer to the demand (order/ request) and the sentence falls in the category of َشْرَط and َجِوَاب طَلْب as very distinct from the َشْرَط and َجِوَاب طَلْب.

In some cases, in the conditional sentences that begin with َإِنْ the answer to the condition begins with َفِيْكْسَكْ ِفَأَتَكْنَهُ. e.g. If he gives you food, then you should eat it. َفِيْكْسَكْ ِفَأَتَكْنَهُ

In the sentence above َفِيْكْسَكْ 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 لَأَوَّلَةَ, e.g.

If I were present,

لَا تَّنَأَّفَكَ لَسَانِصْفَاتِكَ

I would have done justice to you.

لَا كُنْتُ حَضْرَتْ فَأَنَّ خَمْسَ دَقَائِقَ

If you had come five minutes before, you would have met your friend.

لَا كُنْتُ مُوجُودًا

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 وأليُ شِرْفٍ عَلَّمَ لِلْمُدْرَسَةِ لِيُصْلِيُّ أَوْجَالَ عَمْلِيّ إِلَى وَقْتٍ أُخْرَ. لَا أَوْدُ آذًا وَاجِبُ
في وُقُتِّي وَحَتَّى لِلْمُدْرَسَةِ أَتَّلَلَّ لِيُكُلُّ يَوْمٍ تَقْرِيبًا. وَبِالْبَيْنَةِ تَفْعَلُّ أَنْفَضَ الْمَرْضَىٰ وَلَا يَعْثَرُ
فَضْلًا إِلَى أَقْلٍ مِّنْ عَدَدِي. دَارِيّ أَتْكَسَلُ حَتَّى لِيِّقَمَّ مِنْ الْبُوءَ وَقُلَّمَا أَتْحَمَّلُ أَقْلُ الْمُدْرَسَةً
إِلَى المُدْرَسَةِ. أَقِمْ مَثْلِيّ كُلُّ شَخْصٍ إِلَى الْبُوءِ وَكَذَّلِكَ فِي المُدْرَسَةِ. وَلَكِنْ هَذِهِ الْمُدْرَسَةُ قَبْلَ
أَسْبَوع اِلْمِلَامُ (أَتْحَمَّلُ وَاِخْتُوَّلُو أَنْفَضَ) فِي صَحِيحٍ قَالُوا لِي: يَنْبُجُ إِنَّ أَقْلَ
عَادِيّكَ. يَلْبَمُ أَنَّ تَسْبِقَ أَصْحَابُ وَتَخْرَجُ لِلْمُدْرَسَةِ لَوْ أَنْ كُلُّ أَقْلُ عَدَدٍ لِيّْقَمَّ
شَكْرٍ إِلَى الْمُدْرَسَةِ إِلَى الْمُدْرَسَةِ. إِنَّ فَعَلْتُ ذَلِكَ يَخْبِيَكَ الْمُدْرَسَةَ وَالْإِسْمَةُ وَمِثْلِيّ ذَخْبَكَ الْمُدْرَسَةٌ يَغْضُبْنَا بَكَ أَكْثَرُ
وَيُسَاعِدُكَ إِلَى إِنْتِهَاء الْمُدْرَسَةِ. وَمِنْ يَنْبُجُ الْمُدْرَسَةِ يَنْبُجُ لِلْإِسْمَةَ وَ
مِنْ يَنْبُجُ إِلَى إِنْتِهَاءِ الْإِسْمَةَ يَنْبُجُ لِلْمُدْرَسَةِ. يَلْبَمُ أَنَّ تَسْبِقَ أَصْحَابُ بِكَمْلٍ
كَمْلٍ أَنَّ تَسْبِقَ أَصْحَابُ مُفْضَلَة بِالْمُدْرَسَةِ قَالُوا لِي وَالْيَدِ: لَا بَأْسٌ. إِفْتَخَ بَابًا جَدِيدًا لِيّْقَمَّ
اليَوْمَ تَنْبُجُ إِلَى الْمُدْرَسَةِ وَتَنْبُجُ

(3) Use all the particles of condition you have known in sentences/paragraphs of your own.

Glossary

الكلمات العسيرة

بحث / يُبْحَثُ / بَحِثًا (عَنْ)
كياس (SM) (P)
него (قودة) (SM)
نادى / يُنادى / مَنَادِيّة
فرج (SM) (P)
زافق / يُزَافَقُ / مرافقة
َمَبْكَرًا (Adv.)
طالع / يَطْلُبُ / إطالة

To search, to look for
Purse, bag
Money
To call
Drawer (of table etc.)
To accompany
Early
To Prolong
The conditional sentence

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
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be all set, to be ready</td>
<td>استعدُ، استعداً، استعداً</td>
</tr>
<tr>
<td>All set, ready</td>
<td>مُستعدَ، مُستعدًا، مُستعدًا</td>
</tr>
<tr>
<td>To go out</td>
<td>يَخِرَجُ، يخرجًا، يخرجٌ</td>
</tr>
<tr>
<td>To ring (bell/telephone)</td>
<td>زَوُنُ، زوٍّ، زَوَّ١ْ</td>
</tr>
<tr>
<td>Telephone</td>
<td>تَلْفِونُ (SM)</td>
</tr>
<tr>
<td>Classmate, colleague</td>
<td>عَمِّي (SM) (P)</td>
</tr>
<tr>
<td>Formal</td>
<td>رسِبيٌّ (SM)</td>
</tr>
<tr>
<td>Enquiries</td>
<td>إِسْتِفْتَالَاتُ (SM) (P)</td>
</tr>
<tr>
<td>To approach</td>
<td>إِقتِربُ، يقترب، إِقتِربٌ</td>
</tr>
<tr>
<td>To stop (s. o.)</td>
<td>وَقُفُ، يوقف، توقيفًا</td>
</tr>
<tr>
<td>Pocket money</td>
<td>مَضْرُوفُ الخَيْب١ْ</td>
</tr>
<tr>
<td>To think</td>
<td>يَفْتَكَرُ، يفكر، يفكرٌ</td>
</tr>
<tr>
<td>To fail</td>
<td>رَسْبُ، رسْبٌ، رسوبًا</td>
</tr>
<tr>
<td>Monthly</td>
<td>شَهِرىٌ (SM) (Adj. SM)</td>
</tr>
<tr>
<td>Programme</td>
<td>بَرَامِجٍ (SM) (P)</td>
</tr>
<tr>
<td>To make programme</td>
<td>إِغْدَاذُ البَرَامِجِ، وَضْعُ البَرَامِجِ</td>
</tr>
<tr>
<td>To prepare (s. th.)</td>
<td>أَغْدِ، يَدِلَّ، إِغْدَاذُ</td>
</tr>
<tr>
<td>To lay out, to put</td>
<td>وَضُعُ، يضع، وضعُ</td>
</tr>
<tr>
<td>Combined, joint</td>
<td>مَكْتَرُكُ (VN/ Adj. SM)</td>
</tr>
<tr>
<td>Future i.e. Pertaining to future</td>
<td>مستقبليٌّ (Adj. SM)</td>
</tr>
<tr>
<td>I wish</td>
<td>يا لِيَتِّ</td>
</tr>
<tr>
<td>To want, to wish</td>
<td>وَذَا يُؤْتَ، وَذَا</td>
</tr>
<tr>
<td>To solve</td>
<td>حلَّ، يحلَّ، حل١ْ</td>
</tr>
<tr>
<td>Problem</td>
<td>مَسْتَكَلِّ (P) (SF)</td>
</tr>
<tr>
<td>Mathematical/ pertaining to math</td>
<td>رياضيٌّ (Adj. SM)</td>
</tr>
</tbody>
</table>
THE CONDITIONAL SENTENCE
For transport
To call
Lazy
As, because
Always
To postpone
Performance
Duty; assignment
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
To see, to check
Dirty

لَلِّتَقِيلِ
اَطْلَقْ، يُطْلِقْ عَلَى
كَسْلَانَ (Adj. SM) كَسْلَانَ
خَيْثُ
ذَيَّما
اَجْلَ، يَوْجُلَ، تَأْجِيَلَا
آذَاءَ
وَاجِبَتَ (SM) وَاجِبَتَ
تَقْرِيبًا
بِالْتَّيْمَةَ
فَاتَ، يَفْقُوتُ، فَوَانَا
يُقُوَّنِي بِغَضِّ الدُّروُسِ
إِجْنَازَ، يَجْنَازُ، إِجْنِيَازًا
فِضْلُ (SM) فِضْلُ
تَكَاسَلُ، يَتَكَاسَلُ، تَكَاسَلاً
قَلَمَا
تَحْمُمُ، يَتَحْمِمُ تَحْمِمًا
سَبِيمُ، يَسَامُ، سَامًا
مَرْضُ، يَعْمَرُضُ، مَرْضًا
اَذْخِلُ، يَذْخِلُ، إِذْخَالًا
ذَكَارُةً (SM) ذَكَارُةً
طَبِبَتِ (SM) طَبِبَتِ
عَابِنَ، يَعَايبُ، مُعَابِينَةٌ
وَسَخُ (Adj. SM) وَسَخُ.
Perhaps
Has taken its toll in my health
To breathe
Pure air
Devoid of (Adj. SM) خالٍ (خالٍ) من
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 (P) سنة (سنوات)
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 

\[ فَعَلُ \]

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: \[ فَعَلُ \] original verb.

Form II: \[ فَعَلُ \] 2nd letter is doubled.

Form III: \[ فَعَلُ \] Alif is interfixed after the first letter.

Form IV: \[ فَعَلُ \] Alif is prefixed i.e. placed before the first letter.

Form V: \[ فَعَلُ \] Ta is prefixed i.e. placed before the first letter and the second original letter is doubled.

Form VI: \[ فَعَلُ \] Ta is prefixed i.e. placed before the first letter and alif is interfixed after the first original letter.

Form VII: \[ إِفْعَلُ \] Alif and noon are prefixed i.e. placed before the first letter.

Form VIII: \[ إِفْعَلُ \] Alif is prefixed i.e. placed before the first letter and Ta is interfixed after the first letter.

Form IX: \[ إِفْعَلُ \] Alif is prefixed i.e. placed before the first letter and last letter is doubled.

Form X: \[ إِفْعَلُ \] 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 مَرَقُ / مَرَقٌ / مَرقَةً

Form III: Allocates the meaning to do something together, e.g.
To fight some one قَتَلُ / قَتَلٍ / مَقاتِلٌ

Form IV: Allocates the meaning to causative, e.g.
To seat, to cause to sit أَجَلَ / أَجلٌ / إِجَالًا

Form VI Allocates the meaning to mutuality of action, e.g.
To fight one another تَقَاتِلُ / تَكَاتِلٍ / تَقَاطِلًا

Form VII: Allocates the verb to reflexive meaning, e.g.
To be broken إِنْكَسَرُ / يَنْكَسَرُ / إِنْكَسَارًا

Form VIII: Allocates the meaning to intransitive or reflexive, e.g.
To abstain إِمَتنَعُ / يَمِتنُعُ / إِمْتَانَعًا

Form IX: Allocates the meaning to colour or physical defect, e.g.
To turn red إِخْمَرُ / يَخْمَرُ / إِخْمَارًا

Form X: Allocates the meaning to asking, e.g.
To ask s. o. to come إِسْتَقْفَدُ / يَتَقَفِّدُ / إِسْتَقْفَدَامًا

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:

* بين is basically a preposition which means ‘between’ and among etc. It also causes kasrah to the last letter of a noun it preceds 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 بَيْنُ is followed by a personal attached pronoun indicating your, his etc, then in that case بَيْنُ is repeated as you can see in sentences 4 & 5 and when بَيْنُ is used with nouns, it is not repeated as is the case with sentences 1, 2 & 3. بَيْنُ is indeclinable.

* كُلٌ 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 ﻓِى، 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’ كُلٌ is placed before a plural noun bedecked with the definite article ﻓِى، 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
* كلا and كلنا 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. كلا & كلنا remain unchanged in the nominative, accusative & genitive cases. For example:

A. (1) Both the boys came
   الف: قِيدَ كَلا الْوَلَّدُونِ
   رآيت كلا الولدُنِ
   جَلَّسْتُ مَعَ كلا الولدُنِ
(2) I saw both the boys
   رآيت كلا الولدُنِ
(3) I sat with both the boys
   جَلَّسْتُ مَعَ كلا الولدُنِ
B. (1) Both the girls came
   قِيدَت كَلَّنَا البَنِينَ
   رآيت كلا البنتين
   جَلَّسْتُ مَعَ كِلَّنَا البَنِينَ
(2) I saw both the girls
   رآيت كلا البنتين
(3) I sat with both the girls
   جَلَّسْتُ مَعَ كِلَّنَا البَنِينَ

Note that the alifs of كلا and كلنا have not changed. Note also that كلا and كلنا are always placed in construct position with a dual noun.

Note also that alifs of كلا and كلنا remain unchanged only when they are ascribed to nouns as shown above. However, when كلا and كلنا are ascribed to dual possessor personal pronouns, they decline as follows:

A. (1) Both of them (M. D.) came
   الف: قِيدَ كِلَّاهُمَا
   رآيت كِلَّاهُمَا
   جَلَّسْتُ مَعَ كِلَّاهُمَا
(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
   قِيدَت كِلَّاهُمَا
   رآيت كِلَّاهُمَا
   جَلَّسْتُ مَعَ كِلَّاهُمَا
(2) I saw both of them (F.D.)
(3) I sat with both of them (F.D)

The predicate or verb that follows كلا and كلنا for some reason may be dual as generally maintained or singular. For example:

Both of them are present
كَلاَهُمَا مُوجُودَانَ
Both the boys attended the class.
كَلا الْوَلَّدُنِينَ حَضَرَ الفَضْلُ
Same rule applies to ْكلًا.

* ْكم is a particle used as an interrogative and exclamative as follows:

A. When used as interrogative ْكم is followed by a singular noun in the accusative case, e.g.

(1) How many books do you have? ْكم كتابًا عندك؟
(2) How many teachers are there in the university? ْكم مدرسًا في الجامعة

In its capacity as interrogative particle ْكم may be followed by ْمن 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? ْكم من الكتب عندك؟
(2) How many teachers are there in the university ْكم من المدرسين في الجامعة

B. When used as exclamative particle ْكم is followed by a singular noun in the genitive case, e.g.

You have so many books! ْكم كتابًا عندك!
There are so many teachers in the university! ْكم مدرسين في الجامعة!

* س defines the meaning of present imperfect in the near future and ْسوف defines the meaning of the present imperfect in the (distant) future, e.g.

(1) I go to the school ْأذهب إلى المدرسة
(2) I will soon go to the school ْسأذهب إلى المدرسة
(3) I will go to the school ْسوف أذهب إلى المدرسة

* ْأخذ (and similar verbs) followed by the present indefinite verb modifies the meaning 'to begin' and the meaning of the verb that follows ْأخذ e.g.

He began to eat ْأخذ يأكل
He began to write ْأخذ يكتب

* ْيَمُوم 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.

* pattern is generally used for indicating that the person does some work as his profession, e.g. while from he stitched or sewed would mean some one who stitches, but 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 or some other such expression, e.g.

(1) Go or please go

(2) Please go

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 with kasrah and term this as of imperative i.e. . This causes all those alterations to the verb that obtain in imperative e.g.

(1) Let him go to the class.

(2) Let them (2-men) go to the class.

(3) Let them (all men) go to the class.

(4) Let her go to the class.
(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 Fatḥah without prejudice to the meaning, e.g. قُلْ تَمُ فْتَحُّ لَهُمَا. 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 Fatḥah 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. لکی لکی لکی لکی. 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 ل 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 ما 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 بَدْلَ مُبْدِلَ مَنْهَ (Badal Mobdal Minho) i.e. a second noun substituting the first noun. In this case the case of the بَدْلَ 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 بَدْلَ i.e. one whole substituting the noun as above and it may be a part substituting a whole and thus known as بَدْلَ الْحَزْءِ or the partitive substitute, e.g.

I wounded the boy his eye i.e. I wounded the boy's eye

* Particle إِنّا followed by أَوْ 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 إِنّا, إِنّامَا, may be followed by إِنّا to mean either—or

* إنّمَا and لَعْلَ 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!

* مَبْنِى i.e. indeclinable is a word that carries a certain (short) vowel which never changes in any case. e.g. أَمْسٌ is an indeclinable noun and this kasrah does not change, come what may. Similarly, 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 مَبْنِى words which are not many when compared to the corpus of Arabic words, the rest are مَعْبَر which change case terminal when it is so required for a reason, e.g. وَلَدَ

A boy came
I saw a boy
I sat with a boy

These مَعْبَر 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 غَيْرِ مَنْصُوبِ These nouns are those which do not admit nunnation & Kasrah in the genitive case, e.g. مَسْجِدَ the plural of مَسْجِد.

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 ال 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 أَفْتَلُّ 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 تَاءٌ 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 Даммех, ذاكان and كسره, 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 داممeh—an open stomached coma above a letter, ذاكان—a diagonal mark above a letter and كسره a diagonal mark under a letter. When these marks are placed in twos, then they are called تنوير Tanween thus giving a terminal nunnation sound. When placed above or below the terminal letter of a noun, these very same vowel points are known as لَامُ, ناسب and جرر, thus indicating cases—nominative, accusative and genitive respectively. A small circle ‘٠’ above a letter is known as مَكْسُونٌ.
sokoon, and when placed above the terminal letter then it is known as جُم 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 شدة Shadda which symbol is represented by a sign consisting of three teeth (ـ).

* All 28 letters of Arabic are known as consonants. However، و، ِل and ی function as (semi) elongative vowels while preceded by a letter carrying a vowel point representing that sound، e.g. بِن، بِن and بِن. In case of elongative الف sound it is supposed that alif is followed by another alif، thus ِل + ِل and hence it is written as ُل or ِل. It may be noted that this elongated الف obtains only in the beginning of a word.

* When these two semi vowels i.e. و، ِل are preceded by a letter carrying a fathah، then it is called dipthong، e.g. نون i.e. و preceded by fathah and thus causing a sound as in ‘bowler’ and یون as in ‘by’ when ی 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. بِن i.e. in Delhi and في is used to mean ‘in’ in the context of countries، e.g. في الهند 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 على and فوق. فوق means ‘on’، and فوق 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 ان at the end of a singular noun. For example ولد would become ولد + ان. This
form is known as dual in the nominative case. In the accusative and
genitive cases اَلّذِينَ i.e. وَلَدَانِ.

(1) Two boys came (nominative case) قِمَ وَلَدَانِ
(2) I saw two boys (accusative case) رَأَيْتِ وَلَدَانِ
(3) I sat with two boys (genitive case) جَلَّسْتُ مَعَ وَلَدَانِ

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 مُدْرَسَةٌ - بَنَانِ
Accusative & Genitive cases مُدْرَسَتَيْنِ

* About the plurals, there are two kinds of 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. قَلَمٌ means a pen while قَالَمٌ is pens. Note
that one alif is added in the beginning and another after the second
original letter. كِتَابٌ is books. Its singular is كِتابٍ. 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. اَمْسَ الفَاعِل and اَمْسَ المَفْعُول, denoting human beings are
moulded into plural by suffixing to them وَنَ i.e. ‘waw’ and ‘noon’
preceded by dammah in the nominative case and وَنَ i.e. ‘ya’ and ‘noon’
preceded by kasrah in the accusative and the genitive cases. For
example: قَلَذِمْ ‘a cruel man’ is a verbal noun of active voice from
triliteral verb قَلَذِمُ to be cruel. Now the plural is wrought as follows:

nominitative case قَلَذِمٌ وَنَنُونَ قَلَذِمُونَ
accusative & genitive cases

(1) Torturers came
    from Central Asia

(2) I saw torturers
    from Central Asia

(3) I accompanied torturers from
    Central Asia

 mấtrum is a verbal noun of passive voice. It means ‘a tortured one’ i.e.
‘downtrodden’.

nominative case

accusative & genitive cases

(1) The downtrodden came
    with their complaint

(2) I saw the downtrodden
    in the room

(3) I sat with the downtrodden
    in the room

* 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. م with dammah and the penultimate i.e. last
but one letter shall invariably have/be given a kasrah, e.g.

  to travel
    مُسافَر

  traveller
    مُسافِر

nominative case

accusative & genitive cases

In the case of the verbal noun of passive voice the penultimate letter is
invariably given a fathah, e.g.

the one who is made to travel

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 ta ُ marboota, e.g.

To be safe

صلّم یسّلَمُ/سَلامّا
صلّامّ = اَتّ = سَلامّات

To give over, to handover,

صلّم یسّلَمُ/تشليما
تشلیمّ + اَتّ = تَشلیمّات

To receive

صلّم یسّلَمُ/تشليما
تشلیمّ + اَتّ = تَشلیمّات

From nouns ending in Ta ُ marboota sound plural feminine is wrought by eliding the ta ُ and suffixing to the remainder اَتّ as follows:

کٰرٰسّة + اَتّ = كٰرٰسات
مٰدرسّة + اَتّ = مٰدرسات

In the nominative case the تّ takes dammah and in the accusative & genitive cases the تّ 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 ya ی (i.e. which is not ٰ Faulah) preceded by Kasrah is wrought into plural on the pattern of فٰعّاء, e.g.

i.e. courrier will group in سٰمّة or قاضى i.e. judge will group in فٰعّاء etc.

* Please note the following:

  - To fulfil (promise)
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 نفى الجنس 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 لا 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 فَوْؤَةٌ إلا بالله
لا حول ولا فَوْؤَةٌ إلا بالله
لا حول ولا فَوْؤَةٌ 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 مَسْتَقِبُلُ, مُقَدَّمٌ, مُفْتَوَّحٍ, فَتَاحٌ 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 مَسْتَقِبُل which would mean beside the regular meaning of active participle the additional meaning of (radio) receiver or مَسْتَقِبُلُ 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. 

Form II is obtained by doubling the second i.e. ع letter of the verb, e.g. ۪عِمَّل.

Form III is obtained by inserting one elongative alif ۪ after the first i.e. فلَّاَلْعَذَّاب letter of the verb, e.g. فِلَّاَلْعَذَّاب.

Form IV is obtained by adding one consonant alif ۪ (which is known as Hamza also) with a fathah before the first i.e. the ف letter of the verb, e.g. اَلْعَذَّاب.

Form V is obtained by adding a ta ۪ with fathah before the first i.e. the ف letter of the verb and the second i.e. ع letter is doubled, e.g. اَلْعَذَّاب.

Form VI is obtained by adding ta ۪ with fathah before the first i.e. ف letter and an elongative alif ۪ after the first i.e. ف letter, e.g. اَلْعَذَّاب.

Form VII is obtained by adding a consonant alif ۪ (which is known as Hamza also) with kasrah and noon i.e. ن before the first i.e. ف letter of the verb, e.g. اَلْعَذَّاب.

Form VIII is obtained by adding a consonant alif ۪ with kasrah before the first i.e. ف letter and ta ۪ after the first i.e. ف letter, e.g. اَلْعَذَّاب.

Form IX is obtained by adding a consonant alif with kasrah and doubling the third i.e. the last letter i.e. la ل letter of the verb, e.g. اَلْعَذَّاب.

Form X is obtained by adding a consonant alif ۪ with kasrah and before the first i.e. ف letter of the verb, e.g. اَلْعَذَّاب.

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 كِلْسُون (i.e. caleçon) i.e. a pair of men's drawers may be entered under كَلْس which means in form II to whitewash. The foreign word كِلْب meaning "handcuffs" is entered under general alphabetical order after كَلْب.

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 ذاَبَتُ may be measured on مُذَّبَتَهُ and بُبُأ and while deduced to be the original or root letters or مَذْبَتُهُ مَبْعَأ and may be measured on مَذَّبَتَهُ or مَبْعَأ may be measured on مَذَّبَتَهُ 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، مَقْرُ، i.e. headquarters or مَقْرُ، i.e. extracted or قَرُ، i.e. run (imperative). However, they would pose no difficulty if you remember to unfold the terminal doubled letter i.e. مَقْرُ is in reality مَقْرُ، and hence you can see that after banishing the additional letters you would have قَرُ، مَقْرُ، (قَرُ، فَرُ، فَرُ) قَرُ، فَرُ. 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، حَائِطُ i.e. wall, in which case Hamza خَاتِمُ has actually replaced وَ. This word has been extracted from حَائِطُ. Similarly، فَصُدُ or إِذَّكَرْ or إِذَّكَرْ i.e. to remember, which word has been cast on إِذَّكَرْ pattern, however, for some morphological reasons it has been ‘mutilated’ as above. The imperative verb فَصُدُ 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 إِذَّكَرْ or
you may have to look for it in the dictionary under ْذَكَرَ and finally you may be led to ْذَكَرَ. Similarly, in case of ِضْرَائِبٰ i.e. disturbance or disorder, one might initially face some difficulty because in this case ِتَ has actually replaced ِتَ as follows:

إفْعَالَ / إضْرَائِبٰ = إضْرَائِبٰ

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. مَضْرُ وِيُ حِمْضٰ i.e. Egypt and مَضْرُ وِيُ حِمْضٰ i.e. Egyptian. This ya ِي is known as ya ِي of نسبة or the ya ِي of attribution.

* is a preposition which generally means ‘from’ as in ْأَنَا مِنْ دِلَّهِ 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. ِهِذَا الخَاتِمُ مِنْ الْدُّهُبِ. We may also say that in the sentence above the word مَضْرُ وِيُ حِمْضٰ 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 مَضْرُ وِيُ حِمْضٰ and the meaning is straight and adequate. The word مَضْرُ وِيُ حِمْضٰ 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 وَلِيُ وَغِي خَافَ عَدَّاً وَغَدَّ، مَنِى تَقَى 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 pattern, then this is changed to because the sound of is not compatible to whereas the sound of is compatible and therefore and its likes shall be replaced by and thus written as . Verbs like when cast on pattern, in that case of may be changed to or this original or this original may be doubled and written or this original may be merged in the that replaced and written this . Similary, some noun forms derived from these kinds of irregular verbs may also have to undergo some changes, For example and shall be replaced by and shall be replaced by . These are morphological changes that have to be acquired.

* In order to liason a silent letter i.e. a letter with sokoon to its following, the sokoon is replaced by kasrah, e.g. when [(She) said] shall have to be liasoned to its following then it will be said/ read thus: A woman said or The girls said. In our lessons generally in such cases we have indicated this kind of liaisoning thus: and etc.

* Elongative Alif, Yaa and Waw (Serving as semi vowels) are necessarily preceded by an even vowel i.e. Alif is preceded by fathah, Yaa is preceded by kasrah and Waw is preceded by dammah and in this case these three vowels are supposed to be carrying sokoon i.e. which may not necessarily be placed above them, though generally we have mentioned it in our lessons. Elongative Alif preceded by Fathah sounds ‘aa’ as in ‘bar’. Elongative Yaa preceded by kasrah sounds ‘ee’ as in ‘eel’. Elongative waw preceded by Dammah sounds ‘oo’ as in ‘booz’. Similarly, in dipthong waw and Yaa both are preceded by Fathah and waw and Yaa are supposed to be carrying sokoon. In dipthong waw preceded by Fathah sounds ‘ow’ as in ‘owl’ and Yaa preceded by Fathah sounds ‘ay’ as in ‘day’ in Australian pronunciation.

* There is a kind of noun which is called collective noun. This noun intact
refers to a variety of things as a whole, e.g. موز 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 تامارboota i.e. ٍٞ in generally suffixed to such a noun. For example to say one banana we would say in Arabic موزaton, 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 مُتَعَدِي 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 خُروف العطف i.e. connectives or conjunctives like أو wa & or 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:

أكلت الحنَب والمواز والنزفَال

* Please note that the noun after أكلت and those after the connective ‘wa’ serve as objects for أكلت 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 يَد 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:

\[ قِيَمَ الرُّجَالَ وَالْسَّاءَلَةَ لِحَضُورَ الحَفْلَةِ \]

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 Mobtada مُبَتَّدَا، then it has to be placed at no. 2, that is to say khabar خِبر 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)  
wa la don (is a boy)  
i.e. A boy is in the room.

or

Ho naa ka (There is)  
wa la don (a boy)  
fil ghorfati (in the room)  

* The imperative verb 

\[ ذَخُّ (ذَخَّ) \]

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 

\[ ذَخُّ (ذَخَّ) \]

perecedes the second verb in its required form i.e. to match the number and gender of the subject. For example 

\[ ذَخَّ (ذَخُّ) \]

would mean ‘let me go’. Different forms of 

\[ ذَخُّ (ذَخَّ) \]

shall be handled exactly like imperative.

* To obtain the meaning ‘begin to’ we shall have to prefix 

\[ أَخَذُ (أَخَذَ) \]

and its declensions to suit the number & gender of the subject. For example ‘he began to read’, would be rendered in Arabic thus: 

\[ أَخَذُ (أَخَذَ) \]

while 

\[ أَخَذُ (أَخَذَ) \]

would mean ‘ I began to read’. To obtain similar meaning in future/presenter 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 " Beckham" there are a few more words in Arabic which are used similarly to obtain the meaning as mentioned in the foregoing, like " قرآ" and " ضر" etc.

Meaning of 'yet' as in 'he has not come yet' is obtained by using " لم " and/ or " لما " before the present tense verb as follows:

(1) Khalid has not come yet.  


or

(1) Khalid has not come yet.  

It may be noted that when we use " لم " we will also use " بعد " to obtain the meaning of yet, however, in the case of " لما " the word " بعد " 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  

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 " مفاعيل " ) They are: (1) " ضرب " i.e. a noun which is used as object of the transitive verb, e.g. " حامد " serves as object of the verb 'beat' and hence it is " مفعول به " or " مفعول لاجل " (2). " مفعول به " or " 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.  

In the sentence above " احترام " is the " مفعول لاجل " or " مفعول له "

* This covers two more subtitles known as " حال " 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

(3) There is another مفعول مه in Arabic called ملائم مه i.e. the accompaniment. In this case the noun in the accusative case is preceded by a waw ج which is also termed as الواو المامي i.e. the waw accompaniment and hence the name مفعول معه. It is rarely used as follows in the meaning of ‘by’, ‘with’ and similar kinds of words:

I travelled by the night.

(4) مفعول فيه 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 or adverb carries fathah, e.g.

I went out for walk in the morning.
I travelled by land

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 فيه, e.g.

I went out for walk in the morning

These مفعول are known in Arabic grammar terminology as مفعول الخمسة. 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 مفعل or مفعول for مثال, مثال or مثال or مثال, e.g. مَسْرَح cauldron, مَزْوَدِي telescope/ magnifying glass and مَخْلَعَة 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 from 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 capacit;
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.

This man is not good as teacher.

However, there are two specific words بسم الله الرب صبره and which mean respectively good & bad. They are always used in III person in past tense only as بسم الله الرب صبره and and the noun that follows them is invariably in the nominative case, e.g. بسم الله الرب صبره 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,

especially their monitor.

* Meaning of ‘already’ in expressions like ‘I have already read this novel’ is expressed by using the verb سبق followed by the relevant form of the relevant verb preceded by أن , e.g.

I have already read this novel.

* Meaning of ‘will have’ or ‘would have’ & similar expressions is expressed by using the relevant form of the verb يكون followed by the relevant form of the relevant verb in the past tense. For example:

I would have eaten

my breakfast before you rise

from the sleep.

* 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
names of Arabic punctuation marks is provided with their English equivalents:

(1) Full Stop ـ 
(2) Comma ـ،
(3) Colon ـ:،
(4) Semi Colon ـ، or ـ،
(5) Question Mark ـ؟
(6) Exclamation Mark ـ!
(7) Oblique or slash ـ/
(8) Dash ـ
(9) Between Brackets ـ ( ـ)
(10) Quotation Marks ـ " ـ"
(11) Suspension Points ـ...

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 todays Arabic all ‘commas’ are generally replaced by the conjunctive waw و or Aw اً etc as the case my 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 represanted by an alif mark above a letter. For example: 

* 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

A few girls came to me

* There are two varieties of Hamza viz (1) i.e. the Hamza that disappears when the preceding word is read/said in conjunction with it. For example:

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. 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:

In this sentence above Hamza of is disjunctive.
Names of some Spices

Coriander
Turmeric
A variety of pepper, chilly
Black pepper
White pepper
Powder
Cardamom
Clove
Cumin
Spices
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
Names of some fruits:

Mango
Orange
Watermelon
Melon
Plum
Peach
Pear
Apple
Grapes
Banana
Apricot
Cherry
Papaya

Bottlegourd
Pumpkin
Parsley
Leek
Parsnip
Colocasia
Lemon
Zucchini
Green fenugreek or fenugreek leaf
Dill
Jews mallow
Pineapple
Mulberries
Strawberry
Guava
Fig
Raspberry
Almond
Currant
Raisin
Walnut
Pistachio
Coconut (dry)
Date
Date (dry)
Pulp (of seeds), kernel
Cashew
Dry fruits

Names of some cereals
Sorghum
Oats
Wheat
Rice
Lentil
Horsebean
Peanuts

أسماء نباتات حبوبية
سرغوم
خرطومان/شوران
جنطة/قمح
أرز
غذس
فول
فول سوداني
Chickpea
Barley
Maize
Millet, dukhn

Names of some Animals:

Chicken
Cock
Hen
Chameleon
Scorpion
Frog
Shrimp
Walrus
Dragon fly
Wasp
Locust
Bat
Giraffe
Zebra
Hoopoe
Hippopotamus
Elephant
Wildgoat
Antelope
Fox

خُمص
شَجِير
ذَرَة
دُخَن

أسماء حيوانات

قَرْفَة/نَازَج
ذَبَك/ذِبَك
دُحَاجة
حَزَاء
عَقَّرَة/عَقَائِب
ضَفَّاء/ضَفَائِع
جَمْرَى
فَيْلُ الْنَّخْر
بَفْسَوْب
زَنَوْر/زَنَابِير
جَرَاد
وُظَرَاط
زَرَافَة/زَرَافَات
حَمَارُ الْزَّوْد
مُذْدُخ
كَرَكَدِن
فِيْل/فِيلة
تَنِيس
وُغَل/وُغُول
نُعْلَب/نَعاب
Crocodile
Fish
Eel
Butterfly
Shellfish
Spider
Stork
Duck
Jackal
Peacock
Quail
Sparrow
Bear
Monkey
Orangutan
Fly
Mosquito
Honeybee
Horse
Mare/horse
Snake
Lizard
Deer
Hare, rabbit
Goat
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:

<table>
<thead>
<tr>
<th>Christian</th>
<th>Arabic</th>
<th>Islamic</th>
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<tr>
<td>January</td>
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<td>May</td>
<td>مايو</td>
<td>جمادى</td>
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</tbody>
</table>

اِيام الْاسْبوع

يوم
نَهَار
لِيل
اْسْبوع
يَومُ العَبِاء
يَومُ الْامْرَاء
يَومُ الثَلَاثاء
يَومُ الْعُيُوْن
يَومُ العَيْض
يَومُ الْحَيْطَاء
يَومُ النَّيْسَان
يَومُ الرَّبِيعَ الثَّانِي
يَومُ الرَّبِيعَ الثَّانِي
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يَومُ الرَّبِيعَ الثَّانِي

أسماء الشهور
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<td>كانون الاول</td>
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</table>
Appendix

(Conjugation Patterns)
Active voice conjugation-triliteral verbs-past tense

<table>
<thead>
<tr>
<th>Pattern</th>
<th>1st Person Singular Masculine (I P SM)</th>
<th>1st Person Singular Feminine (I P SF)</th>
<th>1st Person Plural Masculine (I P PM)</th>
<th>1st Person Plural Feminine (I P PF)</th>
<th>2nd Person Singular Masculine (II P SM)</th>
<th>2nd Person Singular Feminine (II P SF)</th>
<th>2nd Person Plural Masculine (II P DM)</th>
<th>2nd Person Plural Feminine (II P DF)</th>
<th>3rd Person Singular Masculine (III P SM)</th>
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</table>
Active voice conjugation—triliteral verbs—past tense

| III PSM | أخذ | يَسَّى | سَلَى | رَأى | قُرّان
| III PDM | أخذًا | يَسَّا | سَلًَا | رَأّا | قُرّان
| III PPM | أخذْوا | يَسَّأَوا | سَلَأَوا | رَأّوْا | قُرّان
| III PSF | أخذَتْ | يَسَّتْ | سَلَتْ | رَأّتْ | قُرّان
| III PDF | أخذَتْها | يَسَّتْها | سَلَتْها | رَأّتْها | قُرّان
| III PPFF | أخذْنَ | يَسَّنَ | سَلَنَ | رَأّنَ | قُرّان
| II PSM | أخذْت | يَسَّت | سَلَت | رَأَت | قُرّان
| II PDM | أخذْتْها | يَسَّتْها | سَلَتْها | رَأّتْها | قُرّان
| II PPM | أخذْتْ | يَسَّتْ | سَلَتْ | رَأَتْ | قُرّان
| II PSF | أخذْتْها | يَسَّتْها | سَلَتْها | رَأّتْها | قُرّان
| II PDF | أخذْتْها | يَسَّتْها | سَلَتْها | رَأّتْها | قُرّان
| II PPFF | أخذْنِمَا | يَسَّنِمَا | سَلَنِمَا | رَأَنِمَا | قُرّان
| I PSMF | أخذْت | يَسَّت | سَلَت | رَأَت | قُرّان
| IPDPMF | أخذْنا | يَسَّنا | سَلَنا | رَأَنا | قُرّان
Active Voice Conjugation-Triliteral verbs-present tense

<p>| III PSM | يأخذ | ينسل | ينزل | ينفد | يقرأ |
| III PDM | يأخذان | ينسلان | ينزالان | ينفدان | يقرآان |
| III PPM | يأخذون | ينسلون | ينزلون | ينفدون | يقرآون |
| III PSF | يأخذ | ينسل | ينزل | ينفد | يقرأ |
| III PDF | يأخذان | ينسلان | ينزالان | ينفدان | يقرآان |
| III PPF | يأخذن | ينسلن | ينزنل | ينفدن | يقرآن |
| II PSM | يأخذ | ينسل | ينزل | ينفد | يقرأ |
| II PDM | يأخذان | ينسلان | ينزالان | ينفدان | يقرآان |
| II PPM | يأخذون | ينسلون | ينزلون | ينفدون | يقرآون |
| II PSF | يأخذني | ينسلني | ينزلني | ينفدني | يقراني |
| II PDF | يأخذان | ينسلان | ينزالان | ينفدان | يقرآان |
| II PPF | يأخذن | ينسلن | ينزنل | ينفدن | يقرآن |
| I PSMF | يأخذ | تنسيل | يننزل | ينفده | يقرأ |
| I PDPMF | يأخذ | تنسيل | يننزل | ينفده | يقرأ |</p>
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To kill

قلَّ قتَّلَ قتَّلَانَ قتَّلَاتُ
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To beat ضَرِبُ / ضَرِبَ / ضَرْبَ / ضَرْبَتْ / ضَرْبَتْ / ضَرَبَنَ / ضَرْبانَ / ضَرَبْنَ / ضَرْبانَم / ضَرْبَتْنَ / ضَرْبَتْنَم
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**To hear, to listen** 

سَمِعْ، سَمِّئَاء

APPENDIX (CONJUGATION PATTERNS)
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To question, to ask 
سَأَلَ يَسْأَلُ سَأَلَ يَسْأَلُ سَأَلَ
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To promise (وعَدَ، يُوعِذَ، وُعِدَ)
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To run غداً يغدو غدًا
### TEACH YOURSELF ARABIC

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To guard, to protect

وَقَنِّيْتُ وَقَنْتُ
To walk

| اسم الفاعل | فعل الهمي | فعل الامر | ماضي معروف | ماضي معرف
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To remain, to stay

بقِيَ بَقَاءً
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<td>مَدْيَنًا ماضي مجهول</td>
<td>مَدْيَنًا ماضي معروف</td>
</tr>
</tbody>
</table>

To help مَدْيَنُ مَدْيَنًا (معنى مَدْيَنُ مَدْيَنًا)
| مصدر | عامل | فعل الاسم | مضارع معلوم | ماضي معلوم | ماضي معلوم
|------|-----|---------|------------|------------|------------
| قُدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم
| قُدّمْ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ
| قُدّمْ | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم
| قُدّمْ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ
| قُدّمْ | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم | لا تُقِدّم
| قُدّمْ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ | مُقِدّمٌ

To present, to offer: قُدّمْ تَقِدّمًا

346 TEACH YOURSELF ARABIC
<table>
<thead>
<tr>
<th>الفعل النهي</th>
<th>الفعل الامر</th>
<th>مضارع مجهول</th>
<th>مضارع معروف</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;جلس&quot;</td>
<td>&quot;جلس&quot;</td>
<td>&quot;يجلس&quot;</td>
<td>&quot;يجلس&quot;</td>
</tr>
<tr>
<td>&quot;جلس&quot;</td>
<td>&quot;جلس&quot;</td>
<td>&quot;يجلس&quot;</td>
<td>&quot;يجلس&quot;</td>
</tr>
<tr>
<td>&quot;جلساً&quot;</td>
<td>&quot;جلساً&quot;</td>
<td>&quot;يجلساً&quot;</td>
<td>&quot;يجلساً&quot;</td>
</tr>
<tr>
<td>&quot;جلسًا&quot;</td>
<td>&quot;جلسًا&quot;</td>
<td>&quot;يجلسًا&quot;</td>
<td>&quot;يجلسًا&quot;</td>
</tr>
<tr>
<td>&quot;جلسْت&quot;</td>
<td>&quot;جلسْت&quot;</td>
<td>&quot;يجلسْت&quot;</td>
<td>&quot;يجلسْت&quot;</td>
</tr>
</tbody>
</table>

"جلسَ" = To seat

"جلسنا" = We sat

"جلستم" = You (pl.) sat

"جلسْتُ" = I sat

"جلسْتَ" = You (sing.) sat

"جلسْتُ" = He/she/it sat

"جلسْـوا" = They sat

"جلسْـتـ" = We sat

"جلسْـتـُ" = You (pl.) sat

"جلسْـتـُ" = They sat

"جلسْـتـُ" = He/she/it sat
To fight one another.
<table>
<thead>
<tr>
<th>اسم الفاعل</th>
<th>فعل النهي</th>
<th>فعل الأمر</th>
<th>مضارع معرفى</th>
<th>ماضى معرفى</th>
</tr>
</thead>
<tbody>
<tr>
<td>إنكسر</td>
<td>لا إنكسر</td>
<td>لا إنكسر</td>
<td>لا إنكسر</td>
<td>لا إنكسر</td>
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<tr>
<td>منكسر</td>
<td>لا منكسر</td>
<td>لا منكسر</td>
<td>لا منكسر</td>
<td>لا منكسر</td>
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<tr>
<td>منكسران</td>
<td>لا منكسران</td>
<td>لا منكسران</td>
<td>لا منكسران</td>
<td>لا منكسران</td>
</tr>
<tr>
<td>منكسرات</td>
<td>لا منكسرات</td>
<td>لا منكسرات</td>
<td>لا منكسرات</td>
<td>لا منكسرات</td>
</tr>
</tbody>
</table>

To be broken, to break (by itself)
| تأثّر | منتهّي | مُنتخب | مُنتخبُن | منتهّان | منتهّات | مُنتخبَة | مُنتخبَةُن | منتهّان | منتهّات | مُنتخبَةً | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن | منتهّان | منتهّات | مُنتخبَةًن | مُنتخبَةًن |
|-------|-------|--------|----------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|

To elect, to select: يَنْتَخِبُ
To become red

إِخْرَأَرًا

فَعْلُ الْنَهْيِ
لا تَخْرَأَ
لا تخْرَأَ
لا تخْرَأَ
لا تخْرَأَ
لا تخْرَأَ

فَعْلُ الْأَمْرِ
خْرَأَ
خْرَأَ
خْرَأَ
خْرَأَ
خْرَأَ
خْرَأَ

مَاضِئُ مَعْرُوفٍ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ

ماضِئُ مَعْرُوفٍ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ
يخْرَأَ
إِسْتَخْدَمُوا إِسْتَخْدَمْتُ إِسْتَخْدَمَ إِسْتَخْدَمُ إِسْتَخْدَمْتِ إِسْتَخْدَمَتِ إِسْتَخْدَمْتُمُ إِسْتَخْدَمْتُمْ إِسْتَخْدَمْتُنَّ إِسْتَخْدَمْتُنَا إِسْتَخْدَمْتُنَّهُمُ إِسْتَخْدَمْتُنَاهُمُ إِسْتَخْدَمْتُنِهُمُ إِسْتَخْدَمْتُنَّهُمْ إِسْتَخْدَمْتُنَاهُمْ

لَمْ يُسْتَخْدِمْ إِسْتَخْدَمْ إِسْتَخْدَمَ إِسْتَخْدَمُ إِسْتَخْدَمْتُ إِسْتَخْدَمْتِ إِسْتَخْدَمْتُمُ إِسْتَخْدَمْتُمْ إِسْتَخْدَمْتُنَّ إِسْتَخْدَمْتُنَا إِسْتَخْدَمْتُنَّهُمُ إِسْتَخْدَمْتُنَاهُمُ إِسْتَخْدَمْتُنِهُمُ إِسْتَخْدَمْتُنَّهُمْ إِسْتَخْدَمْتُنَاهُمْ

لَمْ يُسْتَخْدَمْ إِسْتَخْدَمْ إِسْتَخْدَمَ إِسْتَخْدَمُ إِسْتَخْدَمْتُ إِسْتَخْدَمْتِ إِسْتَخْدَمْتُمُ إِسْتَخْدَمْتُمْ إِسْتَخْدَمْتُنَّ إِسْتَخْدَمْتُنَا إِسْتَخْدَمْتُنَّهُمُ إِسْتَخْدَمْتُنَاهُمُ إِسْتَخْدَمْتُنِهُمُ إِسْتَخْدَمْتُنَّهُمْ إِسْتَخْدَمْتُنَاهُمْ

لَمْ يُسْتَخْدِمْ إِسْتَخْدَمْ إِسْتَخْدَمَ إِسْتَخْدَمُ إِسْتَخْدَمْتُ إِسْتَخْدَمْتِ إِسْتَخْدَمْتُمُ إِسْتَخْدَمْتُمْ إِسْتَخْدَمْتُنَّ إِسْتَخْدَمْتُنَا إِسْتَخْدَمْتُنَّهُمُ إِسْتَخْدَمْتُنَاهُمُ إِسْتَخْدَمْتُنِهُمُ إِسْتَخْدَمْتُنَّهُمْ إِسْتَخْدَمْتُنَاهُمْ
Translation Exercises
English-Arabic
With Glossary
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.
TRANSLATION EXERCISES (ENGLISH-ARABIC)

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.

☆☆☆
<table>
<thead>
<tr>
<th>Number</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>تفتيش</td>
<td>These are men.</td>
</tr>
<tr>
<td>2</td>
<td>نساء</td>
<td>These are women.</td>
</tr>
<tr>
<td>3</td>
<td>بنات</td>
<td>These are girls.</td>
</tr>
<tr>
<td>4</td>
<td>أطفال</td>
<td>These are boys.</td>
</tr>
<tr>
<td>5</td>
<td>طلاب</td>
<td>These are students.</td>
</tr>
<tr>
<td>6</td>
<td>أشخاص</td>
<td>These are servants.</td>
</tr>
<tr>
<td>7</td>
<td>رؤساء</td>
<td>These are airhostesses.</td>
</tr>
<tr>
<td>8</td>
<td>إطارات</td>
<td>These are dictionaries.</td>
</tr>
<tr>
<td>9</td>
<td>أطفالي</td>
<td>These are drivers.</td>
</tr>
<tr>
<td>10</td>
<td>معلمين</td>
<td>These are tailors.</td>
</tr>
<tr>
<td>11</td>
<td>طاولة</td>
<td>These are tables.</td>
</tr>
<tr>
<td>12</td>
<td>كراسي</td>
<td>These are chairs.</td>
</tr>
<tr>
<td>13</td>
<td>أبواب</td>
<td>These are doors.</td>
</tr>
<tr>
<td>14</td>
<td>سيارات</td>
<td>These are cars.</td>
</tr>
<tr>
<td>15</td>
<td>مكاتب</td>
<td>These are offices</td>
</tr>
<tr>
<td>16</td>
<td>مكتبات</td>
<td>These are libraries.</td>
</tr>
<tr>
<td>17</td>
<td>كتب</td>
<td>These are books.</td>
</tr>
<tr>
<td>18</td>
<td>دفاتر</td>
<td>These are notebooks.</td>
</tr>
<tr>
<td>19</td>
<td>أقلام</td>
<td>These are pens.</td>
</tr>
<tr>
<td>20</td>
<td>ملاعق</td>
<td>These are ashtrays.</td>
</tr>
<tr>
<td>21</td>
<td>نظارات</td>
<td>These are spectacles.</td>
</tr>
<tr>
<td>22</td>
<td>أحذية</td>
<td>These are shoes.</td>
</tr>
<tr>
<td>23</td>
<td>أריות</td>
<td>These are lions.</td>
</tr>
<tr>
<td>24</td>
<td>حيوانات</td>
<td>These are elephants.</td>
</tr>
<tr>
<td>25</td>
<td>نظارات</td>
<td>These are goggles.</td>
</tr>
<tr>
<td>26</td>
<td>مباني</td>
<td>These are buildings.</td>
</tr>
<tr>
<td>27</td>
<td>منازل</td>
<td>These are houses.</td>
</tr>
<tr>
<td>28</td>
<td>قفل</td>
<td>These are locks.</td>
</tr>
<tr>
<td>29</td>
<td>مفاتيح</td>
<td>These are keys.</td>
</tr>
<tr>
<td>30</td>
<td>طيور</td>
<td>These are birds.</td>
</tr>
<tr>
<td>31</td>
<td>حقول</td>
<td>These are gardens.</td>
</tr>
<tr>
<td>32</td>
<td>شجرة</td>
<td>These are trees.</td>
</tr>
<tr>
<td>33</td>
<td>مكاتب</td>
<td>These are clerks.</td>
</tr>
<tr>
<td>34</td>
<td>مكاتب</td>
<td>These are boxes.</td>
</tr>
<tr>
<td>35</td>
<td>نوافذ</td>
<td>These are windows.</td>
</tr>
<tr>
<td>36</td>
<td>مكاتب</td>
<td>These are bureaus.</td>
</tr>
<tr>
<td>37</td>
<td>أثاث</td>
<td>These are sofas.</td>
</tr>
<tr>
<td>38</td>
<td>معيشات</td>
<td>These are vegetables.</td>
</tr>
<tr>
<td>39</td>
<td>غرف</td>
<td>These are rooms.</td>
</tr>
<tr>
<td>40</td>
<td>معيشه</td>
<td>These are grocers.</td>
</tr>
<tr>
<td>41</td>
<td>سلاسل</td>
<td>These are baskets.</td>
</tr>
<tr>
<td>42</td>
<td>جماجم</td>
<td>These are fans.</td>
</tr>
<tr>
<td>43</td>
<td>أضواء</td>
<td>These are lamps.</td>
</tr>
<tr>
<td>44</td>
<td>أضواء</td>
<td>These are pins.</td>
</tr>
<tr>
<td>45</td>
<td>أوراق</td>
<td>These are calendars.</td>
</tr>
<tr>
<td>46</td>
<td>قطارات</td>
<td>These are trains.</td>
</tr>
<tr>
<td>47</td>
<td>طائرات</td>
<td>These are aeroplanes.</td>
</tr>
<tr>
<td>48</td>
<td>مروحيات</td>
<td>These are pilots.</td>
</tr>
<tr>
<td>49</td>
<td>أفراد</td>
<td>These are officers.</td>
</tr>
<tr>
<td>50</td>
<td>جمل</td>
<td>These are sentences.</td>
</tr>
</tbody>
</table>

☆☆☆

1. These 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.
13. That teacher is good.
14. That lady teacher is good.
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 infront of the blackboard. He is writing on the black-board.

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 infront 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 infront 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 car is this?
Whose houses are these?
Whose child is this?
Whose shirt is this?
This chair is made of wood.
This door is made for iron.
This building is made of red stone.
This necklace is made of silver.

Whose house is this?
Whose books are these?
Whose cars are these?
Whose children are these?
Whose shirts are these?
This is a wooden chair.
This is an iron door.
This necklace is made of gold.
This tumbler is made of glass.

Colours and Physical Defects
What colour is your pen?
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.

It is red. The colour of my pen is red.
His car is red. Her car is green.
This flower is yellow.
He is brown.
They are brown.
These cars are black.
Is your shirt red?
Yes, my shirt is red.  
He is blind.  
He is squint.  
Is he lame?  
They are blind.  
Is that girl dumb?

No, my shirt is green.  
She is blind.  
She is squint.  
Yes, he is lame.  
They are squint.  
Are they dumb?

**Past Tense**

The boy went to school.  
The boy read a lesson.  
The boy opened the door.  
The girls wrote a letter.  
The girl read a lesson.  
The girl opened the door.  
The boys wrote these letters.  
These boys killed the mice.  
These girls went to school.  
The girls read their lessons.  
The girls opened the doors.  
You (S.M.) went to school yesterday.  
You wrote a letter yesterday.  
You killed a mouse yesterday.  
You (S. F.) went to school.  
You read a lesson.  
You opened the door.  
You wrote letters.  
You killed these mice.  
You (P.F.) went to school.
You read lessons.  You killed the mice.
You opened the door.  I (S.M. and F.) went to school.
I wrote a letter.  I read a lesson.
I killed a mouse.  I opened the door.
We (P. M. & F.) went to school.  We wrote letters.
We read our lessons.  We killed mice.
We opened the doors.  Did the boy open the door?
Did the boy close the door?  Did the boy write a letter?
Did the boys go to school?  Did the girls go to school?
Did you kill a mouse?  Did you read the letter?
The boy did not write the letter?  The girls did not go to school.
I did not open the door.  Did he not go to school?
Did you not open the door?  Did the girl not read the lesson?
Did the boys not kill the mice?  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.
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.
7. You (P.M.) will go to school tomorrow.
8. You (P.F.) will go to school tomorrow.
9. I (M.F.) will go to school tomorrow.
10. We (M.F.) will go to school tomorrow.
11. Will he go to school tomorrow?
12. Will she go to school tomorrow?
13. Will you (S.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.
19. 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?
29. You (P.F.) were 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 boys came to me.
Tall girls came to me.  That tall boy came to me.
That tall girl came to me.  Those tall boys came to me.
Those tall girls came to me.  Where is your new pen.
Is this your new shirt?  Is he your older brother?
Is she your younger sister?  My new car is parked in front of my office.
This is a new car.  This is an old table.
These are new cars.  These are old tables.
This is a costly pen.  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 an 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 neigbouring country since he assumed office this year.

Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
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<tbody>
<tr>
<td>Cup (for tea/coffee)</td>
<td>فنجان/كوب (Coffee)</td>
</tr>
<tr>
<td>Cup/tumbler</td>
<td>كوب/كوب (Tea)</td>
</tr>
<tr>
<td>Flower</td>
<td>زهرة/أزهار (Flower)</td>
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<td>Radio-set</td>
<td>أجهزة راديو (Radio-set)</td>
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<td>Doorkeeper</td>
<td>بوابة بوابة (Door)</td>
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<tr>
<td>Typist (girl)</td>
<td>كاتبة (على الآلة) (Typist)</td>
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<td>Clerk</td>
<td>كاتب ( Clerk)</td>
</tr>
<tr>
<td>Stenographer (man)</td>
<td>كمبيوتر الإجابة (Stenographer) (man)</td>
</tr>
<tr>
<td>Postman</td>
<td>سائعي البريد (Postman)</td>
</tr>
<tr>
<td>Postmen</td>
<td>بعثة البريد (Postmen)</td>
</tr>
<tr>
<td>Primary school</td>
<td>مدرسة إعدادية (Primary School)</td>
</tr>
<tr>
<td>Secondary School</td>
<td>مدرسة ثانوية (Secondary School)</td>
</tr>
<tr>
<td>Jug</td>
<td>إبريق (Jug)</td>
</tr>
<tr>
<td>Chalk (piece/ stick)</td>
<td>طباخ (Chalk)</td>
</tr>
<tr>
<td>Receptionist (man)</td>
<td>ضابط الاستقبال (Receptionist) (man)</td>
</tr>
<tr>
<td>Receptionists (men)</td>
<td>ضابط الاستقبال (Receptionists (men)</td>
</tr>
<tr>
<td>Public Relations Officer (man)</td>
<td>ضابط العلاقات العامة (Public Relations Officer (man)</td>
</tr>
<tr>
<td>Public Relations Officers (men)</td>
<td>ضابط العلاقات العامة (Public Relations Officers (men)</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
Shelf
Grocer
Green grocer, vegetable seller
Plant
Workshop
Technician
Calendar
Hut
Penstand
Lock
Key
Curtain
Building
Vegetable/s
Spectacles/glasses
Goggles, Sunglasses
Shoe
Train
Pilot
Stone
Aeroplane
Official, officer
Refrigerator
City
Picture
Statue
Field
Beautiful/handsome
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailor</td>
<td>خياط</td>
</tr>
<tr>
<td>Tall/long</td>
<td>طويل</td>
</tr>
<tr>
<td>Short</td>
<td>قصير</td>
</tr>
<tr>
<td>University</td>
<td>جامعة</td>
</tr>
<tr>
<td>Painting</td>
<td>لوحة</td>
</tr>
<tr>
<td>Costly, expensive</td>
<td>فٌيٌن</td>
</tr>
<tr>
<td>Cheap</td>
<td>رخيص</td>
</tr>
<tr>
<td>Durable</td>
<td>مثِبٌن</td>
</tr>
<tr>
<td>Interesting</td>
<td>ممتع</td>
</tr>
<tr>
<td>Open</td>
<td>مفتوح</td>
</tr>
<tr>
<td>Locked</td>
<td>مفَقَف</td>
</tr>
<tr>
<td>Behind</td>
<td>وراء</td>
</tr>
<tr>
<td>Easy</td>
<td>سُهِل</td>
</tr>
<tr>
<td>Difficult</td>
<td>صعُب</td>
</tr>
<tr>
<td>Story</td>
<td>قصَة</td>
</tr>
<tr>
<td>Present</td>
<td>موجود</td>
</tr>
<tr>
<td>Spacious</td>
<td>واسِع</td>
</tr>
<tr>
<td>Fast</td>
<td>سريع</td>
</tr>
<tr>
<td>Slow</td>
<td>بطي</td>
</tr>
<tr>
<td>Thief, robber</td>
<td>ضوض</td>
</tr>
<tr>
<td>Shirt</td>
<td>فضْض</td>
</tr>
<tr>
<td>Loyal/faithful</td>
<td>عُفُوية</td>
</tr>
<tr>
<td>Lazy</td>
<td>كَسْلَان</td>
</tr>
<tr>
<td>Hardworking, industrious</td>
<td>مُجْتَهِد</td>
</tr>
<tr>
<td>Expert</td>
<td>ماهر</td>
</tr>
<tr>
<td>Old</td>
<td>قديم</td>
</tr>
<tr>
<td>Narrow</td>
<td>ضيق</td>
</tr>
<tr>
<td>Worker</td>
<td>عامل</td>
</tr>
</tbody>
</table>
Crow

Animal

Door

Window

In his hand, he has

Garden

Room

Sleeping room, bedroom

Dining room

Drawing room

Study room

Kitchen

Bathroom

Office

Peon

Absent

Pen

Dog

Table

House

Hare, rabbit

Elephant

Girl

Boy

Man

Driver

Class/classroom

Library
TRANSLATION EXERCISES (ENGLISH-ARABIC)

Infront 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

اَمامَ
أخْتِ/أخوات
موقفمن البص/مواقف
سوق/اسواق
كلمات/كلمات
كلمات غريبة
جَاءَ/بِجِينَة/جِينَةٍ (ب)
جلب/جُيوب
طفل/اطفال
من
من الخشب
خشب
الحجر الأحمر
ذهب
فضة
قلاادة/قلايد
خليج/خليج
غيوب/غيوب
غيوب بدنه
اغوز/اغوزة/غور
اغمي/اغمياء/اغمي
انجرج/انجرجاء/انجرج
انحوس/انحوسة/انحوس
كتب/كتابة
قرأ/قرأة
ذهب/ذهب
قتل/قتل
فتح / فتحا
فاَزَ / فَزَّان (فَوْرة)
جَرَّاء / جَرَّاءون
لَحم
داَخلِيَة / داَخلِيات
داَر الإقامة / دور
اَكِل / ياَكِل / اَكِلَة
مستشفى / مستشفيات
جَلَس / يَجَلَّس / جَلَّس
غَدَاء
غَيْس
فَطْرُ
اصِر
غَدٌ
اليوم
زَار / يَزُور / زِيارة
صَديق / صديقة
غادر / يَغادِر / مَغادرة
بعد
بعد ذلك
أيضاً
إِشْرَى / إِشْرُى / إِشْرَى
(N.U)
ثَقَاح (ثَقَاحَة)
(N.U)
مَوز / مَوزَة
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes</td>
<td>عنبة (N.U. جبة)</td>
</tr>
<tr>
<td>Oranges</td>
<td>برتقال (N.U. برتقالة)</td>
</tr>
<tr>
<td>To return, to come back</td>
<td>غاذ / يعود / عودة</td>
</tr>
<tr>
<td>Wife</td>
<td>زوجة / زوجات</td>
</tr>
<tr>
<td>To see</td>
<td>رأى / ترى / رؤية</td>
</tr>
<tr>
<td>To ask</td>
<td>سأل / يسأل / سؤالاً</td>
</tr>
<tr>
<td>To tell, to say (to)</td>
<td>قال / يقول / قول (ل)</td>
</tr>
<tr>
<td>Thing</td>
<td>شيء (أشياء)</td>
</tr>
<tr>
<td>Then</td>
<td>ثم</td>
</tr>
<tr>
<td>Fruit</td>
<td>فاكهة / فواكه</td>
</tr>
<tr>
<td>When</td>
<td>ماتي</td>
</tr>
<tr>
<td>Where</td>
<td>بين</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</td>
</tr>
<tr>
<td>To work</td>
<td>يعمل / يعمل / عملاً</td>
</tr>
<tr>
<td>Every day</td>
<td>كل يوم</td>
</tr>
<tr>
<td>To knock (at)</td>
<td>ذق / يدق / دفاً (على)</td>
</tr>
<tr>
<td>To enter</td>
<td>دخل / يدخل / دخولاً</td>
</tr>
<tr>
<td>Lesson</td>
<td>درس / دروس</td>
</tr>
<tr>
<td>Brother</td>
<td>إخ / إخوة / إخوان</td>
</tr>
<tr>
<td>Name</td>
<td>اسم / اسماء</td>
</tr>
<tr>
<td>To wake up, to get up</td>
<td>استيقظ / يسيقع / استيقاعاً</td>
</tr>
<tr>
<td>Sleep</td>
<td>نوم</td>
</tr>
<tr>
<td>Early morning</td>
<td>صبح باكر</td>
</tr>
<tr>
<td>To clean</td>
<td>نظف / ينظف / تنظيفاً</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 be 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
Presiden, 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
Minister of state
Foreign Affairs
Vienna
Hungary
Authorities
Aiming (at), To aim at
To strengthen
United Arab Emirates (UAE)
Tunisia
Member
Committee
Executive Committee
To hold (meeting)
Meeting
Palace
Kartaj Palace
Present at the meeting were...
Foreign Minister
Home Minister
Representative
Last month
To meet
He was with him
Hour; watch, clock
For one hour
Pressmen
To discuss
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
Natural 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
TRANSLATION EXERCISES (ENGLISH-ARABIC) 393

Agriculture

Culture

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, humanbeing
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
 chára'at, shawarát
نام، نوم
umar
مريح
márih
مروية، مرويات
murráya, murráyát
مالة، ملاءات
máláya, málayát
خاف، خف
kháf
 بطانية، بطانيات
bátánya, bátányát
وسادة، وسائد
wásáda, wásáyát
ضيف، ضيوف
náffaf, náffáyát
نحاف، نحاف
náfáf, náfáf
مغفوف، مغفوفون
mágáfúf, mágáfúfún
جميع
jûjim
عند جميع الناس
rómádá
علق، يعلق، تعليقا
kifúf, kifúf
وضع، يضع، وضعا
Rásála, Rásáyát
طورة، طروادة
fi' al-shárias
شمس، شمس
máftar, máftará
في المطر
Al-kayf, Al-tádiya
واجب، واجبات
salám, salám
أثوابي، أثواب
jûjim, jûjim
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
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

Foreign Minister

Minister

Reason

For some reasons

Cold

Very cold

Class/classroom

Clothe

Wool

Woollen

To open

To teach

Obscure/difficult

He began to write

Meaning

Miss (Unmarried girl)

Mr./gentleman

Mrs./lady

O’ (each one of these is vocative)

People, nation

To love, to like

Link, connection

Friendly relation

Neighbour

Deep heart

Heart

To happen
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
سلم الرئيس الأمريكي جورج بوش هامليًا لأول مرّة بالرئيس السوري بشار الأسد.

كث وكالة الأنباء السورية الرسمية أن الرئيسان اجتمعوا خلال المكالمة عبر رفعتهما في ملت من أجل التوصل إلى اتفاق سلام في الشرق الأوسط.

كررت الوكالة السورية أن الرئيسان السورية صادقاً على الحاجة لمعالجة مشاكل

\[\text{نَسَفَرُ} \text{المملكة} \text{السعودية} \text{في} \text{الكويت} \text{إمكاني} \text{أن} \text{المملكة} \text{نَتْجَِي} \text{التنظيم الجديد} \text{لخدمات} \text{السعوديين} \text{وزوار} \text{المسجد} \text{النور} \text{الشريف} \text{وذلك}

\[\text{يُحَظَّرُ} \text{من} \text{غُلُود} \text{صفر} \text{الجوانب}.

لمت بحريني أن التنظيم الجديد الذي يتغنى بمثل نوعية في الخدمات المقدمة لزوار

\[\text{نَسَفَرُ} \text{المملكة} \text{و} \text{مليارات} \text{من} \text{خارج} \text{المملكة} \text{ف} \text{ب} \text{نُسَبَ\text{ت}} \text{و} \text{شركات} \text{سعودية} \text{نَتْجَِي} \text{إشراف} \text{وزارة} \text{الحج} \text{السعودية}.

وزير التربية والتعليم العالي د. مساعد الهارون أن وزارة التعليم العالي ستبدأ اليوم

\[\text{مُشْتَعِبَ} \text{الزَّاهِج} \text{في} \text{إنشاء} \text{جامعات} \text{خاصة} \text{،} \text{شغُر} \text{نموذج} \text{أو} \text{ально} \text{واسيفاء}

\[\text{إِبَنَة} \text{المؤسسات} \text{المطلوبة} \text{لفيزياء}\text{الطلاب} \text{و} \text{الهارون في} \text{تضريبات} \text{أداة} \text{با}

\[\text{أَفْتِاحُ} \text{مغرض} \text{النور} \text{الثاني} \text{و} \text{الشروان} \text{في} \text{كلية} \text{الثريبة} \text{الاساسية} \text{إمكاني} \text{أن} \text{مجلس}

\[\text{رُؤَي} \text{سيستدعي في} \text{جلسات} \text{الاستماع} \text{اليوم} \text{على} \text{قانون} \text{مجلس} \text{المجتمعات} \text{الخاصة}.

بما أننا بصدقة انتظار صدور المرسوم الإمبري لقانون الجامعات الخاصة

\[\text{و} \text{ما} \text{تُسَلِّمُ} \text{ا} \text{م} \text{مُمَمَّلَكَة} \text{السعودية} \text{ف} \text{المكبير} \text{النور} \text{الاسبق}

خَرَّنَتْ 150 صبياً وعدد من أبناء المملكة العربية

\[\text{مُدَّرَّسًة} \text{الطلاب} \text{في} \text{المكوير} \text{بسبب} \text{إضرار} \text{أخد} \text{السعوديين} \text{على} \text{مُرْيَب} \text{النور} \text{قل}

\[\text{الصبيان} \text{ما} \text{أثر} \text{خفظتهم} \text{فوقته} \text{معركة} \text{بينهم} \text{في} \text{مكان} \text{منغزل} \text{في} \text{منطقة} \text{جليب}

\[\text{بُخَو} \text{أسفرت عن إصابة ثماني أشخاص}.

بتسماء أمسي مُشَجَّرة بين ما يُبَنِّي عن 150 صبياً وعدد من أبناء المملكة العربية

\[\text{رُئِي} \text{وزير} \text{المجتمعات} \text{الخاصة} \text{في} \text{السّريالي} \text{النور} \text{الاسبق}
ثم استقبل الرئيس الحريري رئيس إتحاد غرف التجارة والزراعة في لبنان عدنان الذهبي إطلاعًا على المشاريع المستقبلية التي سيقوم بها في ضوء انخراطه رئيسا لمجلس رجال الأعمال اللبنانيين والسوريين وسُلّم نشاط العلاقات بين القطاعين في لبنان وسوريا. واستقبل الرئيس الحريري أيضًا المهندس هدى صفير.

كما التقى الرئيس الحريري أمين رئيس تحرير جريدة «الشرق الأوسط» الزميل عبد الرحمن الرشيد.

☆☆☆

اتهم الأمير العام لوزارة الخارجية السفير زهير حمدان سفير الهند آجاي شودري، الذي تلقى موقف بلاده الداعم للبنان بشأن رقم التوطين، وضرورة تطبيق القرارات الدولية التي تقرر بحث عودة اللاجئين الفلسطينيين إلى ديارهم ولا سيما القرار 194.

☆☆☆

سوّف تصل الرئيس مجلس إدارة وكالة الأنباء الروسية إلى لبنان عدا في زيارة يُلقى خلالها وزير الإعلام اللبناني وغيّرة من الشخصيات.

كما قَد وقع الرئيس مجلس إدارة وكالة الأنباء الروسية والمدير العام للوكالة العربية السوّيرة للأنباء اتفاقًا للتبادل الأخباري بين الوكالتين في دعوة أول من مصطفى والذّك في إطار تطوير العلاقات الثنائية.

☆☆☆

استقبل السيد الدكتور محمود مصطفى فورًا رئيسي مجلس الوزراء بعد ظهر أمس السيد المهندس خاتم الخلواني وزير المياه والري الأردني وحضر اللقاء السيد طه الأطرش وزير الري. و في بداية اللقاء نقل السيد الخلواني تجربة المهندس على أبو الزيت رئيسي مجلس الوزراء الأردني إلى السيد رئيسي مجلس الوزراء فشكره عليها ورحمة تجربته إليه.

وذكر الحديث خلال اللقاء حول تطور علاقات التعاون بين سوريا والأردن وتغريزهما في نشاط المجالات، ولا سيما التعاون في مجال المياه والقضايا المائية إلى نهوض البلدين.
حقق اللقاء الساحِد الدكتور خالد نائب رئيس مجلس الوزراء للسُّلَوَّة الإقتصادِيَّة والدكتور محمد وزير الإقتصاد والتجارة الخارجية والقائم بأعمال سفارة جمهورية بولونيا في دمشق.

رأى السعيد حسين سفير الجمهورية الإسلامية الإيرانية في دمشق حفل افتتاح مساند أمي بمناسبة العيد الوطني.

حقق الحفل السعيد مضتفل نائب القائد العام للجيش والمُقاومة المسلحة و بعض أعضاء القيادة المركزية وعدد من السادة الوزراء وعدد من مفاوضي الوزراء. كما حصل الحفل عدد من أعضاء السلك الدبلوماسي العربي والأجنبي ب دمشق.

أعلن وزير الخارجية الأمريكي أنه يتوقع من الزعماء العرب أن يسندوا بأشكال خاصة بإجراء تغيير في المعاهدات المفرطة على العراق. وفي نفس السياق خُذرت الأمم المتحدة العراق من استلام أي أموال خليقة على بُنْع نفطه.

وقال وزير الخارجية الأمريكي أُول من أمم إقليم ما زال منفتحا في شأن التأسيد الذي تلقاه جلال جولِي في الشرق الأوسط ومنطقة الخليج في أواخر فبراير الماضي. وأضاف في مؤتمر صحفي مع وزير خارجية الشيوخ "اعتقد أن التأسيد سيضمن عُليا في الأيام والأسابيع المقبلة عندما يتلألأل كيف سيوتدون المبادرات التي ستطرَّض لها في الأمم المتحدة.

تسلم رئيس الجمهورية اليمنية أوراق إغاثة عدد من سُفراء الدول الشقيقة والصديقة لدى بلادنا. ونُسلَّم أوراق إغاثة كل من السفير الكوبي والسفير الكوري والسفير البلجيكي والمصري الكوري.

نُدلَّل في عدد من المناطق الفلسطينية المحتلَّة أسئلة حول مواجهات بين جنود الاحتلال الإسرائيلي و أبناء الشعب الفلسطيني. في هذا السياق ذكرت وكالات الأخبار أن قوات الاحتلال عُرِّفت تواصلها العسكري على كافة المحاور والطرق المؤدية إلى مدينة الخليل في الوقت الذي يواصل فيه المُستوطنون إغاثة أهلهم على المواطنين خاصة في الجزء المحتل من المدينة.
Glossary

Companion, friend; comrade
Rafik al Hariri (given name)
Seraglio
Al Serai Al Kabir
Former
Michel
Development
Then, after that
Union, federation
Chamber, room
Chambers of Commerce & Agriculture
Lebanon
Adnan (given name)
To inform
Project
To review
Future
Related to future, future
Light
Employers’ Council
Ways, means
To activate, to invigorate
Syria
Henry Safir (given name)
As, also
To meet
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

Framerwork; 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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