

اللغة العربية للمبتدئين

ARABIC FOR BEGINNERS

International Edition

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Translation of one language into another always gives rise to certain difficulties emanating from the distinctive thought forms and cultural patterns. Literal translation is often unidiomatic. I have tried to bring the translation of Arabic expressions as close to the originals as possible.

In the second part of this edition I have added selections from modern Arabic prose and poetry by eminent Arab writers of various countries, including those who had migrated to America and represent different schools of thought. This would be of use to university students in the non-Arab world. The student is advised to read Arabic newspapers and journals and listen to Arabic programs broadcast from various regions in order to keep himself abreast of the latest trends in Arabic literature. It is by no means an easy task to attain mastery over Arabic language, but dedication and sustained effort do produce results.

I am thankful to King Faisal Center for Research in Islamic Studies, Riyadh, Baghdad University and Islamic African Center, Khartoum for suggesting certain changes in the book and these have been incorporated in this edition.

وما توفيقي إلا بالله عليه توكلت وإليه أنيب

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LESSON ONE

حروف الهجاء The Alphabet

ا a ب b ت t ث t ج j ح h خ k
د d ذ d ر r ز z س s ش sh ص s
ض d ط t ظ z ع a غ g ف f ق q
ك k ل l م m ن n ه h و w ي y

Arabic, like Hebrew, Persian and Urdu, is written and read from right to left*. The Arabic alphabet consists of twenty-eight letters. A letter is a conventional mark to express a sound. Most of the letters take different shapes while constituting the first letter of a word, the last letter of a word or while occurring in between. Some letters which are identical in form are distinguished from one another in writing with the aid of the small dots called *diacritical points* **نقطة Nuqta**.

Name of the letter	Arabic Alphabet	Phonetic symbol
alif	الف ا	a
hamza	همزة أ - ء	a
ba	باء ب	b
ta	تاء ت	t

* While practicing writing of this alphabet, always write from right to left, i.e. contrary to the habit you have developed while writing English

Name of the letter	Arabic Alphabet		Phonetic symbol
Tā	ث	ثَاء	t
jīm	ج	جِيمْ	j
hā	ح	حَاء	h
kā	خ	خَاء	k
dāl	د	دَال	d
ḡāl	ذ	ذَال	ḡ
rā	ر	رَاء	r
zā or zay	ز	زَاء	z
sīn	س	سِين	s
shīn	ش	شِين	sh
sād	ص	صَاد	ṣ
ḡād	ض	ضَاد	ḡ
ṭā	ط	طَاء	ṭ
ẓā	ظ	ظَاء	ẓ
ayn	ع	عَيْن	‘a
ḡayn	غ	غَيْن	ḡ
fā	ف	فَاء	f

Name of the letter	Arabic Alphabet		Phonetic symbol
qāf	ق	قَاف	q
kāf	ك	كَاف	k
lām	ل	لَام	l
mīm	م	مِيم	m
nūn	ن	نُون	n
hā	هـ	هَاء	h
wāw	و	وَاو	w
yā	ي	يَاء	y

There are some Arabic consonants which have no equivalent in the English alphabet.

The first letter of the Arabic alphabet i.e. ا (alif) is considered a consonant when it carries the Arabic symbol َ (hamza); otherwise it is considered a long vowel. The symbol used to indicate َ (hamza) in this book is “a”.

Similarly ح, خ, ع, غ, have no equivalents in the English alphabet. Books of foreign origin have explained at length how the pronunciation of these letters is articulated by twisting the tongue in more than one way. But we have avoided this exercise. Instead of using symbols which could be better understood by academicians and experts of the phonetic system, we have used the familiar English letters with dots and strokes attached to them.

There are letters which may be supposed to convey the same sound, but in fact should be distinctly pronounced. Readers are advised to take care to distinctly pronounce each of the letter of the Arabic alphabet from the start with the help of their teachers. For example ط ث ت should be pronounced distinctly, hence the symbols used for these letters in this book are **t**, **t̤**, **t̥** respectively. Likewise ح **h** and هـ **h**, س **s** and ص **s̥**, خ **k** and ق **q** and ظ **z**, أ **a** and ع **a** have their distinct pronunciation.

The letter ض (its phonetic symbol in this book is **d̥**) is peculiar to Arabic language. The Arabs call their language *the language of الضاد* *لغة الضاد* presumably because they deny to non-Arabs the ability to pronounce this consonant.

Some letters of the Arabic alphabet look similar in shape but are distinguished from one another by the position of small dots *diacritical points*. For example ب **b**, ت **t**, ث **t̤** have the same shape, but ب has one dot below, ت and ث have two and three dots on the top respectively.

ج **j**, ح **h** and خ **k** are differentiated from one another by the position of the dot or the absence of it. Same is the case with د **d** and ذ **d̥**, ر **r** and ز **z**, س **s** and ش **sh**, ص **s̥** and ض **d̥**, ط **t̤** and ظ **z**, and ع **a** and غ **g**. The letters ي **y** is written with two dots below or without dots.

The letter ت **t** when used as a feminine ending of nouns and adjectives is shaped ة. Observe this change at the end of the following nouns and adjectives.

تَلْمِيزَةٌ *a female student* جَمِيلَةٌ *beautiful*

The letter هـ **h** is written as هـ : هـ (without dots) when suffixed to nouns e.g. كِتَابُهُ *kitabuhu his book*.

LESSON TWO

VOWELS الحركات

Diphthong, Nunation, Doubled Consonant

The Arabic language had originally no signs for the short vowels. When the Arabic language was learnt by non-Arabs and when the verses of the Qur'an were read incorrectly these signs came to be used.

Short vowels are usually not indicated in Arabic books, journals or in any written matter unless the correct pronunciation of a word, according to grammatical principles, needs to be precised. A person who knows Arabic grammar can read correctly any Arabic passage without the help of vowel signs forming part of the text, but a beginner very much needs them.

Every consonant in vocalized Arabic text is provided with a vowel sign (sometimes indicated and often omitted in writing). In the Arabic language a vowel is called *حركة* 'haraka' *movement*. And a consonant with a vowel sign is called *متحرك* "mutaharrik" *moved*. If a consonant is without a vowel sign, it is called *ساكن* "sakin" *resting*.

There are three short vowels in the Arabic language. Unlike vowels in English, they are indicated by strokes.

1. *الفتحة* *Fatha* (a) َ is a small diagonal stroke above a consonant, it is identical with the vowel "a" in the English word "man" e.g. ت **ta**, ج **ja**, ف **fa**.

2. *الضمة* *Damma* (u) ُ is a small "و" *waw* above a consonant. It is identical with the vowel "u" in the English word "bull" e.g. ت **tu**, ج **ju**, ف **fu**.

3. *الكسرة* *kasra* (i) ِ is a small diagonal stroke under a consonant, it is identical with "i" in the English word "finish" e.g. ت **ti**, ج **ji**, ف **fi**, ر **ri**, ل **li**, م **mi**.

Read each of these consonants, once with *Fatha* —, the second time with *Damma* ُ and a third time with *Kasra* ِ.

اُ بُ تُ ثُ جُ حُ خُ دُ ذُ رُ زُ سُ شُ صُ
ضُ طُ ظُ عُ غُ فُ قُ كُ لُ مُ نُ هُ وُ يُ

Long Vowels and Diphthongs

Three of the consonants ا و ي which are described by the grammarians as حُرُوفُ الْعِلَّةِ "huruf al illa" weak or irregular letters, are used for lengthening the vowels.

ا for a, ي for i and ai, و for u and au . e.g.

راءِ ra, في fi, ذو du, لو lau.

"ا" corresponds to اَ, "ي" corresponds to اِي and "و" corresponds to اُو. Therefore "ا" is called "أَخْتُ الْفَتْحَةِ" the sister of fatha, "ي" "أَخْتُ الْكَسْرِ" the sister of kasra, and "و" "أَخْتُ الضَّمَّة" the sister of damma. Thus نَهَارُ 'naharu' as opposed to نَهْرٌ 'nahara', جُودٌ 'jūdun' as opposed to جَوْدٌ 'jawada' and صَدِيقٌ 'sadiqun' as opposed to صَدَقٌ 'sadaqa'.

When the weak letters are used as lengtheners they do not admit any vowel sign.

"Fatha" اَ before "ي" and "و" form the diphthongs ai and au e.g. رَيْبٌ "raibun" doubt, مَوْجٌ "maujun" wave.

Here some Arabic words are written, with the component letters shown separately, and with the vowel marks indicated.

Remember that if an Arabic word consists of two, three or more letters, all these are written together except اذ ر ز و which are not joined to the letter that follows them. e.g. جاء - برق (Lesson 3 deals with this subject).


وَصَلَ	رَكَبَ	كَتَبَ	فَاهِمَ	تَرَكَ
wasala	rakiba	kataba	fahima	taraka
to connect	to ride	to write	to understand	to leave

وَزَنَ	لَاعَبَ	ذَهَبَ	نَصَرَ	رَزَقَ
wazana	laaiba	dahaba	nasara	razaqa
to weigh	to play	to go	to help	to provide

سَمِعَ	كَرُمَ	سَكَنَ	فَاتَحَ	ضَرَبَ
samia	karuma	sakana	fataha	daraba
to hear	to be noble	to dwell	to open	to hit

تَعَبَ	لَبَسَ	بَحَثَ	أَكَلَ	شَرَبَ
taaiba	labisa	bahata	akala	shariba
to work hard	to wear	to search	to eat	to drink

التتوين Nunation

When nouns and adjectives are indefinite, the vowel signs are written double e.g. . In such a case the pronunciation of the word changes. Letter ب with one "Fatha" is pronounced as "ba". But the same ب with double "Fatha" is pronounced as "ban". Likewise ت tan, ج jan, ف fan. Letter ب with one 'Damma' is pronounced "bu". But the same ب with double 'Damma' is pronounced as "bun". Thus ت tun, ج jun, ف fun. Letter ب with one 'Kasra' is pronounced as "bi", but the

same letter with double kasra ِ is pronounced "bin". Likewise ٲ tin, ٲ jin, ٲ fin.

The sound produced as a result of double vowel signs ُ on a consonant is called *nunation*, i.e. though ن "n" is not written its sound is added to that of the vowel.

Note: A word with the definite article ال will not accept nunation.

In the following, each letter of the alphabet is written with double "Fatha" َ, double "Damma" ُ and double "Kasra" ِ, read them aloud.

اِبَّ تِ تِ تِ جِ حِ خِ دِ ذِ رِ زِ سِ شِ صِ
ضِ طِ ظِ عِ غِ فِ قِ كِ لِ مِ نِ هِ وِ يِ

Some examples:

اِسْرَة	اَب	اُم	اِبْن	بِنت
usratun	abun	ummun	ibnun	bintun
family	father	mother	son	daughter
اَخ	اَخْت	جَد	زَوْج	زَوْجَة
akhun	ukhtun	jaddun	zaujun	zaujatun
brother	sister	grandfather	husband	wife

Absence of Vowel السكُون

When a consonant is without any vowel mark it is called ساكن "sakin" resting, and the sign used to indicate this is ْ a small circle placed over a quiescent consonant. When one consonant in a word is

with the vowel sign and the following letter is ساكن *sakin*, the two letters would form a syllable, i.e. they would be read together and thus produce a joint sound.

Some examples:

كَمْ	قُمْ	خُذْ	هَبْ	دَعْ	هَلْ	لَمْ	مِنْ
kam	qum	kud	hab	da`	hal	lam	min
how much	stand	take	give	let	is?	no	from
بَلْ	كُنْ	قُلْ	كَيْ	لَوْ	مَا	لَا	فِي
bal	kun	qul	kai	lau	ma	la	fi
but	be	say	if	so that	what?	no	in

The following words consist of three letters but two syllables. In "دَرْس" *darsun* lesson "دَرْ" are combined and their joint sound is added to the last letter, "س".

وَزْن	دَار	خَمْس	حَمْد	فَوْق	نَفْس
waznun	darun	kamsun	hamdun	fauqa	nafsun
weight	house	five	praise	top	spirit
جَسْر	زَهْر	عِلْم	خُبْز	كِدْب	لُطْف
jisrun	zahrun	'ilmun	kubzun	kidbun	lutfun
bridge	flower	knowledge	bread	lie	kindness

Words of two syllables are accented on the first syllable. Three syllable words are accented on the first unless the middle syllable is closed.

الشَّدِيدُ Doubled Consonant

When a consonant occurs twice, one after the other, without a vowel sound in between, it is written once (unlike in English) and the sign ّ called شَدَّ *shadda* is placed over it, as رَبُّ "rabbun" Lord.

The consonant on which ّ *shadda* is placed has to be distinctly pronounced twice. e.g.

شَمَّ	شَدَّ	ظَنَّ	مَدَّ	قَصَّ	فَكَّرَ
fukkira	qaṣṣa	madda	ẓanna	shadda	shamma
thought over	to cut	to stretch	to assume	to harden	to smell

A consonant is doubled, and receives *Shadda*, only when a vowel precedes and follows it. The vowel sign is placed over this diacritic sign in case of "fatha" or "damma", but is placed underneath if the vowel is "kasra" e.g:

كَمَّ كَدَّ كَسَّ

All consonants can be doubled and take the "*Shadda*" which is also known as "*Tashdid*".

LESSON THREE

Changing Shapes of the Arabic Alphabet

Those who study Arabic for the first time, meet with the problem of recognizing Arabic letters when they combine to form words. A student who masters the English alphabet can recognize the letters in a word, because the shape of English letters (Roman script) is constant whether they stand alone or form part of a word. But such is not the case with Arabic characters. In manuscript or in print, letters are interwoven with one another and form that may be called ligatures. A letter is written in a slightly different form in a word according to whether it;

1. stands alone, e.g. د ع
2. constitutes the initial letter عاد
3. is joined to a preceding and following letter فعل
4. constitutes the final letter in a word سمع

Note the shape of letter ع in the second, the third and fourth example where it occurs in the beginning, middle and the final positions respectively.

The following chart illustrates the above variations:

Examples			(3) Terminal letter	(2) joined to the preceding and following letters	(1) Initial letter	Alone
(3)	(2)	(1)				
ماء	باز	أب	با	با	ا	ا
māa	bāz	ab				
water	hawk	father				

Examples		(3) Terminal letter	(2) Joined to the preceding and following letters	(1) Initial Letter	Alone
(3)	(2)	(1)			
قَلْبٌ	كَبِيرٌ	بَيْتٌ	ب	ب	ب
qalb	kabir	bait			
heart	big	house			
بِنْتُ	كِتَابٌ	تَيْنٌ	ت	ت	ت
bint	kitab	tin			
girl	book	fig			
حَدِيثٌ	كَثِيرٌ	ثَمَرٌ	ث	ث	ث
hadit	katir	tamar			
talk	abundant	fruit			
مُزْعِجٌ	شَجَاعٌ	جِسْرٌ	ج	ج	ج
muz'ij	shuja'a	jisr			
annoying	brave	bridge			
مِلْحٌ	بَحْرٌ	حَبْرٌ	ح	ح	ح
milh	bahr	hibr			
salt	sea	ink			
شَيْخٌ	نَخْلٌ	خُبْزٌ	خ	خ	خ
shaik	nakl	kubz			
old man	date-palm	bread			

دَرَسٌ	مَدْرَسَةٌ	جَدِيدٌ	د	د	د
dars	madrasa	jadid			
lesson	school	new			
ذَرَّةٌ	مَذْهَبٌ	مُنْذٌ	ذ	ذ	ذ
darra	maḥhab	munḍu			
atom	faith	since			
رَأْسٌ	مِرْوَحَةٌ	وَزِيرٌ	ر	ر	ر
ras	mirwaḥa	wazir			
head	fan	minister			
زَمِيلٌ	مِيزَانٌ	رَمْزٌ	ز	ز	ز
zamil	mizān	ramz			
colleague	scale	symbol			
سَمَاءٌ	مِسْمَارٌ	مِجْلِسٌ	س	س	س
samā	mismār	majlis			
sky	nail	assembly			
شَمْسٌ	كَشَافٌ	حَشِيشٌ	ش	ش	ش
shams	kashāf	hashish			
sun	scout	grass			
صَيْفٌ	مِصْبَاحٌ	قَفَاصٌ	ص	ص	ص
ṣaif	miṣbāh	qafaṣ			
summer	lamp	cage			
ضَامِنٌ	فَضْلٌ	مَرِيضٌ	ض	ض	ض
dāmin	faḍl	marīḍ			
guarantor	favor	sick			

Examples		(3) Terminal letter	(2) Joined to the preceding and following letters	(1) Initial letter	Alone
(3)	(2)	(1)			
عَلَطَ	مَطَارٌ	طِفْلٌ	ط	ط	ط
ḡalaṭ	maṭār	ṭifl			
mistake	airport	child			
حَفِظَ	مَنْظَرٌ	ظَرْفٌ	ظ	ظ	ظ
ḥafīza	manẓar	ẓarf			
to keep	sight	envelope			
بَيْعٌ	طَعَامٌ	عِنَبٌ	ع	ع	ع
bai'a	ṭa'ām	'inab			
selling	food	grape			
بَلِيعٌ	بَبِغَاءٌ	غُلَامٌ	غ	غ	غ
balīg	babḡā	ḡulām			
eloquent	parrot	boy			
شَرِيفٌ	نَفْعٌ	فَرْدٌ	ف	ف	ف
sharīf	naḥ'a	fard			
noble	gain	individual			
أَفُقٌ	بَقَرَةٌ	قَلَمٌ	ق	ق	ق
ufaq	baqara	qalam			
horizon	cow	pen			

كَشْكُولٌ	مَرْكَبٌ	سَمَكٌ	ك	ك	ك	ك
kashkūl	markab	samak				
fish	ship	notebook				
لَحْمٌ	جِلْدٌ	قُفْلٌ	ل	ل	ل	ل
lahm	jild	qufl				
mutton	skin	lock				
كَلِيَّةٌ	مُتَكَلِّمٌ	شَكْلٌ	ك	ك	ك	ك
kulliya	mutakallim	shakl				
college	speaker	figure				
مَطَرٌ	نَمِرٌ	كَرِيمٌ	م	م	م	م
maṭar	namir	karim				
rain	tiger	generous				
نَهْرٌ	مِنْقَارٌ	وَطَنٌ	ن	ن	ن	ن
nahr	minqār	waṭan				
river	beak	country				
هَلَالٌ	مُهَاجِرٌ	وَجْهٌ	ه	ه	ه	ه
hilāl	muhājir	wajh				
crescent	emigrant	face				
وَهْمٌ	قَوْمٌ	جَوْ	و	و	و	و
wahm	qaum	jaww				
suspicion	people	atmosphere				
يَدٌ	حَيَوَانٌ	كُرْسِيٌّ	ي	ي	ي	ي
yad	haywān	kursi				
hand	animal	chair				

Broadly speaking, the shape of a letter does not undergo a radical change when in the last position. e.g.

يَت in ت, مِلح in ح, فُقل in ل, يَبع in ع

But while in the middle position i.e. preceded and followed by other letters, only the initial portion of the letter is used, e.g.

س "س"	ص "ص"	ط "ط"	ع "ع"
ل "ل"	م "م"	ه "ه"	ج "ج"
ت "ت"	ف "ف"	ق "ق"	ك "ك"

Minute semicircles are used when ب, ت, ث, س, ش, ن, ي are used in the middle; *bayyantuka* "يَبَيَّنْتُكَ" *I made clear to you*, when split would show that it consists of letters ب ي ن ت ك.

These six letters و, ز, ر, د, ذ, ن cannot be joined to the letters that follow.

Illustrations:

أب (see chart) — درس — مذهب — رأس — زميل — وهم

Note: Nouns and adjectives, when indefinite and in the singular number, should be read with double *un* (nunation) at the end. For example, the first word in the above chart *أب father* should be read as "abun", likewise other nouns and adjectives.

LESSON FOUR

"ال" الشمسية والقمرية The Sun Letters and The Moon Letters

ال is the definite article of Arabic language, it is the equivalent of the word "the" in English.

Any noun or adjective without ال is considered indefinite. There is no particular sign for the indefinite as "a" in English.

Nouns and adjectives, when indefinite and in the singular number, end with double vowel marks, e.g.

بَيْتٌ	جَمِيلَةٌ	كِتَابٌ
house	beautiful	book

But when these words are made definite by adding ال they end with a single vowel mark only, e.g.

الْبَيْتُ	الْجَمِيلَةُ	الْكِتَابُ
the house	the beautiful	the book

Note: The definite article ال is prefixed to the nouns and adjectives it defines. It does not stand alone. Compare the following words with and without ال

الْبَيْتُ : بَيْتٌ	الْجَمِيلَةُ : جَمِيلَةٌ	الْكِتَابُ : كِتَابٌ
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The letters of the alphabet are divided into *Sun letters* الحُرُوفُ الشَّمْسِيَّةُ "alhuruf-al-shamsiya" and *Moon letters* الحُرُوفُ الْقَمَرِيَّةُ "al huruf-al-qamariya". The "Sun letters" are the dentals ت, ث, د, ذ, ر, ز. They are called so because the first letter of the word *Sun* شَمْسٌ is ش which belongs to this category.

When the definite article **ال** is prefixed to a noun or an adjective beginning with any one of the “Sun letters”, the **ل** being a “Sun letter” itself, is assimilated i.e. **ل** is not pronounced, though it is written, and the letter next to it is pronounced twice and “*shadda*” **ّ** is written over the initial Sun letter. e.g.

الشَّمْسُ	الرَّجُلُ	النَّصِيحَةُ	الدِّينُ	السَّنَةُ
as-shams	ar-rajul	an-naṣīḥa	ad-dīn	as-sana
<i>the sun</i>	<i>the man</i>	<i>the advice</i>	<i>the religion</i>	<i>the year</i>

The Moon letters are: **ي ه و م ك ق غ ف خ ج ح**. They are so called because the word **قَمَرٌ** *moon*, begins with one of these letters. The definite article **ال**, when prefixed to any word whose initial letter is a Moon letter, **ل** is both written and pronounced, e.g.

القَمَرُ	الحَمْدُ	القَاقِيَةُ
al-qamar	al-ḥamd	al-fākiha
<i>the moon</i>	<i>the praise</i>	<i>the fruit</i>

Some Arab grammarians instead of dividing the letters into Sun letters and Moon letters, classify the definite article as **ال شَمْسِيَّة** and **ال قَمَرِيَّة** “the Sun al” and “the Moon al”.

حُرُوفُ الْعِلَّةِ The Weak Letters

Three of the consonants **ا و ي** are named as **حُرُوفُ الْعِلَّةِ** *al huruf al illa* i.e. “weak” or “irregular” letters. These three letters are often interchanged or dropped under the influence of other letters e.g: **قَالَ** becomes **قُلْ**. Consonants other than **ا و ي** are known as **حُرُوفُ الصَّحِيحَةِ** *al-huruf as-sahiha* the “sound letters” because under no circumstances they are dropped.

الألف المَقْصُورَةُ “Alif” The Shortened

There are some words where **ا** is indicated not in its full shape but by a short vertical stroke. This is known as **الألف المَقْصُورَةُ** “the shortened alif”. However this does not change the pronunciation. e.g.

سَعَى - ارْتَضَى - الْمُصْطَفَى - الْمُرْتَضَى - مُوسَى - عَيْسَى

The letter **ي** with which these words end is not pronounced.

الألف المَمْدُودَةُ “Alif” The Stretched

In a word when Hamza comes immediately after a vowel-less **الف** the sign **آ** called “madda” (**مَدَّ**) *stretched* is written on **الف**. This “alif” is lengthened while pronouncing the word. This is called **الألف المَمْدُودَةُ** the “stretched” or “extended” alif. e.g.

حَمْرَاءُ	سَوْدَاءُ	بَيَضَاءُ
<i>red</i>	<i>black</i>	<i>white</i>

LESSON FIVE

Parts of Speech
Classroomأجزاء الكلام (الجملة)
حجرة الدراسة

1. The students gather in the classroom to acquire knowledge. The teacher explains the lessons to them and writes (the) important points on the board.
١ - يَجْتَمِعُ الطُّلَابُ فِي حُجْرَةِ الدِّرَاسَةِ لِطَلْبِ الْعِلْمِ. الْمُدَرِّسُ يَشْرَحُ الدَّرُوسَ لَهُمْ وَيَكْتُبُ النُّقْطَ الْمُهْمَةَ عَلَى السَّبُّورَةِ.
2. Each student sits on a chair. In front of him is a table, on it he keeps the books, notebooks and pens.
٢ - وَكُلُّ طَالِبٍ يَجْلِسُ عَلَى الْكُرْسِيِّ وَأَمَامَهُ مَائِزَةٌ يَضَعُ فَوْقَهَا الْكُتُبَ وَالذِّفَاتِرَ وَالْقَلَمَ.
3. On the wall there is a map of the Arab World. It indicates, in different colors, the national boundaries, oil wells and the location of the cities and also agricultural and industrial areas.
٣ - وَتُوجَدُ عَلَى الْحَائِطِ خَرِيطَةُ الْعَالَمِ الْعَرَبِيِّ الَّتِي تَوْضِحُ الْحُدُودَ الْقَوْمِيَّةَ وَأَبَارَ النِّفْطِ وَمَوَاقِعَ الْمَدَنِ وَكَذَلِكَ مَنَاطِقَ الزَّرَاعِيَّةِ وَالصَّنَاعِيَّةِ بِأَلْوَانٍ مُخْتَلِفَةٍ.
4. The teacher writes on the black board (the) questions and (the) exercises. And the students copy them in their notebooks.
٤ - الْمُدَرِّسُ يَكْتُبُ عَلَى السَّبُّورَةِ السُّؤَالَاتِ وَالْمُتَرَيِّنَاتِ وَالطُّلَابُ يَنْقُلُونَهَا فِي كُرَاسَاتِهِمْ.
5. Sometimes discussion on a particular topic takes place; the students participate in it. The teacher points out to them the books wherein information about the topic is found.
٥ - وَأَخْيَانًا تَجْرِي الْمُنَاقَشَةُ عَنْ مَوْضُوعٍ مُعَيَّنٍ يَشْتَرِكُ فِيهَا الطُّلَابُ. الْأَسْتَاذُ يُشِيرُ إِلَيْهِمُ الْكُتُبَ الَّتِي تُوجَدُ فِيهَا مَعْلُومَاتٌ عَنِ الْمَوْضُوعِ.

The above sentences are formed by a group of words. A sentence which conveys complete sense is called **الجملة المفيدة**. The parts of speech or sentence are called **أجزاء الجملة**.

Arab grammarians have divided the parts of speech into three categories : (1) **إسم Noun**, (2) **فعل Verb**, (3) **حرف Particle**. But it is such a broad division that adjectives, pronouns, demonstrative pronouns are catalogued as **أسماء Nouns**. Prepositions, interjections and conjunctions are called as **حروف Particles**, **أفعال Verbs** are almost the same as in English.

In paragraph No. 1 **الطلاب** the students, **العلم** knowledge, **المدرس** the teacher, **الدروس** the lessons, **النقط المهمة** the important points, **السبورة** the board are broadly grouped under **أسماء Nouns**. In the same paragraph **يجتمع** gather, **يشرح** explains, **يكتب** writes are **أفعال Verbs** : **في** in **ل** for **و** and, **على** on are **حروف Particles**.

Each part of speech and its different categories are discussed under separate chapters.

VOCABULARY

ḥāit	حائط - حيطان	aswad	أسود
wall		black	
karīṭa	خريطة	aṣḡar	أصفر
map		yellow	
‘alam al ‘Arabi	عالم العربي	azraq	أزرق
Arab world		blue	
laun	لون - ألوان	bunni	بني
color		brown	
sami’a	سمع ؛ يسمع	aḡḡar	أخضر
to hear		green	

sāmi'a	سامع : مستمع	abyaḍ	أبيض
listener		white	
ḥujra	حجرة-حجرات	aḥmar	أحمر
room		red	
ḥujra-t- al-dirāsa	حجرة الدراسة	‘alā	على : فوق
classroom		on, above	
makān	مكان-امكنة	rakiba	ركب ؛ يركب
place		to ride	
ijtamā'a	اجتمع ؛ يجتمع	rākib	راكب
to gather		rider	
zara'a	زرع ؛ يزرع	darrāja	دراجة-دراجات
to cultivate		bicycle	
fallāh	فلاح-فلاحون	fataḥa	فتح ؛ يفتح
peasant		to open	
bi'r	بئر	miftāḥ	مِفْتَاح
well		key	
karīm	كريم	qufl	قفل
generous		lock, bolt	
waṭan	وطن	bāb	باب-ابواب
country		door	
qalam	قلم-أقلام	qaṣab assukkar	قصب السكر
pen		sugarcane	
tāus	طاووس	shajar	شجر-أشجار
peacock		tree	

aẓīm	عظيم	maṭar	مطر
great		rain	
ustād	استاذ : معلم	samā	سما - سماوات
teacher		sky	
ṭālib	طالب - طلاب	bint	بنت - بنات
student		girl	
sharaḥa	شرح ؛ يشرح	dahaba	ذهب ؛ يذهب
to explain		to go	
dars	درس - دروس	dāhib	ذاهب
lesson		one who goes	
madrasa	مدرسة-مدارس	ṣana'a	صنع ؛ يصنع
school		to manufacture	
kataba	كتب ؛ يكتب	ṣāni'	صانع
to write		manufacturer	
kātib	كاتب	maṣna	مصنع
writer		factory	
kitāb	كتاب - كتب	ṣinā'a	صناعة
book		industry	
sabbūra	سبورة	qaumi	قومي - قوميات
blackboard		national, ethnic, racial	
ṭabāshir	طباشير	‘arabi	عربي
chalk		Arab	
jamīl	جميل	ḥadd	حد - حدود
beautiful		border, edge	

jalasa	جَلَسَ ؛ يجلس	nazala	تَزَل ؛ ينزل
to sit		to descend	
jālis	جَالِس	jama'a	جَمْع ؛ يجمع
one who sits		to collect, gather	
kursi	كُرْسِي	zahr	زَهْر - ازهار
chair		flower	
minḡada	مِنْضَدَة	maidān	مَيْدَان
table		open place, field	
maktab isti'lāmāt	مَكْتَبُ الإِسْتِعْلَامَات	daula	دَوْلَة - دول
information office		country	
hiḡā	حِذَاء - احذية	dakara	ذَكَر ؛ يذكر
shoe, sandal		to remember	
jild	جِلْد	istidkār	اِسْتِدْكَار
leather		memorizing	
shab	شَعْب	muṡābiq	مُطَابِق
people		in agreement with	
mauqa	مَوْقِع - مواقع	karrāsa	كَرَّاسَة : كشكول
location		notebook	
zirā'a	زِرَاعَة	ṡarīqa	طَرِيقَة - طرق
agriculture		way, method	
suāl	سُؤَال - اسئلة	muallaq	مُعَلَّق
question		hanging	
jawāb	جَوَاب - اجوبة	ashāra	اِشَار ؛ يشير
answer		to point out	

tamrīn	تَمْرِين - تمارين	sāir : kull	سَائِر : كل
exercise		all	
mada	مَدَى	mādda	مَادَة - مواد
range		material, subject	
qudra	قُدْرَة : استعداد	mauḡū	مَوْضُوع
power, capacity		topic, theme	
fahima	فَهَم ؛ يفهم	ḡaḡara	حَضَرَ ؛ يحضر
to understand		to be present	
'aṡima	عَاصِمَة - عواصم	ḡādir	حَاضِر
capital city		present, attending	
malūmāt	مَعْلُومَات	mulḡāara	مُحَاضِرَة
information, data		lecture	
marūf	مَعْرُوف	'araḡa	عَرَفَ ؛ يعرف
well-known, fairness		to know	

The following Arabic sentences further exemplify the grammatical principle that forms the subject matter of this lesson.

TRANSLATION

MODEL SENTENCES

1. The Arabs are generous. ١- الشَّعْبُ الْعَرَبِي كَرِيم
2. Rain falls from the sky. ٢- يَنْزِلُ الْمَطَرُ مِنَ السَّمَاء
3. Mahmood rode (on) the bicycle. ٣- رَكِبَ مُحَمَّدُ الدَّرَاجَة
4. The green color is beautiful. ٤- اللَّوْنُ الْأَخْضَرُ جَمِيلٌ
5. The peasant cultivates sugarcane. ٥- يَزْرَعُ الْفَلَّاحُ قَصَبَ السُّكَّر
6. The peacock is on the tree. ٦- الطَّائُوسُ فَوْقَ الشَّجَر
7. Sami went to the school. ٧- ذَهَبَ سَامِي إِلَى الْمَدْرَسَة

LESSON SIX

Adjective and Noun Qualified

الصِّفَةُ وَالْمَوْصُوفُ (النَّعْتُ)

- ١- الرَّجُلُ الْعَاقِلُ نَاصِحٌ 1. The wise man is advising.
- ٢- الْبَيْتُ الْكَبِيرُ مُرِيحٌ 2. The big house is comfortable.
- ٣- الْوَلَدُ الذَّكِيُّ نَاجِحٌ 3. The intelligent boy is successful.
- ٤- الْوَرْدُ الْأَحْمَرُ طَيِّبٌ 4. The red rose is fine.
- ٥- الثَّمَرُ النَّاضِجُ حَلْوٌ 5. The ripe date is sweet.
- ٦- الْبَرْدُ الشَّدِيدُ مُؤَلِمٌ 6. The severe cold is painful.
- ٧- الْمُعَلِّمُونَ الْمُخْلِصُونَ حَاضِرُونَ 7. The sincere teachers are present.
- ٨- الْبِنْتُ الْجَمِيلَةُ جَالِسَةٌ 8. The beautiful girl is sitting.
- ٩- الْأَرْضُ الْجَيِّدَةُ غَالِيَةٌ 9. Good land is costly.
- ١٠- الْحَدَائِقُ النَّظِيفَةُ كَثِيرَةٌ 10. The clean gardens are numerous.
- ١١- اللُّغَةُ الْعَرَبِيَّةُ رَاقِيَةٌ 11. The Arabic language is of a high standard.

The adjective in Arabic is called الصِّفَةُ. It is one variety of a noun. المُرَكَّبُ النَّوْصِفِيُّ or "adjectival construction" consists of a noun qualified and an adjective. The sentences in this lesson consist of a subject and a predicate. The subject itself consists of two words, the "noun qualified" and the "adjective". The first word is a noun; it is also called مَوْصُوفٌ - مَتَّعُوتٌ "that which is qualified", the second word is صِفَةٌ adjective, also called نَعْتُ.

The adjective has to agree with the noun in respect of gender, number and definite and indefinite form, and in respect of case ending. The noun in sentence No.1. الرَّجُلُ the man, is masculine, singular and definite; so is its adjective الْعَاقِلُ the wise. When the same adjective الْمَرْأَةُ الْعَاقِلَةُ نَاصِحَةٌ is to be used for a female, it would be said الْمَرْأَةُ الْعَاقِلَةُ نَاصِحَةٌ the wise woman is advising.

All the eleven sentences in this lesson start with المَوْصُوفُ or النَّعْتُ the noun qualified immediately followed by الصِّفَةُ or the adjective or description. The above rule is followed in all but sentence No. 10, in the phrase الْحَدَائِقُ النَّظِيفَةُ the clean gardens. In this sentence, the adjective does not agree with the noun in respect of number; الْحَدَائِقُ is the plural of الْحَدِيقَةُ the garden. When the noun qualified is an object, and is plural, masculine or feminine, its adjective would mostly be singular and in the feminine gender. e.g.

الْبُيُوتُ الْكُبْرَى The big houses

However when such nouns are in the dual number, their adjectives should agree with the noun. e.g.

الْحُجْرَتَانِ الْكَبِيرَتَانِ مَقْفَلَتَانِ The two big rooms are locked.

الشَّجَرَتَانِ الْكَبِيرَتَانِ مُثْمِرَتَانِ The two big trees are fruitful.

Note: In the Arabic language the noun qualified comes before the adjective. e.g.

الْوَلَدُ الذَّكِيُّ the intelligent boy

الْبِنْتُ الْجَمِيلَةُ the beautiful girl

VOCABULARY

'aāqil	عَاقِل - عَقْلَاء	rajul	رَجُل - رَجَال
wise		man	
bait	بَيْت - بُيُوت	imra'a	إمْرَأَة : نِسَاء
house		woman	
murih	مُرِيح	naṣaḥa	نَصَحَ : يَنْصَح
comfortable		to advise	
daki	ذَكِي	nāṣiḥ	نَاصِح - نَصَحَاء
intelligent		adviser	
ṭayyib	طَيِّب	naṣiḥa	نَصِيحَة - نَصَائِح
good, pleasant		advice	
ḥulw	حُلُو	kabīr	كَبِير - كِبَار
sweet, charming		big	
ḥāmid	حَامِض	walad	وَلَد - أَوْلَاد
sour, acid		boy	
murr	مُرّ	najaḥa	نَجَحَ : يَنْجَح
bitter, severe		to be successful	
muḥlis	مُخْلِص	nājiḥ	نَاجِح
sincere		successful	
jayyid	جَيِّد	warda	وَرْدَة
excellent		rose	
ḥaḍiqa	حَدِيقَة - حَدَائِق	tamar	تَمَر
garden		dried date	

katir	كَثِير	nadaja	نَضَجَ : يَنْضَج
many, much		to be ripe	
raqiya	رَاقِيَة	nadij	نَاضِج
developed, sublime		ripe	
shadid	شَدِيد	faras	فَرَس - أَفْرَاس
severe		horse	
nazara	نَظَرَ : يَنْظُر	ahabba	أَحَبَّ : يُحِبُّ
to see		to love, like	
nazir	نَازِر	mahbub	مَحْبُوب
spectator, director		lovable	
manzar	مَنْظَر - مَنَاطِر	'ilm	عِلْم - عُلُوم
sight		knowledge, science	
ard	أَرْض - أَرْضِي	galiya	غَالِيَة
earth		costly	
allugat al 'arabia	اللُّغَة الْعَرَبِيَّة	nazif	نَظِيف
Arabic language		clean	
alam	أَلَم	wasak	وَسَخ
pain, ache		dirty	
mulim	مَوْلِم	nafa'a	نَفَعَ : يَنْفَع
painful, distressing		to be useful	
talaba	طَلَبَ : يَطْلُب	nafi'a	نَافِع
to seek		useful	
talab	طَلَب	tamar	تَمَر - أَثْمَار
application, demand		fruit	

maṭlūb	مطلوب	muṭmir	مُثْمِرَة
<i>desired, wanted</i>		<i>fruitful</i>	
muqaddim at-ṭalab	مُقَدِّم الطلب	‘aarūs	عُرُوس : عريس
<i>applicant</i>		<i>bridegroom</i>	
‘inda at-ṭalab	عِنْد الطلب	‘aarūsa	عُرُوسَة
<i>on demand</i>		<i>bride</i>	
ta’aiba	تَعَبَ ؛ يَتَعَب	ṣadīq	صَدِيق
<i>to work hard</i>		<i>friend</i>	
mut’ib	مُتَعِب	ḥarb	حَرْب
<i>tiresome, dull</i>		<i>war</i>	
ṭawīl	طَوِيل	ṣifr	صِفْر
<i>long</i>		<i>zero, nothing</i>	
akala	اَكَلَ ؛ يَأْكُل	ju ‘	جَوْع
<i>to eat</i>		<i>hunger</i>	
akaltu	أَكَلْتُ	jāi’	جَائِع
<i>I ate</i>		<i>hungry</i>	
ihdinā	إِهْدِنَا	istiqlāl	إِسْتِقْلَال : حُرِّيَّة
<i>lead us</i>		<i>independence, freedom</i>	
ṣirāt	صِرَاط	jara	جَرَى ؛ يَجْرِي
<i>way</i>		<i>to flow, take place</i>	
mustaqīm	مُسْتَقِيم	ijrā’	إِجْرَاء - إجراءات
<i>straight</i>		<i>enforcements, steps</i>	
yaum	يَوْم - أَيَّام	ijrāt qānūniya	إِجْرَاءَات قَانُونِيَّة
<i>day</i>		<i>legal proceedings</i>	

nahr	نَهْر - أَنْهَار	qaratu	قَرَأَتْ
<i>river</i>		<i>I read</i>	
hāmm, muhimm	هَام : مُهِم	labisa	لَبِسَ ؛ يَلْبَس
<i>important, significant</i>		<i>to wear</i>	
ihtimām	إِهْتِمَام	malabis	مَلَأَسَ
<i>care, attention</i>		<i>clothes</i>	
ṭaub	ثَوْب - ثِيَاب	shariba	شَرَبَ ؛ يَشْرَب
<i>dress</i>		<i>to drink</i>	
gāzīr	غَزِير	shārib	شَارِب
<i>abundant, heavy</i>		<i>drinker</i>	
kaṭīf	كَثِيف	sakrān	سَكْرَان
<i>thick</i>		<i>intoxicant, a drunk</i>	
samīn	سَمِين	ṭawr	ثَوْر - ثِيرَان
<i>fat</i>		<i>bull</i>	
nahīl	نَحِيل	ḥaraṭa	حَرَثَ ؛ يَحْرَث
<i>thin, slim</i>		<i>to plough</i>	
saḥāb, gāim	سَحَاب : غِيم	ḥariṭ	حَارِث - حُرَاث
<i>cloud</i>		<i>ploughman</i>	
jadīd	جَدِيد	qaṭafa	قَطَفَ ؛ يَقْطِف
<i>new</i>		<i>to pick, to pluck</i>	
‘atīq	عَتِيق	hawla	حَوْل
<i>old, ancient</i>		<i>around</i>	
mustadīra	مُسْتَدِيرَة	sayyāra	سَيَّارَة - سَيَّارات
<i>round</i>		<i>car</i>	

nādir	نادر	nasiya	نسي : ينسى
unusual, precious		to forget	
ishtaraitu	اشترت	sara'a	سرع : يسرع
I purchased		to be quick	
ba'i	بطيء	sari	سريع
slow, lazy		fast	

The following Arabic sentences exemplify the grammatical principle that has been explained in this lesson.

TRANSLATION

MODEL SENTENCES

1. Useful knowledge is desired. العلم النافع مطلوب - ١
2. The fruit-bearing tree is useful. الشجرة المثمرة نافعة - ٢
3. The long journey is tiresome. السفر الطويل متعب - ٣
4. The appearance of the bride is beautiful. منظر العروسة رائع - ٤
5. Faithful friends are rare. الأصدقاء الأوفياء نادر - ٥
6. I ate sweet apple. أكلت تفاحة حلوة - ٦
7. Lead us to the straight path. اهدنا الصراط المستقيم - ٧
8. A hungry cat meows. يموء قط جائع - ٨
9. The assiduous student succeeds. ينجح التلميذ المجتهد - ٩
10. Independence day is a great day. يوم الإستقلال يوم عظيم - ١٠
11. In India there are flowing rivers. في الهند أنهار جارئة - ١١
12. Spring is a beautiful season. الربيع فصل جميل - ١٢
13. Wear a clean dress. البس ثوبا نظيفا - ١٣
14. I drank cold water. شربت ماء باردا - ١٤

- ١٥ - نزل مطر غزير 15. Abundant rain fell.
- ١٦ - السحاب الكثيف في السماء 16. Thick clouds are in the sky.
- ١٧ - الثوران السمينان يخرثان 17. The two fat bulls are ploughing.
- ١٨ - الكتاب الجديد في المكتبة 18. The new book is in the library.
- ١٩ - قطفت وردة حمراء 19. I picked a red rose.
- ٢٠ - جلسنا حول مائدة مستديرة 20. We sat at a round table.
- ٢١ - هذه سيارة سريعة 21. This is a fast car.
- ٢٢ - اشترت ساعة نادرة 22. I purchased a precious watch.
- ٢٣ - هذه قلنسوة سوداء 23. This is a black cap.
- ٢٤ - قرأت إعلانا هاما 24. I read an important announcement.

LESSON SEVEN

Gender المذكر والمؤنث

With regard to gender, Arabic nouns are divided into two categories: (1) **مذكر** *masculine* and (2) **مؤنث** *feminine*. It is essential to know the gender of all nouns as the verbs and adjectives have to agree in respect of the gender of their subjects and the nouns qualified.

(a) Agreement of the verb with its subject:

Hamid wrote. كُتِبَ حامد

Fathima wrote. كُتِبَتْ فاطمة

Whereas for **حامد** the verb used is **كُتِبَ**, for **فاطمة** the verb used is **كُتِبَتْ**; though the verb is same, in the first example it is masculine and in the second it is feminine.

(b) Agreement of the adjective with the noun qualified (See lesson Six)

The intelligent boy الولد الذكي

The intelligent girl البنت الذكية

Note the "ة" (ت) at the end of the feminine adjective.

Feminines are of two kinds.

(1) **المؤنث الحقيقي** *the natural or real feminines*. These are nouns denoting female persons. e.g.

إمرأة	أخت	أم
woman	sister	mother

(2) **مؤنث غير حقيقي** *unreal or supposed feminines*. e.g.

أرض	شمس	مدينة
earth	sun	city

Masculine nouns do not require any sign to signify their gender, but the feminine nouns and adjectives usually end in three specific ways.

(a) Feminines mostly end with "ة" or "ة".

جميلة نعمة قدرة ظلمة

beautiful blessing power darkness

خليفة *caliph* and **علامة** *very learned* are exceptions. Though

they end with "ة" they are masculine.

(b) Feminines ending with **الألف الممدودة** *the shortened alif*

كبرياء صحراء سوداء بيضاء

fair lady black desert pride

Here is a list of nouns which are feminine but without any specific feminine ending.

(a) Parts of the body which are in pairs but **حاجب** *eyebrow* is masculine.

فخذ كف يد كتف ثدي أذن

ear breast shoulder hand palm thigh

عين إصبع سن قدم رجل ساق

shank leg foot tooth finger eye

(b) Some natural objects which are feminine by mere usage:

عين شمس ربح نار أرض نفس

soul earth fire wind sun fountain

(c) Names of countries, cities and tribes are feminine:

قريش دمشق هند

India Damascus Quraish

LESSON EIGHT

Singular, Dual and Plural المفرد والمثنى والجمع

A peculiar feature of the Arabic language is that its nouns, adjectives and verbs have three numbers. In this respect it is akin to sanskrit.

1. Singular مفرد - واحد (2) Dual ثنائية (3) Plural جمع

As has been explained earlier, the adjectives of the noun qualified (lesson six) and the predicate of the subject (See lesson nine) should agree in respect of number. e.g.

A sincere servant came جاء خادم مخلص (Singular مفرد)

Two sincere servants came جاء خادمان مخلصان (Dual ثنائية)

Many sincere servants came جاء خدام مخلصون (Plural جمع)

Agreement of the predicate with the Subject in respect of number: e.g.

The carpenter is working النجار عامل (Singular مفرد)

Two carpenters are working النجاران عاملان (Dual ثنائية)

Many carpenters are working النجارون عاملون (Plural جمع)

The dual is formed by adding ان to the singular in the Nominative case and by adding ين in the Accusative and Genitive cases. A word in the dual number does not admit النون nunaion

Singular

Dual

house	بيت	بيتان	or	بیتین
door	باب	بابان	or	بابین
city	مدينة	مدینتان	or	مدینتین

There are two kinds of plurals in Arabic, الجمع السالم *the sound plural* and جمع التکسیر *the broken plural*. When a plural retains all the vowels and consonants of the singular and is based on the standard pattern, it is known as الجمع السالم as opposed to جمع التکسیر.

In most authoritative Arabic dictionaries, the plural of all nouns is given along with the meaning.

Some examples of جمع المذكر السالم *The Sound Plural Masculine*.

	Plural		Singular
writer	کاتبین	or	کاتبون
believer	مؤمنین	or	مؤمنون
learned	عالمین	or	عالمون
Egyptian	مصريین	or	مصريون

Some examples of جمع التکسیر *The Broken Plural*

man	رجل	رجال	food	أطعمة	طعام
blue	أزرق	زرق	youth	فتیان	فتی
black	أسود	سود	red	حمر	أحمر
guest	ضيف	أضياف	ass	حمير	جمار
hero	بطل	أبطال	earth	أراضي	أرض
loaf	رغيف	أرغفة	group	فرق	فرقة

The plural of امرأة *woman* is نساء *women*. Besides the nouns and adjectives, verbs and pronouns too are converted into dual and plural numbers.

LESSON NINE

The Nominal Sentence
Subject and Predicateالجملة الاسمية
المبتدأ والخبر

1. Knowledge is light. ١ - العلم نور
2. The two teachers are present. ٢ - المعلمان حاضران
3. The engineers are experts. ٣ - المهندسون ماهرون
4. The students are industrious. ٤ - الطلاب مجتهدون
5. Fathima is intelligent. ٥ - فاطمة ذكية
6. The two girls are writing. ٦ - البنات كاتبتان
7. The mothers are kind. ٧ - الأمهات رحيما
8. The schools are open. ٨ - المدارس مفتوحة

All these Arabic sentences consist of two nouns, but in the English translation, invariably the auxiliary verbs "is" and "are" are used to complete the predicate. Though the verbs are not written, the sentence presupposes the presence of a verb. Therefore the first word of each of the above sentences is called *مبتدأ Subject*, and the second word *خبر Predicate*.

Each of the above sentences is called *الجملة الاسمية the nominal sentence*, because it starts with *إسم a noun*.

1. Both the subject and the predicate in each of the above sentences are in the Nominative case *مرفوع*. They end with ـ which is the sign of the nominative.

2. Generally *المبتدأ the subject* would be definite and *الخبر the predicate* indefinite. Note the difference in the meaning of the following:

1. The book is new. الكتاب جديد
2. The new book. الكتاب الجديد
3. A new book. كتاب جديد
4. This is a new book. هذا كتاب جديد

3. The predicate has to agree with its subject in respect of number and gender.

4. When the subject is the plural form of an object, not a person, the predicate is singular feminine. (see sentence No.8)

5. Particles belonging to groups of *إنَّ* and *كانَ* bring about certain vowel changes in respect of *مبتدأ subject* and *خبر predicate*. These changes are dealt with in lesson twenty and twenty-one.

Note: The subjects in sentences Nos. 1, 2, 3 and 4 are masculine and in singular, dual and plural respectively. Accordingly there is agreement between the subject and the predicate.

The subjects in sentences Nos. 5, 6, and 7 are feminine and in singular, dual and plural respectively. In all these sentences the predicates are feminine and in accordance with their subjects.

In sentence No. 8 the subject *مدارس schools* (which is an object, not a person) is in the plural, therefore its predicate *مفتوحة open* is a feminine singular. The same rule applies to phrases which consist of *موصوف noun qualified* and *صفة adjective* (see lesson six).

In the following table the agreement of *الخبر the predicate* with *المبتدأ the subject* in respect of gender and number is clarified further.

مذكر : Masculine

مفرد - Singular	The man is virtuous.	الرجل صالح
ثنائية - Dual	The two men are virtuous.	الرجلان صالحان
جمع - Plural	Many men are virtuous.	الرجال صالحون

مؤنث : Feminine

مفرد - Singular	The woman is virtuous.	المرأة صالحة
ثنائية - Dual	The two women are virtuous.	المرأتان صالحتان
جمع - Plural	Many women are virtuous.	النساء صالحات

غير عاقل : Inanimate object

مفرد - Singular	The star is shining.	الكوكب لامع
ثنائية - Dual	The two stars are shining.	الكوكبان لامعان
جمع - Plural	Many stars are shining.	الكواكب لامعة

VOCABULARY

sulṭān	سلطان : ملك	nūr	نور
authority, monarch		light	
‘aadala	عدل : يعدل	muhandis	مهندس
to act justly		engineer	
‘aādil	عادل	handasa	هندسة
just person		engineering	
tijāra	تجارة	la’aiba	لعبة : يلعب
trade		to play	
tājir	تاجر	lā’ib	لاعب
merchant		player	

amīn	أمين	umm	أم : والدة
trustworthy		mother	
ṭibb	طبيب	ab	أب : والد
medicine		father	
ṭabīb	طبيب	raḥīm	رحيم
physician, doctor		merciful, kind	
shams	شمس	ṣalaḥa	صلح
sun		to be good	
qamar	قمر	ṣālih	صالح
moon		good, virtuous	
ḍau	ضوء	kaukab	كوكب - كواكب
light		star	
muḍī	مضيء	lāmi’a	لامع : براق
luminous		shining	
ṭala’a	طلع : يطلع	ḡurfa	غرفة : حجرة
to rise		room	
ṭāli’a	طالع	ḡurfa at-tijāra	غرفة التجارة
rising, ascending		chamber of commerce	
ṭifl	طفل - أطفال	ḡurfa al-naum	غرفة النوم
child		bedroom	
nāma	نام : ينام	aṭāt	أثاث
to sleep		furniture	
naum	نوم	jaww	جو
sleep		atmosphere, air	

ḍaḥika	ضَحِكَ ؛ يَضْحَك	laṭīf	لَطِيف
to laugh		gentle	
basama	بَسَمَ ؛ يَبْسِم	aljins al-laṭeef	الجِئْسُ اللّطِيف
to smile		the fair sex	
bāsim	بَاسِمَ ؛ مُبَسِّم	miqyās alḥarāra	مِقْيَاسُ الْحَرَارَةِ
smiling		thermometer	
laila	لَيْلَةٌ	jundi	جُنْدِي
night		soldier	
qaṣura	قَصُرَ	tashjī'a	تَشْجِيع
to be short		encouragement	
qaṣīr, ḍayyiq	قَصِيرَ ؛ ضَيْقٌ	shujā'a	شُجَاع
short, small		courageous	
wāsi'a	وَاسِعَ	musta'idd	مُسْتَعِد
spacious		prepared, ready	
ḍarra	ضَرَّ ؛ يَضُرُّ	qadira	قَدَرَ ؛ يَقْدِرُ
to harm, hurt		to be able	
ḍarar	ضَرَرَ ؛ خَسَارَةٌ	qādir	قَادِر
loss, damage		able	
ḡāba	غَابَ ؛ يَغِيبُ	kaṭaba	كَتَبَ ؛ يَخْطُبُ
to disappear		to lecture	
ḡāib	غَائِبٌ	kaṭīb	كَاتِبٌ
absent		orator, lecturer	
ḍahab	ذَهَبَ	waraq	وَرَقَ - وَرَاقٌ
gold		paper	

madīn	مَدِين	nāim	نَاعِم
metal, mine		soft, fine	
ḥadīd	حَدِيد	ni'ma	نِعْمَةٌ - نِعَم
iron		blessing, favour	
nuḥās	نُحَاس	nāḍir	نَاضِرٌ ؛ طَازِجٌ
copper		fresh, radiant	
fiḍḍa	فِضَّة	ṭa'ima	طَعِمَ ؛ يَطْعَمُ
silver		to taste, eat	
rafa'a	رَفَعَ ؛ يَرْفَعُ	ṭa'am	طَعَامٌ
to raise		food, meal	
rafi'a	رَفِيعَ ؛ مُرْتَفِعَ ؛ عَالٍ	maṭ'am	مَطْعَمٌ
high		restaurant	
shāria'	شَارِعَ - شَوَارِعَ	kāli	خَالَ ؛ فَارِغٌ
road		vacant, empty	
madīna	مَدِينَةٌ - مَدَنٌ	mamlū'	مَمْلُوءٌ
city		filled up, loaded	
'amara	عَمَرَ	mazaḥa	مَزَحَ ؛ يَمْزَحُ
to be inhabited, prosper		to joke	
'āmir	عَامِرٌ	'amila	عَمِلَ ؛ يَعْمَلُ
populous, flourishing		to do, act	
jāhada	جَاهَدَ ؛ يُجَاهِدُ	qalam arraṣās	قَلَمُ الرِّصَاصِ
to struggle		pencil	
ijtahada	اجْتَهَدَ ؛ يَجْتَهِدُ	qalam ḥibr jāf	قَلَمُ حَبْرٍ جَافٍ
to endeavor		ball point pen	

The model sentences given below further exemplify the grammatical principle discussed in this lesson.

TRANSLATION**MODEL SENTENCES**

1. The room is narrow. - ١ - الغُرْفَةُ ضَيِّقَةٌ
2. The furniture is new. - ٢ - الأثاثُ جَدِيدٌ
3. The earth is spacious. - ٣ - الأرضُ وَاسِعَةٌ
4. The water is cold. - ٤ - الماءُ بَارِدٌ
5. The weather is pleasant. - ٥ - الجوُّ لَطِيفٌ
6. The heat is severe. - ٦ - الحرارة شَدِيدَةٌ
7. The monarch is just. - ٧ - السلطانُ عَادِلٌ
8. The merchant is trustworthy. - ٨ - التاجرُ أَمِينٌ
9. The physician is an expert. - ٩ - الطبيبُ مَاهِرٌ
10. The sun is rising. - ١٠ - الشمسُ طَالِعَةٌ
11. The moon is luminous. - ١١ - القمرُ مُضِيءٌ
12. The stars are shining. - ١٢ - الكواكبُ لَامِعَةٌ
13. The child is sleeping. - ١٣ - الطفلُ نَائِمٌ
14. The mountains are high. - ١٤ - الجبالُ عَالِيَةٌ
15. The girl is smiling. - ١٥ - البنتُ بِاسِمَةٌ
16. Time is flying by. - ١٦ - الوقتُ سَرِيعٌ
17. The day is long. - ١٧ - اليومُ طَوِيلٌ
18. The night is short. - ١٨ - اللَّيْلَةُ قَظِيرَةٌ
19. The soldier is brave. - ١٩ - الجنديُّ شَجَاعٌ
20. God is powerful. - ٢٠ - اللهُ قَادِرٌ

21. The apple is sweet. - ٢١ - التفاحةُ حُلْوَةٌ
22. The sermon is eloquent. - ٢٢ - الخطبةُ بَلِيغَةٌ
23. The rain is abundant. - ٢٣ - المطرُ غَزِيرٌ
24. The paper is smooth. - ٢٤ - الورقُ نَاعِمٌ
25. The flowers are fresh. - ٢٥ - الأزهارُ نَاضِرَةٌ
26. Iron is useful. - ٢٦ - الحديدُ نَافِعٌ
27. The food is ready. - ٢٧ - الطعامُ حَاضِرٌ
28. The room is vacant. - ٢٨ - الغرفةُ خَالِيَةٌ
29. The tank is full. - ٢٩ - الحوضُ مَمْلُوءٌ
30. Much joking is harmful. - ٣٠ - المزاحُ الكَثِيرُ مُضِرٌّ
31. The trade is profitable. - ٣١ - التجارةُ رَابِحَةٌ
32. The boys are active. - ٣٢ - الأولادُ نَشَاطٌ
33. The workers are absent. - ٣٣ - العُمالُ غَائِبُونَ
34. The female teachers are present. - ٣٤ - المُعَلِّماتُ حَاضِرَاتٌ
35. Gold is a metal. - ٣٥ - الذهبُ مَعْدِنٌ
36. The sky is high. - ٣٦ - السَّمَاءُ مُرْتَفِعَةٌ
37. The road is narrow. - ٣٧ - الشارعُ ضَيِّقٌ
38. The city is crowded. - ٣٨ - المدينةُ عَامِرَةٌ
39. The duck is fat. - ٣٩ - البطَّةُ سَمِينَةٌ
40. The two girls are hardworking. - ٤٠ - البنتانِ مُجْتَهِدَتَانِ

LESSON TEN

The Possessive

المُضَافُ والمُضَافُ إِلَيْهِ

1. The Creator of the universe is one. ١ - خَالِقُ الْعَالَمِ وَاحِدٌ
2. God's earth is spacious. ٢ - أَرْضُ اللَّهِ وَاسِعَةٌ
3. The people of India are good. ٣ - أَهْلُ الْهِنْدِ طَيِّبُونَ
4. The hospitality of the Arabs is famous. ٤ - جُودُ الْعَرَبِ مَشْهُورٌ
5. The hands of the boy are clean. ٥ - يَدَا الْوَلَدِ تَظْفِيئَانِ
6. The students of the secondary school are playing. ٦ - طُلَّابُ الْمَدْرَسَةِ الثَّانَوِيَّةِ لَا عِيُونَ
7. Fear of God is the summit of wisdom. ٧ - رَأْسُ الْحِكْمَةِ مَخَافَةُ اللَّهِ
8. Al Azhar University is the center of many sciences. ٨ - جَامِعَةُ الْأَزْهَرِ مَرْكَزُ الْعُلُومِ الْمُخْتَلِفَةِ

In the English language the idea of "possession" or "ownership" is conveyed by using apostrophe and s ('s) or the preposition "of". But the same idea is conveyed in Arabic by *إِضَافَةُ the construct phrase*, i.e. one noun immediately follows another in such a manner that the second limits or defines the first and renders it definite (without the definite article though).

The first sentence in this lesson *The creator of the universe is one* is a nominal sentence as it begins with a noun خَالِقُ. خَالِقُ الْعَالَمِ is composed of two words; the definite article ال and عالم (universe). The word عالم is in the genitive case because it limits خَالِقُ. Thus خَالِقُ in this sentence is مضاف and العالم is إليه .

Note: 1. Both مُضَافٌ and إِلَيْهِ are nouns.

2. مُضَافٌ would be indefinite and إِلَيْهِ would either be a proper or a common noun.

3. مُضَافٌ will not accept the definite article ال and "nunation"

4. Due to *إِضَافَةُ* the إِلَيْهِ ends in *ـ* i.e. the genitive case

5. The dual loses its final ن due to *إِضَافَةُ*. This change may be noticed in sentence No. 5 where ن is dropped from يَدَانِ.

There are other forms in Arabic which convey the idea of "possession". Besides the use of the possessive pronouns *كِتَابُهُ his book* *كِتَابُكَ your book* *كِتَابِي my book* (see lesson No. 12) the following words are generally used: *صَاحِبٌ possessor, owner, ذو* *companion, أَهْلٌ people*. e.g.

ذُو الْعِلْمِ Literally: The possessor of learning (*Learned*)

صَاحِبُ الْعِلْمِ Literally: The companion of learning (*Learned man*)

أَهْلُ الْعِلْمِ Literally: The people of learning (*Learned people*)

VOCABULARY

adab	أَدَبٌ	muhaḍḍab	مُهَذَّبٌ
literature, decency		polite, courteous	
mu'addab	مُؤَدَّبٌ	muṭaqqaf	مُتَقَفٌ
well-mannered		cultured, educated	
adīb	أَدِيبٌ	ṭaqāfa	ثَقَافَةٌ : حَضَارَةٌ
literary man		culture, civilization	

asās	أساس	‘aālam	عالم : الدنيا
foundation, basis		universe, world	
laban, ḥalīb	لبن : حليب	Allah	الله
milk		God	
baqara	بقرة	wāḥid	واحد
cow		one	
balad	بلد-بلدان	ahl: usra	أهل : أسرة
country		family, people	
baladia	بلدية	jūd, karam	جود : كرم
municipality		generosity	
ḡarb : maḡhrib	غرب : مغرب	sahīr	شهير : مشهور
west		famous	
sharq : mashriq	شرق : مشرق	ibtidāia	مدرسة ابتدائية
east		elementary school	
shimāl	شمال	tānawia	مدرسة ثانوية
north		secondary school	
junūb	جنوب	kullia	كلية
south		college, faculty	
kidma	خدمة	jāmia	جامعة
service		university	
istikdām	استخدام	m’ahad	معهد
to employ		institute	
kādim	خادم	maktaba	مكتبة
servant		library	

mutaqaddim	مُتَقَدِّم	kalaqa	خلق
advanced, ahead		to create	
wazīr	وزير - وزراء	kāliq	خالق
minister		creator	
wizāra	وزارة	maklūq	مخلوق
ministry		creations, created being	
bustān	بُستان : حديقة	kauf	خوف : مخافة
garden		fear	
ḥazz	حظ	kāfa	خاف ؛ يخاف
good luck, fate		to fear	
ḡū ḥazz	ذو حظ	raīs	رئيس
fortunate person		chief, president	
min ḥusn al-ḥazz	من حسن الحظ	ḥikma	حكمة
luckily, fortunately		wisdom	
ma’a al-asaf	مع الأسف	ḥakīm	حكيم : عاقل
unfortunately		wise	
ḡāba	غاية	rīsha	ريشة - ريش
jungle		feather	
ahrām	أهرام	kurtūm	خُرطوم
pyramids		trunk	
‘ajal	عجل	fīl	فيل
haste		elephant	
‘ajala	عجلة	mathaf	متحف - متحفة
wheel, bicycle		museum	

kasara	كسر ؛ يكسر	wajaba	وَجَبَ ؛ يجب
to break		to be necessary	
maksūr	مكسور	wājib	واجب
broken		essential, obligatory	
fara'	فرع : غصن	wajbat at-ṭa'ām	وجبة الطعام
branch, section		meal, menu	
ikrām	إكرام	farāḍa	فرض
respect, honor		to suppose, to impose	
dāim	دائم	farīḍa	فريضة
permanent		duty	
muwaqqat	موقت	maṭḥaf	متحف-متحف
temporary		museum	
insān	إنسان	ḍaif	ضعيف
man		guest	
insānīa	إنسانية	muḍīf	مضيف
humanity		host	
safar	سفر : رحلة	muḍīfa	مُضيفَة
journey, travel		hostess, stewardess	
saḥīr	سفير	sharafa	شرف ؛ يُشَرَّف
ambassador		to honor	
muṣāfir	مُسافر	sharīf	شريف
traveler		noble	
sifāra	سفارة	mushrif	مُشرف
embassy		superintendent	

The following sentences further exemplify the grammatical principle discussed in this lesson:

TRANSLATION

MODEL SENTENCES

1. The color of the sky is blue. لون السماء أزرق
2. The feather of the peacock is excellent. ريش الطاووس جيد
3. The trunk of the elephant is long. خرطوم الفيل طويل
4. The bay of Bengal is beautiful. خليج بنغال جميل
5. Character is the foundation of success. الأدب أساس النجاح
6. Cow's milk is sweet. لبن البقرة حلو
7. The Western countries are advanced. بلدان الغرب متقدمة
8. The Rector of Al-Azhar University visited India in 1975. مدير جامعة الأزهر زار الهند في سنة ١٩٧٥
9. The doors of the museum are open. أبواب المتحف مفتوحة
10. The students of the Cairo University are intelligent. تلاميذ جامعة القاهرة أذكاء
11. The lion is the king of the jungle. الأسد ملك الغابة
12. The pyramids of Egypt are ancient. أهرام مصر عتيقة
13. The eyes of the cat are bright. عينا القط لامعتان
14. The (two) wheels of the bicycle are broken. عجلتا الدراجة مكسورتان
15. Respect of the guests is essential. إكرام الضيوف واجب
16. The branch of the tree is green. غصن الشجرة أخضر
17. Acquiring knowledge is obligatory. طلب العلم فريضة
18. School teachers are traveling. معلمو المدرسة مسافرون

LESSON ELEVEN

Personal Pronouns الضمائر المنفصلة

We Work

نَحْنُ نَعْمَلُ

1. The teacher said to his son:
"I work in the school and you study in the college".
١ - قال الأستاذ لأبْنِهِ: أَنَا أَعْمَلُ فِي
الْمَدْرَسَةِ وَأَنْتَ تَتَعَلَّمُ فِي الْكَلِيَّةِ
2. The girl told her sister: "I
work in the post office and
you are a doctor in the
hospital".
٢ - قَالَتِ الْبِنْتُ لِأَخْتِهَا: أَنَا عَامِلَةٌ فِي
مَكْتَبِ الْبَرِيدِ وَأَنْتَ طَبِيبَةٌ فِي
الْمُسْتَشْفَى
3. The mother stays at home.
She cooks food, brings up
the children and looks after
the domestic chores.
٣ - الْأُمُّ تَمْكُثُ فِي الْبَيْتِ، هِيَ تَطْبَخُ
الطَّعَامَ وَتَرْبِي وَتَتَوَلَّى عَلَى
شُؤْنِ الْعَائِلَةِ
4. The boy said to his parents:
"You have much exerted
yourselves and now you will
relax."
٤ - قَالَ الْوَالِدُ لِوَالِدَيْهِ "تَعَبْتُمَا
كَثِيرًا وَأَنْتُمَا الْآنَ تَسْتَرِيحَانِ وَتَحْنُ
تَخْدِمُكُمَا"
5. The Director of the
establishment told the
workers: "Every one of you
has made an effort and
played his role for achieving
the industrial and trade
targets of the company,
hence you deserve extra
allowance".
٥ - قَالَ مَدِيرُ الْمَوْسَّسَةِ لِلْعَمَّالِ: "مُلُّ
وَاحِدٍ مِنْكُمْ بِذَلِكَ جُهْدَهُ وَأَدَّى دَوْرَهُ
لِتَحْقِيقِ أَهْدَافِ الشَّرَكَةِ الصَّنَاعِيَّةِ
والتَّجَارِيَّةِ وَإِذَا تَسْتَحِقُّونَ عِلَاقَةً

1. Personal pronouns in Arabic are of two varieties:

1) الضمائر المنفصلة *unattached* "those which are separate words"
e.g. أنا *I* أنت *you* and نحن *we*. الضمائر المنفصلة are used when
the pronoun is in the nominative case.

2) الضمائر المتصلة *attached* "those which are suffixed"

- | | | |
|---------------------|-----------|-------------------|
| (a) to nouns | كتابي (ي) | <i>my book</i> |
| (b) to verbs | كتبته (ة) | <i>I wrote it</i> |
| (c) to prepositions | لك (ك) | <i>for you</i> |

These suffixes which are attached to a noun, correspond to possessive pronouns of the English language, e.g. كتابه *his book*. When they are suffixed to verbs and prepositions, they correspond to personal pronouns in the objective case.

List of الضمائر المنفصلة **Personal Pronouns**3rd Person Masculine

Examples

- | | | | | |
|-------------|----------|-------|--------------------|-----------------|
| 1. Singular | he / it | هُوَ | He is a man | هُوَ رَجُلٌ |
| 2. Dual | they two | هُمَا | They (two) are men | هُمَا رَجُلَانِ |
| 3. Plural | they | هُمْ | They are men | هُمْ رَجَالٌ |

3rd Person Feminine

- | | | | | |
|-------------|----------|-------|----------------------|--------------------|
| 4. Singular | she | هِيَ | She is a woman | هِيَ امْرَأَةٌ |
| 5. Dual | they two | هُمَا | They (two) are women | هُمَا امْرَأَتَانِ |
| 6. Plural | they | هُنَّ | They are women | هُنَّ نِسَاءٌ |

<i>2nd Person Masculine</i>		<i>Examples</i>	
7. Singular	You	أَنْتَ	You are a boy. أَنْتَ وَلَدٌ
8. Dual	You (two)	أَنْتُمَا	You (two) are boys. أَنْتُمَا وَلَدَانِ
9. Plural	You (all)	أَنْتُمْ	You are boys. أَنْتُمْ أَوْلَادٌ

2nd Person Feminine

10. Singular	You	أَنْتِ	You are a girl. أَنْتِ بِنْتٌ
11. Dual	You (two)	أَنْتُمَا	You (two) are girls. أَنْتُمَا بِنْتَانِ
12. Plural	You (all)	أَنْتُنَّ	You are girls. أَنْتُنَّ بَنَاتٌ

1st Person Masculine & Feminine

13. Singular	I (m & f)	أَنَا	I am a boy. أَنَا وَلَدٌ
14. Plural	We (m & f)	نَحْنُ	We are boys. نَحْنُ أَوْلَادٌ
			We are girls. نَحْنُ بَنَاتٌ

VOCABULARY

as-sayyid	السيد	sabaqa	سبق
Mr.		to precede, outstrip	
as-sayyida	السيدة	sābiq	سابق : متقدم
Mrs.		winner, ahead	
sayyid	سيد - سادة	nashīṭa	نشيط
master, lord		to be lively	
sayyida	سيدة - سيدات	nashīṭ	نشيط
lady		energetic, active	

aānisa	آنسة : فتاة	nashāṭ	نشاط
Miss		activity, briskness	
ḡani	غني - أغنياء	jaish	جيش - جيوش
rich		troops	
faqīr	فقير - فقراء	qawi	قوي - أقوى
poor		strong	
ṣaḥīfa	صحيفة : أخبار	‘alam	علم : راية
newspaper		flag	
ṣaḥāfi	صحافي	shakl	شكل : صورة
journalist		figure	
za‘āim	زعيم : رئيس	muṣṭatīl	مستطيل
leader, chief		oblong	
za‘āma	زعامة	dāira	دائرة - دوائر
leadership		circle, department	
dafa‘a	دفع : يدفع	kashafa	كشف : يكشف
to repel, push back		to uncover	
difa‘a	دفاع	kāshif	كاشف : مخترع
defense		discoverer, inventor	
kaṣīb	خصب	al-kashshāfa	الكشافة
fertile		the scout	
mutadil	معتدل	ṣannafa	صنف : يصنف
moderate, proportionate		to compose, classify	
shā‘ir	شاعر	muṣannif	مصنف : كاتب
poet		writer	

shai'r	شعر	naṭr	نثر
poetry		prose	
ṣafw	صفو	tamīliya	تمثيلية
clear, pure		drama	
maṣfa	مصفى	mumattil	ممثّل
refinery		actor, representative	
‘a’ila	عائلة : عائلي	qarra	قارة
family, domestic		continent	
sha’n	شأن - شئون	Asia	آسيا
affair, matter		Asia	
mā shā’nuka	ما شأئك	mamlaka	مملكة
What do you want?		kingdom	
istirāḥa	استراحة	jumhūriya	جمهورية
relaxation, rest		republic	
mustariḥ	مستريح	jamhūr	جمهور
relaxing, pleased		multitude, people	
tasāmuḥ	تسامح	badala	بذل ؛ يبذل
tolerance, leniency		to offer, grant	
ismaḥ li	اسمح لي	juhd	جهد - جهود
permit me, excuse me		effort	
kaira	خيرة - خيرات	badl-al-juhūd	بذل الجهود
good things		to make efforts	
murabba	مربع	ṭahāra	طهارة : تطهير
square		cleanliness, purification	

mutallat	مثلث	intizār	انتظار
triangle, threefold		waiting, expectation	
waṣṭ	وسط : متوسط	jīl	جيل - أجيال
middle, medium		generation, people	
ḥayawān	حيوان	insān	إنسان
animal		human being	
ukt	أخت - أخوات	insāniya	إنسانية
sister		mankind, politeness	
ak	اخ - اخوة	amn, salam	امن : سلام
brother		peace, security	
ḥayāh	حياة : عيش	al-amn-al-‘ālamī	الأمن العالمي
life		world peace	
maut	موت	al-amn-al-‘ām	الأمن العام
death		public safety	
daur	دور - أدوار	rijāl-al-amn	رجال الأمن : شرطة
role, part		police	
adā	أداء : تأدية	maslaḥa	مصلحة - مصالح
rendering of service		welfare, government agency	
ṣadāqa	صداقة	qala’	قلعة
friendship		fort, stronghold	
ṣadiq	صديق - اصدقاء	kaima	خيمة
friend		tent	
‘aduww	عدو - أعداء	‘ilawa	علاوة
enemy		extra allowance, addition	

al istishrāq الإستشراق : مستشرق	‘uluw علو
oriental studies, orientalist	height, sublimity
makāṭa مكث ؛ يمكث	‘amaliya عملية
to remain, reside	job, making, operation
tarbiya تربية	mu’āmala معاملة
education, upbringing	behavior, conduct
hadaf هدف - أهداف	ta’ab تعب
target, aim, goal	burden, hardship
taḥqīq تحقيق	ta’bān تعبان
realization, achievement	exhausted, tired
mustaḥiq مستحق	mashrū’ مشروع - مشاريع
deserving, worthy	project, scheme, plan

Note the use of pronouns in the following sentences.

TRANSLATION

1. He is a rich peasant.
2. This is a beautiful flower.
3. These are two beautiful roses.
4. These are expert engineers.
5. These are female workers in the spinning factory.
6. That is the book without doubtful contents.
7. That is a heavy tank.

MODEL SENTENCES

- ١ - هو فلاح غني.
- ٢ - هذه زهرة جميلة.
- ٣ - هاتان وردتان جميلتان.
- ٤ - هؤلاء مهندسون ماهرون.
- ٥ - هؤلاء عاملات في مصنع النسيج.
- ٦ - ذلك الكتاب لا ريب فيه.
- ٧ - تلك دبابة ضخمة.

- ٨ - أولئك محاسبو الشركة. Those are the accountants of the company.
- ٩ - هي مضيفى الطائرة. She is a stewardess.
- ١٠ - هو ساعي البريد. He is a postman.
- ١١ - هما شرطيان أمينان. They are two honest policemen.
- ١٢ - هن ممرضات. They are nurses.
- ١٣ - الولد الذي ينجح في الإمتحان مجتهد. The boy who succeeds in the examination is assiduous.
- ١٤ - هذان الضيفان اللذان زارا بيتنا بالأمس. These are (the two) guests who visited us yesterday.

LESSON TWELVE

Demonstrative and Relative Pronouns

الضمائر المتصلة وأسماء الإشارة والأسماء الموصولة

New York City

مَدِينَةُ نِيُويُورِك

1. New York city is considered to be among the biggest and most famous cities of the world. It is one of the cities in the State of New York, and it is situated on the Eastern coast of the United States of America and on the shore of the Atlantic Ocean. The headquarters of the United Nations and the headquarters of the biggest international banks and the world's biggest stock exchange are found here.
2. This city is considered to be one of the main centers in the world for cultural, economic and financial activities. It has a great number of libraries, famous theatres and many universities, colleges and institutes.
3. The residents of this city consist of ethnic groups who had emigrated to New York during the last centuries from all parts of the world. This concentration of numerous

١- تُعْتَبَرُ مَدِينَةُ نِيُويُورِك مِنْ أَكْبَرِ وَأَشْهَرِ الْمُدُنِ فِي الْعَالَمِ. هِيَ إِحْدَى مُدُنِ وَلايَةِ نِيُويُورِك وَتَقَعُ عَلَى السَّاحِلِ الشَّرْقِيِّ لِلْوَلَايَاتِ الْأَمْرِيكِيَّةِ الْمُتَّحِدَةِ وَتَقَعُ عَلَى شَوَاطِئِ الْمُحِيطِ الْأَطْلَنْطِيِّ. وَتُوجَدُ فِيهَا مَقَرُّ هَيْئَةِ الْأُمَمِ الْمُتَّحِدَةِ وَمَرَاكِزُ أَكْثَرِ الْبَنُوكِ الدُّوَلِيَّةِ وَأَشْهَرِ الْبُورْصَاتِ الْعَالَمِيَّةِ.

٢- تُعْتَبَرُ هَذِهِ الْمَدِينَةُ مِنْ أَهَمِّ الْمَرَاكِزِ لِلنَّشَاطَاتِ الثَّقَافِيَّةِ وَالْاِقْتِصَادِيَّةِ وَالْمَالِيَّةِ فِي الْعَالَمِ. وَتَحْتَوِي عَلَى مَكْتَبَاتٍ عِدَّةٍ وَمَسَارِحَ مَشْهُورَةٍ وَالْعَدِيدِ مِنَ الْجَامِعَاتِ وَالْكَلِّيَّاتِ وَالْمَعَاهِدِ.

٣- يَتَشَكَّلُ سُكَّانُ الْمَدِينَةِ مِنْ أَقْلِيَّاتٍ قَوْمِيَّةٍ هَاجَرَتْ إِلَيْهَا خِلَالِ الْقُرُونِ الْمَاضِيَّةِ مِنْ جَمِيعِ أَنْحَاءِ الْعَالَمِ. أَنَّ التَّجْمُعَ لِعَدِيدِ مِنَ الْأَقْلِيَّاتِ فِي مَدِينَةِ

ethnic groups in New York has made it a center for various political, religious and social organizations.

نِيُويُورِك ضَمَّنَ لَهَا أَنْ تَكُونَ مَرَكْزًا لِلْمُنْتَظَمَاتِ السِّيَاسِيَّةِ وَالدِّينِيَّةِ وَالْاجْتِمَاعِيَّةِ الْمُتَنَوِّعَةِ.

4. Freedom in general and religious freedom in particular facilitate the co-existence of Churches, Synagogues and Mosques in all parts of the city.
5. More than the large buildings or its economic role in the world, what makes New York city so special is the unique ethnic diversity of its inhabitants.

٤- أَنَّ الْحُرِّيَّاتِ الْعَامَّةَ وَالْدِّينِيَّةَ بِصِفَةِ خَاصَّةٍ قَدْ أَبَاحَ تَوَاجُدَ الْكَنَائِسِ وَالْمَعَابِدِ وَالْمَسَاجِدِ فِي جَمِيعِ أَنْحَاءِ الْمَدِينَةِ.

٥- إِنَّ عَظَمَةَ مَدِينَةِ نِيُويُورِك لَيْسَتْ بِأَبْنِيَّتِهَا الشَّامِخَةِ أَوْ دَوْرَهَا الْاِقْتِصَادِي فِي الْعَالَمِ بَلْ هِيَ فِي التَّنَوُّعِ الْبَشَرِيِّ مِنْ بَيْنِ سُكَّانِهَا

Those who study Arabic as a foreign language, are puzzled by combinations of inseparable pronouns, inseparable prepositions and conjunctions. They are called inseparable, because they are part of the word and are either prefixed or suffixed to it. When these pronouns, prepositions and conjunctions (indicated by a single letter or more) are joined to the word, they pose a problem for the beginner. But this problem ceases to exist as the student gets familiar with the language.

Split	Expression
in the name of God	بِسْمِ اللَّهِ
his pen	قَلَمُهُ
your book	كِتَابُكَ
in it	فِيهِ
and he wrote it	فَكَتَبَهُ

The pronouns that are attached		الضَّمَائِرِ الْمُتَّصِلَةِ	
Suffixed to Prepositions	Suffixed to nouns	Meaning	Mere suffixes
			3rd per. m
لَهُ**	كِتَابُهُ*	him : his	١. هُ
لَهُمَا	كِتَابُهُمَا	them : their	٢. هُمَا
لَهُمْ	كِتَابُهُمْ	them : their	٣. هُمْ
			3rd per. f
لِهَا	كِتَابُهَا	her	٤. هَا
لَهُمَا	كِتَابُهُمَا	them : their	٥. هُمَا
لَهُنَّ	كِتَابُهُنَّ	them : their	٦. هُنَّ
			2nd per. m
لَكَ	كِتَابُكَ	you : your	٧. كَ
لَكُمَا	كِتَابُكُمَا	you : your	٨. كُمَا
لَكُمْ	كِتَابُكُمْ	you : your	٩. كُمْ
			2nd per. f
لِكِ	كِتَابُكِ	you : your	١٠. كِ
لَكُمَا	كِتَابُكُمَا	you : your	١١. كُمَا
لَكُنَّ	كِتَابُكُنَّ	you : your	١٢. كُنَّ
			1st per. m / f
لِي	كِتَابِي	me : my	١٣. كِ
لَنَا	كِتَابُنَا	us : our	١٤. كُمَا

for him لَهُ** (ل + ه)

his book كِتَابُهُ (ه + كِتَاب)

When a personal pronoun is the direct object of a verb it is attached to it. e.g.

I saw her. رَأَيْتُهَا *I struck him.* ضَرَبْتُهُ

Demonstrative Pronouns أَسْمَاءُ الْإِشَارَةِ

Demonstrative pronouns, as in English, have separate words for near objects and distant objects. But in Arabic the demonstrative pronouns should agree with the gender and number of the person or object. e.g.

This is a useful book. هَذَا كِتَابٌ نَافِعٌ

This is a spacious room. هَذِهِ حَجْرَةٌ وَاسِعَةٌ

These are expert craftsmen. هَؤُلَاءِ صَنَاعٌ مَاهِرُونَ

For distant objects

Plural	Singular ¹
أُولَئِكَ	ذَلِكَ**
أُولَئِكَ	تِلْكَ

For near objects

Plural	Dual	Singular
هَؤُلَاءِ	هَذَانِ	هَذَا* m
هَؤُلَاءِ	هَاتَانِ	هَذِهِ f

Relative Pronouns

الأَسْمَاءُ الْمُوَصُولَةُ

	Plural	Dual	Singular
Who; whom; that; which:	الَّذِينَ	الَّذَانِ	الَّذِي m
Who:	مَنْ	الَّتَانِ	الَّتِي f
What; what thing:	مَا		

that ذَلِكَ**

this هَذَا*

1. The dual form exists but it is not commonly used for distant objects.

VOCABULARY

qalīl	قليل	i'tibār	اعتبار
<i>a small number</i>		<i>consideration, outlook</i>	
aqalliya	أقلية	I'tibāran min	اعتباراً من
<i>minority</i>		<i>effective from</i>	
kaṭīr	كثير	mauqi'	موقع
<i>many, abundant</i>		<i>situation, location</i>	
aktariya	أكثريّة	mutawaqqa'	متوقع
<i>majority</i>		<i>expected, anticipated</i>	
qaum	قوم : شعب	tashkīl	تشكيل
<i>nation, race, people</i>		<i>formation, building up</i>	
hajara	هجر	tanawwu'	تنوع
<i>to emigrate, keep away</i>		<i>diversity, multiplicity</i>	
sakana	سكن : يسكن	ittiḥād	اتحاد
<i>to reside, to be still</i>		<i>union, harmony</i>	
sākin	ساكن - سكان	'adad	عدد
<i>resident, inhabitant</i>		<i>number, figure</i>	
ḥāja	حاجة	dākīl	داخل
<i>need, want</i>		<i>inside, interior</i>	
zāda	زاد : يزيد	dākīli	داخلي
<i>to increase</i>		<i>internal</i>	
ziyāda	زيادة : إضافة	kārij	خارج
<i>increase, addition</i>		<i>outside, abroad</i>	

zaid	زائد	kārijī	خارجي
<i>excessive</i>		<i>external</i>	
barīd	بريد	rabāṭa	ربط : يربط
<i>post, mail</i>		<i>to bind, connect</i>	
sāi'al barid	ساعي البريد	rābiṭa	رابطة - روابط
<i>the postman</i>		<i>connection, league</i>	
ṭāba'	طابع - طوابع	munazzama	منظمة
<i>stamp, print</i>		<i>organization</i>	
barq	برق	miṇa	ميناء - موان
<i>lightning, flash</i>		<i>harbor</i>	
barqiya	برقية : تلغراف	maḥaṭṭa	محطة
<i>telegram</i>		<i>station</i>	
hātif : lasilki	هاتف : لا سلكي	sikkat al ḥadīd	سكة الحديد
<i>telephone, wireless</i>		<i>railway</i>	
jara	جرى : يجري	maṭār	مطار : محطة الطيران
<i>to run, to flow</i>		<i>airport</i>	
fasiḥ	فسيح	ṭāira	طائرة
<i>wide, spacious</i>		<i>airplane</i>	
nasaja	نسج : ينسج	dabbāba	دبابة
<i>to weave</i>		<i>tank</i>	
mansaj	منسج	sayyāra	سيارة
<i>weaving factory</i>		<i>automobile, car</i>	
nasama	نسم : نسج	sayyāra ujra	سيارة أجرة : تكسي
<i>person (in census)</i>		<i>taxi</i>	

‘aāṣima	عاصمة - عواصم	shāḥina	شاحنة
capital city, metropolis		lorry	
wilāya	ولاية	ḍakm	ضخم
state, district		huge, big	
taftīsh	تفتيش : فحص	ḥisāb	حساب
investigation		calculation, accounting	
mufattish	مفتش	‘ilmul ḥisāb	علم الحساب
supervisor, inspector		arithmetic	
ḥamala	حمل ؛ يحمل	muḥāsib	محاسب
to carry		accountant	
ḥammāl	حمال	mariḍa	مرض ؛ يمرض
porter		to get sick	
nazala	نزل ؛ ينزل	marīḍ	مريض
to step down		sick person	
ams	أمس : البارحة	mumarriḍa	ممرضة
yesterday		nurse	
al-yauma	اليوم - أيام	mausim	موسم
today		season, festival	
ḡad	غدا	mausimmi	موسمي
tomorrow		seasonal	
imtiḥān	إمتحان	taqs	طقس : جو
examination		climate	
maza : maiz	ميز ؛ يميز	bard	برد : برودة
to separate, set aside		cold, coldness	

suqūt	سقوط	ḥarr	حر : حرارة
fall, crash, slip		hot, heat	
saqata	سقط ؛ يسقط	fākiha	فاكهة - فواكه
to fall down, drop		fruit	
kaḍrawāt	خضروات	ḍaḥiya	ضاحية - ضواحي
vegetables, greens		outskirts, vicinity	
ḥaḍīqa	حديقة : بستان	shadīd	شديد : عنيف
garden		severe, hard	
nabt	نبت - نبات	mumtāz	ممتاز : متميز
plant		distinguished, notable	

Note the use of pronouns in the following sentences:

TRANSLATION

MODEL SENTENCES

1. This student is active. هذا الطالب نشيط
2. This is a tent of the army. هذه خيمة المعسكر
3. These are two faithful friends. هذان صديقان وفيان.
4. These are the students of the Arab Republic of Egypt. هؤلاء تلاميذ جمهورية مصر العربية
5. That (person) is a journalist. - ذلك صحفي
6. These (two) are doctors. هذان طبيبان
7. These (persons) are the leaders of the nation. اولئك زعماء القوم
8. He is the Defense Minister. هو وزير الدفاع
9. She is a girl scout. هي كشافة
10. They (two) are authors. هما مصنفان.

LESSON THIRTEEN

Interrogatives
Conversation

Shaik: Peace be with you.

Young man: Peace be with you,
welcome.

1. Sh: What is your name?

Y : My name is Abu Bakr.

2. Sh: How old are you?

Y : I am twenty years old.

3. Sh: Are you studying in the
university?Y : Yes. I am at the University
of Cairo.

4. Sh: Which faculty did you join?

Y : I have joined the faculty of
engineering.5. Sh: How many faculties are there
at the university?Y : The university has many
faculties. Faculty of Medicine,
Pharmacology, Science, Arts,
Economics, Commerce and Law.
And each faculty has different
departments.أدوات الإستفهام
مُحَادَثَة

الشيخ: السلام عليكم

الفتى: وعليكم السلام، أهلاً وسهلاً

١. ش: ما اسمك؟

ف: اسمي أبو بكر

٢. ش: من عمرك؟

ف: عمري عشرون سنة.

٣. ش: أنت في الجامعة؟

ف: نعم. أنا في جامعة القاهرة

٤. ش: في أي كلية دخلت؟

ف: دخلت في كلية الهندسة

٥. ش: كم كلية في الجامعة

ف: في الجامعة كليات كثيرة
فيها كلية الطب وكلية الصيدلية
وكلية العلوم وكلية الآداب وكلية
الاقتصاد وكلية التجارة وكلية
الحقوق وفي كل كلية أقسام
مختلفة٦. ش: هل في الجامعة طلبة من
بلدان أخرى؟
countries?ف: نعم. بالجامعة طلبة
من بلاد كثيرة
countries at the university.٧. ش: متى تذهب إلى الكلية؟
the faculty?ف: أذهب على الكلية في
الساعة الثامنة صباحاً
Y : I go at 8 a.m.

٨. ش: ما هو هوايتك؟

ف: أبادل الرسائل والطوابع
مع أصدقائي في داخل البلد
وأخارجها
Sh: What are your hobbies?٩. ش: كم محاضرة تأخذ في
اليوم؟
attend every day?ف: آخذ ست محاضرات
Y : I attend six lectures.١٠. ش: أين تذهب في المساء بعد
رجوعك إلى البيت؟
evening after you return home?ف: أذهب إلى المكتبة المركزية
أو أزور أصدقائي
Y : I go to the central library or
visit friends.١١. ش: هل تذهب ركباً في السيارة أم
مشياً؟
walk?ف: أذهب ركباً في السيارة
أحياناً ومشياً أحياناً أخرى.
Y : Sometimes I go by car,
sometimes I walk.

12. Sh: I wish you success. ١٢. ش: أتمنى لك النجاح والتوفيق.

Y : Thanks. Good-bye. ف: شكرا - إلى اللقاء

Interrogative sentences are introduced by the Particles هل or أ; أ precedes the first word of the interrogative sentence. In sentences Nos. 3 and 11, إ precedes a pronoun and a verb respectively. In certain cases interrogative pronouns and adverbs are also used for making interrogative sentences.

Interrogative Pronouns	Adverbs which are widely used as interrogatives	Interrogative Particles
Who?	مَنْ	هل
What?	مَا	أ
What?	مَاذَا	أين
What? Which?	أَيُّ	كيف
What? Which? (f)	أَيَّة	متى
	How many/ How much?	كم

VOCABULARY

raja'a	رجع ; يرجع	baḍ al ahyān	بعض الأحيان
to return		sometimes	
murāja'a	مراجعة	ṣaḥiba	صاحب ; يصحب
revision, verification		to accompany	
rujū'	رجوع : عودة	qabl	قبل
return		before	

mādda	مادة - مواد	b'adu	بعد
material, component		after	
adat	أداة - أدوات	al-ān	الآن
tool, instrument		now	
baḥr	بحر : محيط	shahida	شهد ; يشهد
sea, ocean		to be present, to give testimony	
shatt	شاطئ	raa	رأى : أبصر
shore, coast		to see, observe	
shaṭi al baḥr	شاطئ البحر	marra	مرة - مرارا
sea coast		once	
masha	مشى ; يمشي	aḥyānan	أحيانا
to walk		occasionally	
māshi	ماش : ماشية	jāda	جاد : جود : حسن
pedestrian, cattle		to improve	
sibāha	سباحة : عوم	qasama	قسم : تقسيم
swimming		to divide, partition	
fahima	فهم : أدرك	qisma	قسمة
to understand		fate, division	
istifhām	إستفهام	qism	قسم - أقسام
inquiry, act of inquiring		department, section	
ḥādīt	حادث - حوادث	ḥaraka	حركة - حركات
accident, event, mishap		movement	
ḥaḍḍata	حدث : روى	ta'allama	تعلم
to narrate		to learn	

hadit	حديث	hal	حال : حالة
new, news		state, condition	
bain	بين	hamida	حمد ؛ يحمد
between		to praise	
shaik	شيخ - شيوخ	alhamdu li Allah	الحمد لله
elderly person		praise be to God	
fata	فتى : شاب	akar	آخر
youth		another, one more	
ahlan wa sahlan	أهلاً وسهلاً: مرحباً	akir	أخير
welcome		last, latest	
in sha' Allah	إن شاء الله	akkara	آخر : تأخر
God willing		to delay	
Ma saha' Allah	ما شاء الله	muta'akkir	متأخر
God intended, amazing		late, delayed	
fi aman Allah	في أمان الله	mubakkir	مبكر
in the protection of God		early	
ba'ata	بعث ؛ يبعث	qada	قضى
to send		to spend time, to finish	
bait	باعث	shai, amr	شيء : أمر
motive, cause		thing, matter	
mab'ut	مبعوث	jaa, ata	جاء : أتى
delegate, envoy		to come, arrive	
wafd	وفد : بعثة	tarik	تاريخ
delegation, deputation		date, history	

yamin	يمين : اليد اليمنى	milad	ميلاد - مواليد
the right hand		birth, birthday	
yasār	يسار : اليد اليسرى	bidāya	بداية
the left hand		beginning, start	
qabila	قبيلة : عشيرة	nihāya	نهاية
tribe		termination, end	
ḥaql	حقل - حقول	‘uṭla	عطلة
field		leisure, vacation	
natīja	نتيجة : حاصل	mu'aṭṭal	معطل
result, product		out of order, inoperative	
intāj	إنتاج	ujra	أجرة
production, output		hire, rent, fee	
naḥwa	نحو : اتجاه	juḡrāfiya	جغرافية
side, direction		geography	
qāla	قال ؛ يقول	ṣādiq	صادق
to say		truthful, true	
qawl	قول	ṭaman	ثمن : قيمة
statement		price, cost	
rabb	رب	ḡālin	غال
Lord		costly, dear	
fa'ala	فعل ؛ يفعل	raḡīs	رخيص
to do, perform		cheap, low	

Make a note of the interrogatives in the following sentences:

TRANSLATION**MODEL SENTENCES**

1. What is that in your right hand O Moses? - ١ - وما تلك بيمينك يا موسى؟
2. From which tribe are you? - ٢ - من أي قبيلة أنت؟
3. Are you hungry? - ٣ - أأنت جائع؟
4. Do you have a watch? - ٤ - هل عندك ساعة؟
5. Where is the zoological garden? - ٥ - أين حديقة الحيوانات؟
6. How many cows are there in the field? - ٦ - كم بقرة في الحقل؟
7. How many students are there in your school? - ٧ - كم تلميذا في مدرستك؟
8. What is the result of your examination? - ٨ - ما نتيجة إمتحانك؟
9. What are our duties towards our nation? - ٩ - ما واجبنا نحو وطنك؟
10. What did your teacher say? - ١٠ - ماذا قال استاذك؟
11. Is your brother in the school? - ١١ - هل أخوك في المدرسة؟
12. Which book is with you? - ١٢ - أي كتاب معك؟
13. Why did you go to Rabat? - ١٣ - لماذا ذهبت الى الرباط؟
14. When do you return from the college? - ١٤ - متى ترجع من الكلية؟
15. How is your health? - ١٥ - كيف صحتك؟
16. Which of the favors of your Lord would you deny then? - ١٦ - فبأي آلاء ربكمما تكذبان؟
17. Why are you traveling? - ١٧ - لماذا تسافر؟
18. What is the price of this book? - ١٨ - كم ثمن هذا الكتاب؟
19. Has the news of the army come to you? - ١٩ - هل أتاك حديث الجنود؟

19. Has the news of the army come to you? - ١٩ - هل أتاك حديث الجنود؟
20. What is the benefit of iron? - ٢٠ - ما فائدة الحديد؟
21. What is the capital of Lebanon? - ٢١ - ما عاصمة لبنان؟
22. Who are those men? - ٢٢ - من هؤلاء الرجال؟
23. How many days are there in a year? - ٢٣ - كم يوما في السنة؟
24. Is the watchman honest? - ٢٤ - هل الحارس أمين؟
25. When do you play? - ٢٥ - متى تلعب؟
26. Why are you late? - ٢٦ - لماذا أنت متأخر؟
27. How did you spend yesterday? - ٢٧ - كيف قضيت أمس؟
28. What is that you are having? - ٢٨ - أي شيء عندك؟
29. Where is your bicycle? - ٢٩ - أين دراجتك؟
30. When is your examination? - ٣٠ - متى إمتحانك؟
31. What has taken place yesterday? - ٣١ - ماذا حدث أمس؟

LESSON FOURTEEN

Prepositions

The Village

حروف الجر

القرية

1. The entire village is full of activity and liveliness and its people are happy. ١ - القرية كلها عمل ونشاط وأهلها في فرح.
2. The peasant is happy with the cultivation of rice. ٢ - القلاح سعيد بزراعة الأرز.
3. It is an important (source of) income for him and he depends on it. ٣ - لأنه محصول هام له ويعتمد عليه.
4. He sells it and buys from the profit things he needs for a living. ٤ - يبيعه ويشتري حاجته من ثمنه.
5. The peasant works in the field. ٥ - يعمل القلاح في الحقل.
6. His sons are at his right and his brother is to his left. His wife is sitting on a rock and with her is the food (packet). And around her are the cattle. ٦ - وأبنائه عن يمينه وأخوه عن يساره وزوجته جالسة على صخرة وفي يدها الطعام ومن حولها البهائم (المواشي).
7. This family is busy from morning till sunset. ٧ - هذه الأسرة تشغل من الصباح غلى غروب الشمس.

The prepositions are called حروف الجر. The word followed by the preposition is called مجرور, and the preposition with its noun is known as الجار والمجرور.

Prepositions are:

- (a) Separable prepositions e.g. في in (see sentence No.1)
- (b) Inseparable prepositions e.g. ب by, with بزرع (see sentence No.2)

Nouns followed by prepositions are in the "genitive case" i.e. مجرور, they end with — which is the sign of the genitive case.

VOCABULARY

أكتب	aktubu	علي : عال	'aliy
عمدا	'amdan	سفل : أسفل	sufl
إجبار	ijbar	ثروة : غنى	tarwa
قرية	qarya	عصفور : طير	'usfur
فرح ؛ يفرح	fariha	طاولة	tawula
فرحان	farhan	إبتعد ؛ يبتعد	ibta'ada
سعيد	sa'yeed	خطر	katar
محزون	mahzun	عاد : رجع	'ada
أرز : رز	urzz	اعتمد ؛ يعتمد	'itamada
	rice		to rely

'imād	عماد : عمد	ḥaṣala	حصل
<i>pillar, support</i>		<i>to collect</i>	
'itimād	اعتماد	maḥṣūl	محصول
<i>reliance, credit</i>		<i>product, yield</i>	
jarama	جرم	mula'	مولع
<i>to commit a crime</i>		<i>fond of, in love with</i>	
mujrim	مجرم	shafa	شفى
<i>criminal</i>		<i>to cure</i>	
nār	نار : حريقه	mustashfa, 'iyāda	مستشفى: عيادة
<i>fire</i>		<i>hospital, clinic</i>	
sūq	سوق - أسواق	is'āf	إسعاف
<i>market</i>		<i>medical service, ambulance</i>	
'afw	عفو : عفاء	ibn	ابن - أبناء
<i>pardon</i>		<i>son</i>	
'afwan	عفوا	bint	بنت - بنات
<i>I beg your pardon</i>		<i>daughter</i>	
miṣ'ad	مصعد	zawj	زوج - أزواج
<i>lift, elevator</i>		<i>husband</i>	
darj	درج	zawja	زوجة
<i>staircase</i>		<i>wife</i>	
jāiza	جائزة - جوائز	tazawwaja	تزوج
<i>reward, prize</i>		<i>to marry</i>	
ishtaḡala	اشتغل	kull wāhid	كل واحد
<i>to keep busy</i>		<i>each one</i>	

mashḡul	مشغول	bahīma	بهيمة - بهائم
<i>busy</i>		<i>beasts, animals</i>	
ṣabāḥ	صباح	usra	أسرة
<i>morning</i>		<i>family</i>	
ṣabāḥ al kair	صباح الخير	jasad : jism	جسد : جسم
<i>good morning</i>		<i>body</i>	
masā	مساء	rūḥ : nafs	روح : نفس
<i>evening</i>		<i>soul, spirit</i>	
masā al kair	مساء الخير	mu'āraḍa	معارضة
<i>good evening</i>		<i>opposition</i>	
sijn	سجن	'itirāḍ	اعتراض
<i>prison</i>		<i>objection</i>	
ṣayd	صيد	zahr	ظهر
<i>hunting</i>		<i>back, rear side</i>	
ṣayyād	صياد : صائد	ḡadiba	غضب ؛ يغضب
<i>hunter</i>		<i>to be angry</i>	
siyāḥa, safar	سياحة : سفر	ḡaḍbān	غضبان : زعلان
<i>tour, journey</i>		<i>angry</i>	
sayyāḥ	سياح	darj	درج
<i>tourist</i>		<i>cupboard, locker</i>	
aḡina	أذن : سمع	saḡīh	سفيه : أحمق
<i>to permit</i>		<i>foolish</i>	
idn, ruḡṣa	إذن : رخصة	maḥkama	محكمة
<i>permission, license</i>		<i>court, tribunal</i>	

TRANSLATION

MODEL SENTENCES

1. The teacher is in the class. ١- الأستاذ في الفصل
2. The upper hand is better than the lower (receiving) hand. ٢- اليد العليا خير من اليد السفلى
3. Knowledge is better than wealth. ٣- العلم خير من الثروة
4. The sparrow is on the tree. ٤- العصفور على الشجر
5. The book is on the table. ٥- الكتاب على الطاولة
6. The wise (person) keeps himself at a distance from danger. ٦- العاقل يبتعد عن الخطر
7. The minister returned to the capital. ٧- عاد الوزير الى العاصمة
8. I write with my pen. ٨- أكتب بقلمتي
9. Do not play with fire. ٩- لا تلعب بالنار
10. There are two gates for the college and there is a watchman at each. ١٠- للكلية بابان وعلى كل باب حارس
11. I saw a parrot in the cage. ١١- رأيت ببغاء في القفص
12. The policeman is getting down from the horse. ١٢- ينزل الشرطي عن الحصان
13. The generous (person) forgives the wicked. ١٣- الكريم يعفو عن المسيئ
14. This key is for my room. ١٤- هذا المفتاح لغرفتي.
15. The reward is for the winner. ١٥- الجائزة للفائز
16. The patient is in the hospital. ١٦- المريض في المستشفى
17. The criminal is in the prison. ١٧- المجرم في السجن

- ١٨- السرج على ظهر الفرس 18. The saddle is on the horse's back.
- ١٩- غضب الأستاذ على التلميذ 19. The teacher was angry with the student.
- ٢٠- تأتي الحرارة من الشمس 20. Heat comes from the sun.
- ٢١- سافرت من البصرة الى بغداد. 21. I travelled from Basra to Baghdad.
- ٢٢- هو مولع بالصيد 22. He is fond of hunting.
- ٢٣- عاد السائح الى بلده 23. The tourist returned to his country.
- ٢٤- أسمع بأذني 24. I hear with my ear.

LESSON FIFTEEN

Verbal Sentence – The Past Tense

الجملة الفعلية – الفعل الماضي

Sayeed and his Friend

سعيد وصديقه

1. Sayeed returned from school and placed his bag on the table. ١- رجع سعيد من المدرسة ووضَعَ حَقِيْبَتَهُ عَلَى الطَّوْلَةِ.
2. Then he washed his face, ate lunch and drank tea. ٢- ثُمَّ غَسَلَ وَجْهَهُ وَتَنَاوَلَ وَجَبَةَ الغَدَاءِ وَشَرَبَ الشَّايَ.
3. He went out of the house for recreation and arrived at the house of his friend, William. ٣- وَخَرَجَ مِنَ الْبَيْتِ لِلتَّرْهُةِ وَوَصَلَ إِلَى مَنْزِلِ صَدِيقِهِ وَلِيمَ.
4. Then the two friends went to the industrial exhibition and saw a variety of industrial products. They (two) returned after purchasing a television set. ٤- ثُمَّ ذَهَبَ الصَّدِيقَانِ إِلَى الْمَعْرُوضِ الصَّنَاعِيِّ وَشَاهَدَا أَنْوَاعاً مِنَ الْمُنْتَجَاتِ الصَّنَاعِيَّةِ وَعَادَا بَعْدَ أَنْ اشْتَرَيَا جِهَازًا تَلْفِزِيُونِيًّا.
5. But Sayeed's sister went to the kitchen and helped her mother with cooking. ٥- لَكِنْ أُخْتُ سَعِيدٍ ذَهَبَتْ إِلَى الْمَطْبَخِ وَسَاعَدَتْ أُمَّهَُا فِي الطَّبْخِ.
6. Her father returned from the market, in his hand was a basket, full of vegetables and fruits. ٦- وَرَجَعَ أَبُوْهَا مِنَ السُّوقِ وَفِي يَدِهِ سَلَّةٌ مَمْلُوءَةٌ بِالْخَضَرِ وَالْفَاكِهَةِ.
7. Zainab saw her father and she hurried towards him and took the basket from him. ٧- رَأَتْ زَيْنَبُ أَبَاهَا فَاسْرَعَتْ إِلَيْهِ وَأَخَذَتْ السَّلَّةَ مِنْهُ.
8. The father was happy with Zainab for her love for him. ٨- فَرِحَ الْأَبُ بِزَيْنَبَ لِحُبِّهَا لَهُ.

- ٩- وَأَخْضَرَتِ الْأُمُّ الْعِشَاءَ فَجَلَسُوا جَمِيعاً حَوْلَ الْمَائِدَةِ وَتَنَاوَلَتِ الْأُسْرَةُ الْعِشَاءَ وَشَكَرُوا اللَّهَ عَلَى نِعَمِهِ.
9. The mother brought supper and all of them sat around the dining table. The family ate supper and thanked God for His bounty.

Verb : An Introduction

الجملة الفعلية A sentence which begins with a verb is called "the verbal sentence". The verb consists of three root or radical letters, e.g. كَتَبَ to write. These are called trilateral verbs. But there are some quadrilateral verbs too, like دَحَرَجَ to push, which consist of four radical letters.

To know the radical letters of any given verb is essential in order to find it in the Arabic dictionaries. Take for instance the word لَعَلَ which consists of (1) ف (2) ع (3) ل.

- | | | | |
|--------------------|-----------|-------|--------------------|
| فَاءُ الْكَلِمَةِ | is called | ف (1) | the first radical |
| عَيْنُ الْكَلِمَةِ | is called | ع (2) | the second radical |
| لَامُ الْكَلِمَةِ | is called | ل (3) | the third radical |

(The three radicals are derived from الْمَصْدَر verbal root)

Remember that in all books of Arabic grammar, the verb فَعَلَ and its derivatives are used as patterns for all verbs whether trilateral or quadrilateral and their derivatives.

Conjugation of the Past Tense:

Suffixes			غائب مذكر	3rd Per. Mas.
كَرَّمَ	سَمِعَ	نَصَرَ	He did	فَعَلَ ١ Sing.
كَرُمَا	سَمِعَا	نَصَرَا	١ They both did	فَعَلَا ٢ Dual
كَرُمُوا	سَمِعُوا	نَصَرُوا	١ They (all) did	فَعَلُوا ٣ Plural
			غائب مؤنث	3rd Per. Fem.
كَرُمْتُ	سَمِعَتْ	نَصَرَتْ	تْ She did	فَعَلَتْ ٤ Sing.
كَرُمْنَا	سَمِعْنَا	نَصَرْنَا	تَا They both did	فَعَلْنَا ٥ Dual
كَرُمْنَ	سَمِعْنَ	نَصَرْنَ	نْ They (all) did	فَعَلْنَ ٦ plural
			مخاطب مذكر	2nd Per. Mas.
كَرُمْتَ	سَمِعْتَ	نَصَرْتَ	تْ You did	فَعَلْتَ ٧ Sing.
كَرُمْتُمَا	سَمِعْتُمَا	نَصَرْتُمَا	تُمَا You both did	فَعَلْتُمَا ٨ Dual
كَرُمْتُمْ	سَمِعْتُمْ	نَصَرْتُمْ	تُمْ You (all) did	فَعَلْتُمْ ٩ Plural
			مخاطب مؤنث	2nd Per. Fem.
كَرُمْتِ	سَمِعْتِ	نَصَرْتِ	تِ You did	فَعَلْتِ ١٠ Sing.
كَرُمْتُمَا	سَمِعْتُمَا	نَصَرْتُمَا	تُمَا You both did	فَعَلْتُمَا ١١ Dual
كَرُمْتُنَّ	سَمِعْتُنَّ	نَصَرْتُنَّ	تُنَّ You (all) did	فَعَلْتُنَّ ١٢ Plural
			متكلم مذكر و مؤنث	1 st Per. Mas./Fem.
كَرُمْتُ	سَمِعْتُ	نَصَرْتُ	تْ I did	فَعَلْتُ ١٣ Sing.
كَرُمْنَا	سَمِعْنَا	نَصَرْنَا	نَا We did	فَعَلْنَا ١٤ Plural

المَاضِي القَرِيب “The near past” is formed by the addition of قَدْ to the فِعْل المَاضِي. e.g.

He has gone.

قَدْ ذَهَبَ

He has heard.

قَدْ سَمِعَ

The past negative is formed by adding مَا to the tense. e.g.

He did not go.

مَا ذَهَبَ

He did not hear.

مَا سَمِعَ

1. The Verb, like the personal pronouns, has three persons:

1. First person *the speaker* المتكلم
2. Second person *the individual spoken to* المخاطب
3. Third person *the individual spoken of* الغائب

2. The endings in the conjugation are simply shortened forms of personal pronouns used as nominative.

3. When a personal pronoun is the direct object of a verb it is attached to it as a suffix. e.g.

I love you

أحبُّكَ

I sent them out

أَخْرَجْتُهُمْ

4. A peculiar feature of the Arabic language is its comprehensiveness. What is conveyed in a sentence in other languages is sometimes expressed in one single word in Arabic. (see the above examples)

VOCABULARY

akada	أخذ ؛ يأخذ	ḥaqība	حقيبة : شمطة
to take, to receive		bag, suitcase	
aḥḍara	أحضر : جاء به	fuṭūr	فطور : أكل الصباح
to bring, to fetch		breakfast	
waḍa'a	وضع ؛ يضع	'ashā	عشاء
to put down, to give birth to		dinner, supper	
jamī'an	جميعا : الجميع	ḡada	غذاء : طعام الظهر
all, entirety		lunch	
jamā'a	جماعة	iḡtasala	إغتسل ؛ يغتسل
group of people		to bathe	
jam'iya	جمعية : إتحاد	ḥalīb	حليب : لبن
association		milk	
tanāwala	تناول الطعام	qahwa	قهوة
to take food		coffee	
nāla	نال ؛ ينال	shāy	شاي
to obtain		tea	
bāi'	بائع	karaja	خرج ؛ يخرج
seller, salesman		to go out	
ma'bad	معبد	nuzha	نزهة
place of worship		excursion, recreation	
ḍakara	ذكر	ḡadara	غادر ؛ يغادر
to remember, to mention		to depart	

da'ā	دعا	waṣala	وصل ؛ يصل
to call		to reach	
da'wa	دعوة	wuṣūl	وصول
invitation, propoganda		arrival, receipt	
ḥafla	حفلة	manzil : bait	منزل : بيت
social gathering, reception		residence, house	
ḥaflat al-shāy	حفلة الشاي	'araḍa	عرض ؛ يعرض
tea party		to display, to offer	
salla	سلة	ma'raḍ	معرض
basket		exhibition, showroom	
sallat almuḥmālat	سلة المهملات	nau'	نوع - أنواع
waste-paper basket		variety, sort	
ḥarasa	حرس ؛ يحرس	ṭabaka	طبخ الطعام
to watch, to guard		to cook food	
ḥāris	حارس	ṭabbāk	طباخ
watchman		cook	
dajjāja	دجاجة	maṭbak	مطبخ
hen		kitchen	
bāḍat	باضت الدجاجة	sā'ada	ساعد
the hen laid eggs		to help, to assist	
baida	بيضة - بيض	sā'iq	سائق
egg		driver, pilot	
nabaḥa al kalb	نباح الكلب	zamil	زميل - زملاء
the dog barked		companion, colleague	

zā'ra al asad	زار الأسد	dawā	دواء - أدوية
<i>The lion roared.</i>		<i>medicine</i>	
ṣāḥa ad-dīk	صاح الديك	mamlū'	مملوء
<i>cock's crow</i>		<i>filled up, loaded</i>	
'amīd	عميد - عمداء	saṭr	سطر : خط
<i>principal, dean, chief</i>		<i>line, row</i>	
liṣṣ	لص : سارق	arsala	أرسل ؛ يرسل
<i>thief</i>		<i>to send, to forward</i>	
tallaq	طلاق	rasūl	رسول - رسل
<i>divorce</i>		<i>messenger, envoy</i>	
aduw	عدو - أعداء	risāla	رسالة : خطاب
<i>enemy</i>		<i>message, letter</i>	
riḥla	رحلة : سفر	iltaqaṭa	التقط ؛ يلتقط
<i>excursion, journey</i>		<i>to pick up</i>	
ḥarīm	حريم	finā ad-dār	فناء الدار
<i>sanctuary, harem, wife</i>		<i>courtyard</i>	
ḥalāl	حلال	nāfida	نافذة : شباك
<i>permitted, legal</i>		<i>window</i>	
ḥarām	حرام	kura	كرة
<i>prohibited, sin</i>		<i>ball</i>	
mamnū'	ممنوع	kuratul qadam	كرة القدم
<i>banned, forbidden</i>		<i>soccer, football</i>	
hilāl	هلال	mubārāt	مبارات
<i>crescent</i>		<i>match, contest</i>	

shammā'a	شماعة	mash'ūm	مشئوم
<i>hat and clothes rack</i>		<i>unlucky, unfortunate</i>	
miḥrāt	محراث	mubārak	مبارك
<i>plough</i>		<i>lucky, fortunate</i>	
'allaqa	علق	jarra	جر ؛ يجر
<i>to attach, to hang</i>		<i>to pull</i>	

TRANSLATION

MODEL SENTENCES

1. I saw eleven stars. رأيت أحد عشر كويبا.
2. Marwan has written his lesson. قد كتب مروان درسه.
3. The peasant went to the field. ذهب الفلاح إلى الحقل.
4. The minister has left Beirut. قد غادر الوزير بيروت.
5. The teacher (f) reached Philadelphia. وصلت المعلمة فيلادلفيا.
6. The seller (f) of the flowers sat at the door of the temple. جلست بائعة الأزهار على باب المعبد.
7. I remembered my friend who traveled to Egypt. ذكرت صديقي الذي سافر إلى مصر.
8. I invited my friends to a tea party. دعوت أصدقائي لحفلة الشاي.
9. The watchman placed the key in its place. وضع الحارس المفتاح في مكانه.
10. Rain fell from the sky. نزل المطر من السماء.
11. The gardener picked the rose. قطف البستاني الورد.
12. Khalid sent a letter to his people. أرسل خالد رسالة إلى أهله.

- ١٣- إنقذ التلميذ ورقة من فناء المدرسة ووضعها في سلة المهملات. The student took the paper from country yard of the school and put it in the waste-paper basket.
- ١٤- البنات نجحن في الإمتحان. The girls have passed the examination.
- ١٥- أكلت البنت التفاحة. The girl ate the apple.
- ١٦- ورع الفلاح قصب السكر. The peasant cultivated sugarcane.
- ١٧- زار تاغور الولايات المتحدة. Tagore visited the United States.
- ١٨- سمعت نصيحة أستاذي. I listened to the advice of my teacher.
- ١٩- نبج الكلب علي اللص. The dog barked at the thief.
- ٢٠- فتح التلميذ كتابه. The student opened his book.
- ٢١- قد عاد العميد من الخارج. The Principal has returned from abroad.
- ٢٢- أطلق الجندي النار على العدو. The soldier opened fire on the enemy.
- ٢٣- خرج توفيق في رحلة مع زملائه. Towfeek went for an excursion with his classmates.
- ٢٤- طلب المريض الدواء من الممرضة. The sick man asked the nurse for medicine.
- ٢٦- ظهر الهلال في السماء. The crescent appeared on the sky.
- ٢٦- صاح الديك في الفجر. The cock crew at dawn.
- ٢٧- علق جواهر ملابسه علي الشماعة. Jowhar hung his clothes on the hanger.
- ٢٨- جر الثوران المحراث. The two bulls pulled the plough.
- ٢٩- شاهد أحي مباراة كرة القدم. My brother watched the football match.

LESSON SIXTEEN

Present and Future Tense

The Imperfect Tense الفعل المضارع

The River Nile

نهر النيل

- ١- النيل من أطول أنهار الدنيا وواديها يمتاز بالخصب والرخاء. 1. The Nile is one of the longest rivers in the world. Its valley is known for its fertility and abundance.
- ٢- كان الناس قديما يجهلون منابع النيل ويظنون أنه ينبع من السماء. 2. People in ancient times did not know the sources of the Nile and they thought that it sprang from heaven.
- ٣- وفي القرن الماضي كشفت منابعه المجهولة وهي بحيرات ثلاث عظيمة في أواسط إفريقيا. 3. In the last century its unknown sources were discovered. These are the three great lakes in the center of Africa.
- ٤- يتصل بالنيل رافدان كبيران السوبات والنيل الأزرق ويتصل به أيضا رافد صغير هو عطبرة. 4. Two large tributaries flow into the Nile: the Subaat and the Blue Nile. A small tributary also joins it, called the Atbara.
- ٥- وهذه الروافد الثلاث تنبع من جبال الحبشة - تسقط الأمطار الغزيرة صيفا علي هذه الجبال فتتقل الروافد المياه والغرين إلي النيل. 5. These three tributaries spring from the mountains of Ethiopia. Heavy rains fall on these mountains in summer, and these tributaries carry the water and (alluvial) soil to the Nile.

- ٦- ويخترق النيل الصحراء الكبرى ويتجه إلى الشمال حتى يصب في البحر المتوسط.
6. The Nile runs through the great desert and heads northwards until it flows into the Mediterranean Sea.
- ٧- وفي وادي النيل نشأت حضارة عريقة تشهد بعظمتها آثارها الباقية.
7. An ancient civilization developed in the Nile Valley. And its remaining monuments bear witness of its majesty.

The Imperfect tense, **الفعل المضارع** expresses an action still incomplete and could mean either (1) Present and Present Continuous tenses or (2) Future Imperfect tense. The Imperfect tense is formed from the three radical letters of the past tense **الفعل الماضي** and with the addition of one or more of these letters: ا , ت , ن , ي . These are known as “the signs of the Imperfect tense”. From **كتب** *he wrote* (past tense) the following Imperfect tenses are formed.

تكتبُ	أكتبُ	يكتبُ	تكتبُ
<i>We are writing or will write</i>	<i>I am writing or will write</i>	<i>He writes or will write</i>	<i>You are writing or will write</i>

Note that the first radical letter of the imperfect verb has no vowel mark, but is governed by the vowel of the sign of **مضارع**.

The number and gender of the person is expressed in the conjugation with the addition of ا , ت , ن , ي .

“The Imperfect” **الفعل المضارع** in itself denotes only unfinished action, but it may be used to indicate the future by putting the independent word **سوف** before it, or by prefixing its contraction **(سـ)**: e.g.

يكتب زيد Zaid is writing or will write

سوف يكتب زيد - سيكتب زيد Zaid would write (in future)

س is used to indicate “near future” and سوف is used for “distant future”.

The vowel of the second radical of the Imperfect in respect of some verbs, will be the same as that of the past perfect. e.g.

Imperfect		Past
يَفْتَحُ	<i>to open</i>	١ - فَتَحَ
يَكْرُمُ	<i>to be generous</i>	٢ - كَرَّمَ
يَحْسِبُ	<i>to suppose</i>	٣ - حَسَبَ

But in some verbs, the vowel of the 2nd radical of the Imperfect **المضارع** is different from that of the second radical of the past perfect, e.g. **الماضي**.

٤ - سَمِعَ	يَسْمَعُ	<i>to hear</i>
٥ - نَصَرَ	يَنْصُرُ	<i>to help</i>
٦ - ضَرَبَ	يَضْرِبُ	<i>to strike</i>

The vowel of the second radical of the Imperfect is always shown in the dictionaries along with the meaning of the past perfect verb. The conjugation of the model verbs, given above, is as follows:

غائب مذكر

3rd Per. mas.

يَقْتَحُ	يَكْرُمُ	يَحْسِبُ	يَسْمَعُ	يَنْصُرُ	يَضْرِبُ	Sing.
يَقْتَحَانِ	يَكْرُمَانِ	يَحْسِبَانِ	يَسْمَعَانِ	يَنْصُرَانِ	يَضْرِبَانِ	Dual
يَقْتَحُونَ	يَكْرُمُونَ	يَحْسِبُونَ	يَسْمَعُونَ	يَنْصُرُونَ	يَضْرِبُونَ	Plural

غائب مؤنث

3rd Per. fem.

تَقْتَحُ	تَكْرُمُ	تَحْسِبُ	تَسْمَعُ	تَنْصُرُ	تَضْرِبُ	Sing.
تَقْتَحَانِ	تَكْرُمَانِ	تَحْسِبَانِ	تَسْمَعَانِ	تَنْصُرَانِ	تَضْرِبَانِ	Dual
تَقْتَحْنَ	تَكْرُمْنَ	تَحْسِبْنَ	تَسْمَعْنَ	تَنْصُرْنَ	تَضْرِبْنَ	Plural

مخاطب مذكر

2nd Per. mas.

تَقْتَحُ	تَكْرُمُ	تَحْسِبُ	تَسْمَعُ	تَنْصُرُ	تَضْرِبُ	Sing.
تَقْتَحَانِ	تَكْرُمَانِ	تَحْسِبَانِ	تَسْمَعَانِ	تَنْصُرَانِ	تَضْرِبَانِ	Dual
تَقْتَحُونَ	تَكْرُمُونَ	تَحْسِبُونَ	تَسْمَعُونَ	تَنْصُرُونَ	تَضْرِبُونَ	Plural

مخاطب مؤنث

2nd Per. fem.

تَقْتَحِينَ	تَكْرُمِينَ	تَحْسِبِينَ	تَسْمَعِينَ	تَنْصُرِينَ	تَضْرِبِينَ	Sing.
تَقْتَحَانِ	تَكْرُمَانِ	تَحْسِبَانِ	تَسْمَعَانِ	تَنْصُرَانِ	تَضْرِبَانِ	Dual
تَقْتَحْنَ	تَكْرُمْنَ	تَحْسِبْنَ	تَسْمَعْنَ	تَنْصُرْنَ	تَضْرِبْنَ	Plural

متكلم مذكر و مؤنث

1st Per.mas./fem.

أَقْتَحُ	أَكْرُمُ	أَحْسِبُ	أَسْمَعُ	أَنْصُرُ	أَضْرِبُ	Sing.
أَقْتَحُ	أَكْرُمُ	أَحْسِبُ	أَسْمَعُ	أَنْصُرُ	أَضْرِبُ	Plural

VOCABULARY

sara	سار ؛ يسير	naba'a	نَبَعَ
to go, to be in motion		to spring, originate	
sair	سير	mamba'	منبع - منابع
walk, march		source, origin	
sahra	صحراء	karaqa	خرق
desert		to penetrate	
'ajjala	عجل : استعجل	kariq	خارق العادة
to hasten		extraordinary	
'ajala	عجل : سرعة	faza	فاز ؛ يفوز
haste, speed		to triumph	

nadima	ندم ؛ يندم	fauz	فوز : ظفر : نجاح
to repent		success, victory	
nādim	نادم	fāiz	فائز : ناجح : فاتح
repentant		winner	
di'b	ذئب	tamattu'	تمتع
wolf, jackal		enjoyment	
kafara	كفر ؛ يكفر	waraq	ورق : قرطاس
to deny, to be ungrateful		paper	
ḥaḍāra	حضارة	ṭallāja	ثلاجة : مثلج
civilization, culture		refrigerator, ice-cold	
faḍīla	فضيلة	saḥna	سفينة
excellent quality, virtue		boat, ship	
karāma	كرامة	afsada	أفسد ؛ يفسد
dignity, respect		to spoil, to corrupt	
rabi'	ربيع	fasād	فساد
spring season		corruption, wickedness	
ṣaif	صيف	waḥasha	وحشة
summer		loneliness, desolation	
karīf	خريف	ṣabba	صب ؛ يصب
autumn		to pour, fill	
shitā	شتاء	jiha	جهة - جهات
winter		side, direction	
idā'a	إذاعة	aṭar	أثر - آثار
broadcast		impression, monument	

rādiyo	راديو	dam	دم - دماء
radio		blood	
musā'ada	مساعدة	tasbiḥ	تسبيح : حمد
assistance, help, aid		praise of God	
naṣara	نصر ؛ ينصر	qaddasa	قدس ؛ يقّس
to help		to sanctify, to glorify	
ṣalā	صلوة	muqaddis	مقدس : متقدس
prayer		holy, reverent	
shahr	شهر - اشهر	ulūhiya	ألوهية
month		divinity	
qādim	قادم : مقبل	ihāna	إهانة : إزدراء
arriving, next		contempt, insult	
ash-shahr alqādim	الشهر القادم	'adāla ijtīmā'īya	عدالة إجتماعية
the next month		social justice	
qufl	قفل	qāfila	قافلة
lock, bolt		caravan	
miftāḥ	مفتاح	farrāsh	فراش
key		office boy	
maftūḥ	مفتوح	ishtadda	إشتد
opened, open		to grow severe, violent	
'ātifi	عاطفي	tahāni	تهاني : مبرّك
emotional, sentimental		congratulations, felicitation	
ragman 'an	رغما عن	ta'aziya	تعزية
in spite of		condolence, solace	

Observe the use of the verb in the Imperfect tense in the following sentences.

TRANSLATION

MODEL SENTENCES

- ١- يلعب الأولاد بالكرة. The boys are playing with the ball.
- ٢- يعيش السمك في الماء. Fish live in water.
- ٣- ينزل المطر من السماء. Rain falls from the sky.
- ٤- تطلع الشمس من المشرق. The sun rises from the east.
- ٥- يشتري محمود القلم. Mahmood is purchasing a pen.
- ٦- تجري السفينة في الماء. The boat is floating on the water.
- ٧- سوف نتنزه في الحدائق We will take a walk (for recreation) in the garden.
- ٨- سوف يسبح الغلام في النهر. The boy will swim in the river.
- ٩- تسقط أوراق الأشجار في الخريف. The leaves of the trees fall in autumn.
- ١٠- يشتد الحر في الصيف. Heat becomes severe in summer.
- ١١- يبيع التاجر الأثاث. The merchant is selling the furniture.
- ١٢- يصرخ الطفل في المهد. The child is crying in the cradle.
- ١٣- يصل إلى دلهي الجديدة غدا وفد تجاري من العراق. A trade delegation from Iraq will reach New Delhi tomorrow.
- ١٤- سيزور سيادة سفير المملكة العربية السعودية مدراس في الشهر القادم. His Excellency the Ambassador of the Kingdom of Saudi Arabia will visit Madras next month.
- ١٥- أبلغ سلامي إليك. I am sending my regards to you.

- ١٦- أقضي الربيع في الجنوب. I will spend the spring in the south.
- ١٧- تسير القوافل بصحراء العرب. Caravan(s) pass in the desert of Arabia.
- ١٨- من يستعجل يندم. One who hastes will repent.
- ١٩- يخاف الأطفال من الذئب. Children are afraid of the wolf.
- ٢٠- تفهم فوزية درسها. Fowzia understands her lesson.
- ٢١- يزرع الفلاح القمح. The peasant cultivates wheat.
- ٢٢- يدخل الهواء في الحجرة. The wind enters the room.
- ٢٣- تنظف البنت الثياب. The girl is cleaning the clothes.
- ٢٤- طبخت المرأة الطعام. The woman cooked the food.
- ٢٥- حلبت الفتاة البقرة. The girl milked the cow.
- ٢٦- يسقط الثلج شتاء. Snow falls in winter.
- ٢٧- سوف تسمعون إعلانا هاما من المذيع (راديو). You will hear an important announcement on the radio.
- ٢٨- أطلب مساعدتك. I am seeking your help.
- ٢٩- نستعين بالله. We ask for God's help.
- ٣٠- نفتتح يومنا بالصلوة. We start our day with a prayer.

LESSON SEVENTEEN

The Imperative and the Negative Command

WOMEN'S EDUCATION

تعليم المرأة

1. A discussion took place in the municipal council regarding the advancement of women. A speaker told the person who opposes this concept "Women in former times were not offered all the opportunities which were available for men. They were not given educational facilities until recently?"
١- جرت المناقشة في مجلس البلدية حول نهضة المرأة - وقال متحدث لشخص يعارض هذه الفكرة: "إن المرأة في عصور التاريخ لم تتح لها كل الفرص التي اتاحت للرجال ولم تتح لها سبل التعليم إلا من عهد قريب."
2. Open your minds and eyes and look at the reality of the world around you. Send your daughter to school for training and education and treat her as you would treat your sons and defend her rights.
٢- "افتح ذهنك وعينك وانظر إلى حقيقة العالم حولك - أرسل ابنتك إلى المدرسة للتربية والتعليم وعاملها كما تعامل ابنك ودافع عن حقوقها."
3. Bestow your complete love on her and give her whatever she needs.
٣- وامنحها حبك الكامل واعطها ما تحتاج إليه."
4. And he added saying "Co-operate with women in the reformation of society and solution of its problems and trust her in general matters."
٤- وأضاف قائلا: "تعاونوا مع المرأة في اصلاح المجتمع وحل مشاكله واعتمدوا عليها في الشؤون العامة."

5. "Make use of her services for every position which suits her nature. Let each of us do his duty in this cause so that we may take her out from darkness into light?"
واستخدموها في كل منصب يناسبها طبيعيا". ليعمل كل منا واجبه في هذا السبيل حتى نخرجها من الظلمات إلى النور.

The Imperatives:

The Imperative, **فعل الأمر** is formed from **المضارع المخاطب Imperfect 2nd person**. Rules for making the Imperative are as follows:

1. If the letter after the sign of **مضارع** is with the vowel sign, drop the sign of **مضارع** and add **ع** to the last letter. e.g.

تَعِدُ - عِدْ	تَزِنُ - زِنْ	تَضَعُ - ضَعْ
Promise!	Weigh!	Put!

2. If the letter, after the sign of **مضارع** is without the vowel sign, add "hamza" **أ** in the beginning after dropping the sign of **مضارع** and add **ع** to the last letter.

- (a) Then look at the vowel of the 2nd radical, if it is **ع** add the same to **أ** "the hamzat al wasal". e.g.

تَنْصُرُ - أَنْصُرْ	تَنْظُرُ - أَنْظُرْ	تَقْرُبُ - أَقْرُبْ
help!	look!	come near!

- (b) But if the second radical has **ا** or **و** as its vowel, then give **ا** to **أ** "the hamzat al wasal": e.g.

تَصْرِفُ - اصْرِفْ	تَضْرِبُ - اضْرِبْ	تَحْسِبُ - احْسِبْ
spend!	strike!	suppose!
تَشْرَبُ - اشْرَبْ	تَسْمَعُ - اسمعْ	تَذْهَبُ - اذْهَبْ
drink!	hear!	go!

(3) Further, after adopting the above procedure, if any of the "weak letters", أ, و, ي are found at the end, they are dropped, so is ن which is used as a vowel.

The Negative Command:

The positive command is changed into a negative command by prefixing لا to Imperfect 2nd person, further the last letter is made vowel-less. e.g.

تَخَافُ ← لَا تَخَفْ Do not fear تَحْزَنُ ← لَا تَحْزَنْ Do not grieve

Conjugation of the Imperative and Negative command.

فِعْلُ الْأَمْرِ وَالنَّهْيِ

2nd person Mas.

فِعْلٌ	عِدْ	أَنْصِرْ	إِحْسِبْ	أَدْعُ	لَا تَفْعَلْ
Sing.	إِفْعَلْ	عِدَا	أَنْصِرَا	إِحْسِبَا	أَدْعُوا
Dual	إِفْعَلَا	عِدُوا	أَنْصِرُوا	إِحْسِبُوا	أَدْعُوا
Plural	إِفْعَلُوا				

2nd person Fem.

فِعْلٌ	عِدِي	أَنْصِرِي	إِحْسِبِي	أَدْعِي	لَا تَفْعَلِي
Sing.	إِفْعَلِي	عِدَا	أَنْصِرَا	إِحْسِبَا	أَدْعُوا
Dual	إِفْعَلَا	عِدْنِ	أَنْصِرْنَ	إِحْسِبْنَ	أَدْعِينَ
Plural	إِفْعَلْنَ				

do لا تَفْعَلْ *
do لا تَفْعَلْ **

VOCABULARY

amr	أمر - أوامر	iqra'	اقرأ
command, authority		read	
tahta amrika	تحت أمرك	qara'	قرأ ؛ اقرأ
at your service, disposal		to read	
amara	أمر ؛ يأمر	'azama 'ala	عزم على
to order, instruct		to resolve upon, to determine	
naha	نهى ؛ ينهى	baladiya	بلدية
to prohibit, forbid		municipality, township	
sabil	سبيل	fursa	فرصة - فرص
way, possibility		opportunity, chance	
dihn	ذهن - أذهان	manaḥa	منح ؛ يمنح
mind, intellect		to grant, award	
ḥaqīqa	حقيقة - حقائق	ẓulm	ظلم
fact, reality		injustice, oppression	
ḥaqq	حق - حقوق	ẓalama	ظلم ؛ يظلم
one's due, property		to oppress	
kada'a	خدع ؛ ختل	ẓālim	ظالم
to deceive, cheat		unjust, tyrant	
mutakabbir	متكبر ؛ فخور	mazlūm	مظلوم
proud, boasting		innocent, oppressed	
fakara	فخر	aqāma	أقام ؛ يقيم
to be proud		to establish, to reside	

mu'ārada	معارضة	iqāma	إقامة
opposition, protest		residence, residence permit	
‘aṣri	عصري	ṣaut	صوت - أصوات
modern, contemporary		vote, noise, voice, sound	
‘asa	عسى : لعل	ṣabara	صبر ؛ يصبر
may be, perhaps		to be patient	
ma'rūf	معروف : إحسان	ṣidq	صدق : حق : حقيقة
known, accepted, good		truth, right	
aḥsana	أحسن	muṣība	مصيبة
to do well, to do right		misfortune, calamity	
munkar	منكر	tajassasa	تجسس
an abomination, forbidden		to spy, to explore	
mu'āmala	معاملة	jāsus	جاسوس - جواسيس
social life, transaction		spy	
manzil	منزل : مثوى	ba'd	بعض
dwelling place, house		some, part	
manṣib	منصب - مناصب	ba'dukum ba'dan	بعضكم بعضا
position, rank, post		each other	
munāsib	مناسب	buḡd	بغض
suitable, fitting		hatred	
da'īf	ضعيف - ضعفاء	isti'mār	إستعمار
weak		colonialism	
qawiy	قوي - أقوياء	tadakkara	تذكر
strong, vigorous		to keep in mind, to think of	

taraka	ترك ؛ يترك	tadkira	تذكرة : مذكرة
to leave, to quit		ticket, note	
ṣunbur	صنبور : حنفية	taṭawwur	تطور
tap		development, progress	
rama	رمى ؛ يرمي	naṭaqa	نطق ؛ ينطق
to throw		to utter, to speak	
rahīb	رهيب : مخيف	ihmāl	إهمال : تهمل
fearful		negligence	
istaiqaḥa	إستيقظ	ahmala	أهمل ؛ يهمل
to wake up		to neglect	
iḥtarama	إحترم ؛ يحترم	ishāra-tul-murūr	إشارة المرور
to respect		traffic signal	
ḥafīza	حفظ ؛ يحفظ	miskīn	مسكين
to memorize, to protect		needy, poor	
iṣlāh	إصلاح	ibn as-sabīl	ابن السبيل
repair, reformation		wayfarer	
mu'min	مؤمن	lubāb	لباب
believer, faithful		marrow, best part	
sallama	سلم على : حيا	sharīr	شرير : ردي : فاسد
to salute, greet		wicked, bad, decayed	
tabḍīr	تبذير : إسراف	qishr	قشر
squandering, waste		peal, crust	
mā'āzam	ما أعظم	mā ajmal	ما أجمل
how great!		how beautiful!	

Observe the use of the verb in the imperative and negative forms in the following sentences:

TRANSLATION

MODEL SENTENCES

1. Be kind towards the orphans, the disabled and the wayfarer. ١- اِرْحَمِ الْيَتَامَى وَالْمَسَاكِينَ وَابْنَ السَّبِيلِ.
2. Let not people ridicule others, who perhaps may be better than themselves. ٢- لَا يَسْخَرْ قَوْمٌ مِنْ قَوْمٍ عَسَى أَنْ يَكُونُوا خَيْرًا مِنْهُمْ.
3. Do not call those who are slain in the way of God as dead. But they are living. ٣- وَلَا تَقُولُوا لِمَنْ يُقْتَلُ فِي سَبِيلِ اللَّهِ أَمْوَاتٌ بَلْ أَحْيَاءٌ.
4. God said to Moses and Aron, "Go, both of you, to Pharoah, certainly he has transgressed (the bounds)". ٤- قَالَ اللَّهُ لِمُوسَى وَهَارُونَ اذْهَبَا إِلَى فِرْعَوْنَ إِنَّهُ طَغَى.
5. Remember (all of you) the favor of God upon you. ٥- اذْكُرُوا نِعْمَةَ اللَّهِ عَلَيْكُمْ.
6. O those who believe! Do not enter houses other than your own, until you have asked permission, and salute the inmates therein. That is best for you, that perhaps you may be heedful! ٦- يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَدْخُلُوا بُيُوتًا غَيْرَ بِيُوتِكُمْ حَتَّى تَسْأَلُوا وَتُسَلِّمُوا عَلَى أَهْلِهَا ذَلِكَ خَيْرٌ لَكُمْ لَعَلَّكُمْ تَذَكَّرُونَ.
7. Respect the guests and make their stay comfortable. ٧- أَكْرَمُوا الضُّيُوفَ وَأَحْسِنُوا مَثْوَاهُمْ.
8. Sabiha, clean the dining table, arrange the reception room and cook food for us. ٨- يَا صَبِيحَةَ! نَظِّفِي الْمَائِدَةَ، رَتِّبِي حَجْرَةَ الْجُلُوسِ وَاطْبَخِي لَنَا الطَّعَامَ

- ٩- اُكْتُبِي دَرْسَكَ يَا زَيْنَب.
- ١٠- لَا تَذْهَبِي إِلَى عَمَلِكَ مُتَأَخِّرًا.
- ١١- أَطْعِمِ الْفُقَرَاءَ.
- ١٢- لَا تَجَسَّسُوا وَلَا يَغْتَبِ بَعْضُكُمْ بَعْضًا.
- ١٣- لَا تُؤَخِّرْ عَمَلَ الْيَوْمِ إِلَى غَدٍ.
- ١٤- سِرْ فِي الشَّارِعِ عَلَى الْجَانِبِ الْأَيْسَرِ قَبْلَ إِذَا رَأَيْتَ النُّورَ الْأَحْمَرَ فِي إِشَارَةِ الْمُرُورِ وَسَاعِدِ الْعَمِي وَالضَّعْفَاءَ عَلَى عُبُورِ الشَّارِعِ.
- ١٥- اِسْمَعْ نَصِيحَةَ الطَّبِيبِ.
- ١٦- يَا أَخِي لَا تَتْرِكْ صُنْبُورَ الْمَاءِ مَفْتُوحًا وَلَا تَكْتُبْ عَلَى حَائِطِ الْبَيْتِ وَلَا تَرْمِ الْوَرَقَ الْمَهْمَلِ وَتَقْشِرِ الْفَوَاكِهَ إِلَّا فِي سَلَّةِ الْمَهْمَلَاتِ.
- ١٧- نِمْ مُبَكِّرًا وَاسْتَيْقِظْ مُبَكِّرًا.
- ١٨- احْتَرِمِ الْمَعْلَمَ / أَسْتَاذَ.
- ١٩- احْفَظْ دَرْسَكَ.
- ٢٠- اِنْطَقْ بِالصِّدْقِ.
9. Write your lesson, Zainab.
10. Do not go to your work late.
11. Feed the poor.
12. Do not spy nor backbite each other.
13. Do not put off today's work for tomorrow.
14. Walk on the road on the left side, stop if you see red light on the traffic signal. And help the blind and the weak in crossing the road.
15. Listen to the advice of the doctor.
16. O my brother! Do not leave the water tap open. Do not write on the wall of the house nor throw the waste paper and peel of the fruits except in the waste-paper basket.
17. Go to sleep early and wake up early.
18. Respect the teacher.
19. Memorise your lesson.
20. Speak the truth.

LESSON EIGHTEEN

Active and Passive Voice

Transitive and Intransitive

GARDENS OF RIYADH

1. Riyadh is a beautiful city. Its weather is warm and its air is dry. Its roads are wide and its buildings are lofty. It has well-arranged gardens.

2. Public gardens exist in all parts of the city and its vicinity. Green grass is grown and comfortable seats are placed under the trees.

3. The inhabitants of the city love these gardens and enjoy the city's delightful sights.

4. Some boys were seen picking flowers. That spoils the beauty of the garden.

5. Do not touch the flowers in public gardens nor walk on the grass.

المعلوم والمجهول

الفعل المتعدي واللازم

حدائق الرياض

١- الرِّيَاض مَدِينَةٌ جَمِيلَةٌ وَجَوُّهَا دَافِئٌ. وَهَوَاها جَافٌ. وَشَوَارِعُهَا وَاسِعَةٌ وَمَبَانِيهَا شَامِخَةٌ وَفِيهَا حَدَائِقُ مُنَسَّقَةٌ.

٢- تَنْشَأُ الْحَدَائِقُ الْعَامَّةُ فِي جَمِيعِ أَنْحَاءِ الْمَدِينَةِ وَضَوَائِحِهَا وَيُزْرَعُ الْحَشِيشُ الْأَخْضَرُ فِي أَرْضِهَا وَتُوضَعُ مَقَاعِدُ مُرِيحَةٍ فِي ظِلِّ الشَّجَرِ.

٣- وَسُكَّانُ الْمَدِينَةِ يُحِبُّونَ هَذِهِ الْحَدَائِقَ وَيَتَمَتَّعُونَ بِمَنَاطِرِهَا الرَّائِعَةِ.

٤- وَيُرَى بَعْضَ الْأَوْلَادِ يَقْطِفُونَ الْأَزْهَارَ وَذَلِكَ يُفْسِدُ بَهْجَةَ الْحَدِيقَةِ.

٥- لَا تَلْمَسْ أَزْهَارَ الْحَدَائِقِ الْعَامَّةِ وَلَا تَمْشِ عَلَى الْحَشِيشِ.

المعلوم والمجهول Active and Passive Voice

The verb in the active voice is called by the Arab Grammarians *الفعل المعلوم فاعله* the action, of which the agent is known. The verb in the passive voice is called *الفعل المجهول فاعله* the action, of which the agent is unknown.

المعلوم	المجهول	Active	Passive
زَرَعَ الْفَلَّاحُ الْقُطْنَ	زُرِعَ الْقُطْنُ	The peasant cultivated cotton.	Cotton was cultivated.
كَسَرَ الْوَلَدُ الزُّجَاجَةَ	كُسِرَتِ الزُّجَاجَةُ	The boy has broken the glass.	The glass has been broken.
يَصْنَعُ النَّجَّارُ الْكُرْسِيَّ	يُصْنَعُ الْكُرْسِيُّ	The carpenter is making the chair.	The chair is being made.

The sentences on the right consist of a verb, a subject and an object. When compared with the sentences opposite to these, two major changes in the construction of these sentences are found:

1. The verbs have been converted into the passive voice.
2. The Subject of the "active voice" is an "agent", whose act affects an object. The subject of the "passive voice" is the object of sentences in the first group; so it is called in Arabic *نائب الفاعل*.
3. Further the verbs in the second group agree with the gender of *نائب الفاعل* "Subject of the passive".

The passive is not used in Arabic when the "agent" of the act is mentioned. A passive sentence in English such as: "A letter was written by Zaki" when translated into Arabic would read *Zaki wrote the letter.*

The passive is formed from the active by a change of vowels.

In the past perfect, الماضي the first radical takes ^u the second radical takes _u and the third radical remains unchanged.

Passive	المجهول	Active	المعلوم
he was beaten	ضُرِبَ	he beat	ضَرَبَ
he was heard	سُمِعَ	he heard	سَمِعَ
he was helped	نُصِرَ	he helped	نَصَرَ

In the Imperfect Tense, المضارع the prefix (sign of the Imperfect) takes ^u, the second radical takes _u and the last vowel remains unchanged.

Passive	المجهول	Active	المعلوم
he is being beaten	يُضْرَبُ	he is beating	يَضْرِبُ
he is being heard	يُسْمَعُ	he is hearing	يَسْمَعُ
he is being helped	يُنْصَرُ	he is helping	يَنْصُرُ

Transitive And Intransitive المتعدي واللازم

A discussion on the Active and Passive voice leads to the division of verbs into ^u The Transitive and _u The Intransitive.

A transitive verb, متعدي is a verb with an object. In the sentence ^u التلميذ مقال the student wrote an essay, كتب is a Transitive verb. Other examples of such verbs are:

زَرَعَ	رَكِبَ	كَسَرَ	ضَرَبَ	جَرَّ
to cultivate	to ride	to break	to strike	to pull

A verb, which expresses a state or condition or signifies an act which is confined to the subject, is an Intransitive verb, لازم. In the sentence ^u جلس الولد على الكرسي the boy sat on the chair, جلس is an intransitive verb. Some more examples of such verbs are:

ذَهَبَ	جَاءَ	بَكَى	مَرَضَ	نَامَ
to go	to come	to weep	to be sick	to sleep

Note: Only transitive verbs can be used in the passive voice.

The verbs with the pattern of كَرُمَ to be generous, are all intransitive.

VOCABULARY

jawāz as-safar	جواز السفر	şūf	صوف
passport		wool	
tashīra	تأشيرة	quṭn	قطن
visa		cotton	
ḥajz	حجز	ḥarīr	حرير
reservation		silk	
mutamassik	متمسك	tabarr'a	تبرع
holding fast, clinging		to contribute, donate	
zāra	زار	armala	أرملة
to visit		widow	
zāir	زائر	yatīm	يتيم - يتامى
visitor		orphan	
ziyāra	زيارة	ta'mīn	تأمين
visit		insurance	

kashab	خشب	tamatta'a	تمتع : استمتع
wood, timber		to enjoy	
ḥaṭab	حطب	shamma	شم : اشتَم
firewood		to smell	
qitāl	قتال : صراع	raunaq	رونق : بهجة
battle, struggle		splendor	
jabhat alqitāl	جبهة القتال	jawād	جواد : سخي
war front		generous, liberal	
ishtirākiya	إشتراكية	bakīl	بخيل
socialism		miser, greedy	
rasmāliya	رأسمالية	binaya	بناية : عمارة
capitalism		building	
'aamm	عام : شامل	qabaḍa	قبض : يقبض
general, comprehensive		to hold, arrest	
al amn al 'aamm	الأمن العام	qabḍ	قبض : مسك
public security		constipation, grasping	
arraī al-'aamm	الرأي العام	qabr	قبر
public opinion		grave	
qanūn	قانون : نظام	tawdīb	توضيب
law, code, regulation		processing, preparation	
naẓama	نظم : إنتظم : رتب	taṭawwur	تطور
to organize, arrange		development, evolution	
nizām	نظام : ترتيب	qamūs	قاموس - قواميس
arrangement, system		dictionary	

'azīm	عظيم : باهر	a'alana	أعلن : يعلن
splendid, magnificent		to declare, announce	
surūr	سرور : مسرة : فرح	ẓill	ظل
delight		shadow, shade	
muṣābaqa	مسابقة الخطابية	qiṭ'a	قطعة
competition, contest		part, piece	
'asābi	عصبي	massa	مس : يمس
nervous		to touch	
mustalzamāt	مستلزمات	iktilās	إختلاس
requirements		misappropriation	
ḡubār	غبار : تراب	ḡarasa	غرس : يغرس
dust		to plant trees	
asliḥa	أسلحة	injāz	إنجاز : تنجيز
weapon, arms		completion, accomplishment	
I'tirāf	إعتراف	ittifāq	إتفاق
recognition, confession		agreement, treaty	
Iltizām	إلتزام	muwāfaqa	موافقة
necessity, commitment		approval, conformity	

Observe the use of the verbs in the active and passive voice, in the following sentences:

TRANSLATION

MODEL SENTENCES

- ١ - تُنسَج الثياب من الصوف أو القطن أو الحرير.
1. Clothes are woven from wool or cotton or silk.

2. Donation is collected for the poor, the disabled and the orphans. ٢- تُجْمَعُ التَّيَبُّعَاتُ لِمُسَاعَدَةِ الْفُقَرَاءِ وَالْمَسَاكِينِ وَالْيَتَامَى.
3. Leather was exported to foreign countries. ٣- صُدِّرَتِ الْجُلُودُ إِلَى الْخَارِجِ.
4. Prizes have been distributed to the winners of the match. ٤- قَدْ قُسِمَتِ الْجَوَائِزُ لِلْقَائِزِينَ فِي الْمَبَارَاتِ.
5. The rocket has been fired. ٥- قَدْ أُطْلِقَ الصَّارُوخُ.
6. The house was constructed with speed. ٦- شِيدَ الْبَيْتُ بِسُرْعَةٍ.
7. The professor gave a lecture. ٧- أَلْقَى الْأَسْتَاذُ مُحَاضَرَةً.
8. Money has been stolen. ٨- قَدْ سُرِقَ الْمَالُ.
9. The results of the annual examination were announced. ٩- أُعْلِنَتِ نَتَائِجُ الْإِمْتِحَانَاتِ السَّنَوِيَّةِ.
10. Ibn Khaldun was born in Tunis and taught at Cairo. ١٠- وُلِدَ ابْنُ خَلْدُونٍ فِي تُونِسَ وَكَانَ يُدْرَسُ فِي الْقَاهِرَةِ.
11. The child slept in the cradle. ١١- نَامَ الطِّفْلُ فِي الْمَهْدِ.
12. The visitor sat on the chair. ١٢- جَلَسَ الزَّائِرُ عَلَى الْكُرْسِيِّ.
13. The student went out of his house. ١٣- خَرَجَ التَّلْمِيزُ مِنْ بَيْتِهِ.
14. The girl became happy with the reward. ١٤- فَرِحَتِ الْبِنْتُ بِالْجَائِزَةِ.
15. The chair is made of wood. ١٥- يُصْنَعُ الْكُرْسِيُّ مِنَ الْخَشَبِ.
16. The soldier was killed on the war front. ١٦- قَدْ قُتِلَ الْجُنْدِيُّ عَلَى جَبْهَةِ الْقِتَالِ.

- ١٧- حَمَلَ الْجَمَلُ الْحَطَبَ.
- ١٨- قَدْ حُمِلَ الْحَطَبُ.
- ١٩- تَنْشِئُ الْحُكُومَةُ الْحَدَائِقَ الْعَامَّةَ.
- ٢٠- تُنْشَأُ الْحَدَائِقُ الْعَامَّةُ.
- ٢١- يَغْرِسُ الْبُسْتَانِي الشَّجَرَ.
- ٢٢- يَغْرِسُ الشَّجَرَ.
- ٢٣- يَنْظُمُ الْمُهَنْدِسُ الطَّرِيقَ.
- ٢٤- تُنْظَمُ الطَّرِيقُ.
- ٢٥- زَرَعَ الْعِنَبُ فِي حَدِيثَةِ الْمَدْرَسَةِ.
- ٢٦- سُرِرْتُ بِنَجَاحِ صَدِيقِي فِي مَسَابَقَةِ الْخِطَابَةِ.
- ٢٧- هَبَّتِ الرِّيحُ.
17. The camel carried the firewood.
18. The firewood has been carried.
19. The government develops public gardens.
20. Public gardens are being developed.
21. The gardener is planting the tree.
22. The tree is being planted.
23. The engineer lays the streets.
24. The streets are being laid.
25. Grapes have been cultivated in the school garden.
26. I was happy about the success of my friend in the oral contest.
27. The wind blew.