KEY

to
Durûs al-lughat al-‘arabiyyah li ghair al - natiqina biha
Part I

By
Dr. V. Abdur Raheem
FOREWORD

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

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

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

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

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

1. Fathah is the vowel sign (۸) denoting “a”.
2. Kasrah is the vowel sign (۹) denoting “i”.
3. Dammah is the vowel sign (۹) denoting “u”.
4. Sukūn is the sign (۹) denoting absence of a vowel.
5. Shaddah is the sign (۹) denoting doubling of the letter.

“â” is long “a” as in father.

“i” is long “i” as in machine.

“û” is long “u” as in rule.
Lesson 1

In this lesson we learn the following things:

What is this?  
ما هذا؟

This is a book.  
هذا كتاب.

Is this a house?  
أهذا بيت؟

Yes, this is a house.  
نعم، هذا بيت.

No, this is a mosque.  
لا، هذا مسجد.

Who is this?  
من هذا؟

Note:

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

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

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

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

This is a house.  
هذا بيت.

Is this a house?  
أهذا بيت؟
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>بيتَ</td>
<td>house</td>
</tr>
<tr>
<td>مسجدُ</td>
<td>mosque</td>
</tr>
<tr>
<td>بابَ</td>
<td>door</td>
</tr>
<tr>
<td>كتابٌ</td>
<td>book</td>
</tr>
<tr>
<td>قلمٌ</td>
<td>pen</td>
</tr>
<tr>
<td>مفتاحٍ</td>
<td>key</td>
</tr>
<tr>
<td>مكتبٌ</td>
<td>writing table</td>
</tr>
<tr>
<td>سريرٌ</td>
<td>bed</td>
</tr>
<tr>
<td>كرسيٌ</td>
<td>chair</td>
</tr>
<tr>
<td>نجمٍ</td>
<td>star</td>
</tr>
<tr>
<td>قميصٌ</td>
<td>shirt</td>
</tr>
<tr>
<td>طبيبٌ</td>
<td>doctor</td>
</tr>
<tr>
<td>وَلَدٌ</td>
<td>boy</td>
</tr>
<tr>
<td>طالبٌ</td>
<td>student</td>
</tr>
<tr>
<td>رجلٌ</td>
<td>man</td>
</tr>
<tr>
<td>مُتْرِجِرٌ</td>
<td>merchant</td>
</tr>
<tr>
<td>كلبٌ</td>
<td>dog</td>
</tr>
<tr>
<td>قطٌ</td>
<td>cat</td>
</tr>
<tr>
<td>حمارٌ</td>
<td>donkey</td>
</tr>
<tr>
<td>حصانٌ</td>
<td>horse</td>
</tr>
<tr>
<td>جملٌ</td>
<td>camel</td>
</tr>
<tr>
<td>بُوقٌ</td>
<td>rooster</td>
</tr>
<tr>
<td>مُدَرِّسٌ</td>
<td>teacher</td>
</tr>
<tr>
<td>مُونِيَلٌ</td>
<td>kerchief</td>
</tr>
</tbody>
</table>
In this lesson, we learn the use of ذَلِك meaning “that”, and و meaning “and”, e.g.

This is a house and that is a mosque.

١. ذَلِك is pronounced دَلَّك but it is written without the alif.

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

**Vocabulary**

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

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

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

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

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

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

- \text{al-najmu} becomes \text{an-najmu}
- \text{al-rajulu} becomes \text{ar-rajulu}
- \text{al-diku} becomes \text{ad-diku}
- \text{al-samaku} becomes \text{as-samaku}

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

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

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

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

The door is open.

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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>غَنِيبٍ</td>
<td>rich</td>
</tr>
<tr>
<td>طَوِيلٌ</td>
<td>tall</td>
</tr>
<tr>
<td>بَارُدٌ</td>
<td>cold</td>
</tr>
<tr>
<td>جَالِسٌ</td>
<td>sitting</td>
</tr>
<tr>
<td>جَدِيدٌ</td>
<td>new</td>
</tr>
<tr>
<td>قَرِيبٌ</td>
<td>near</td>
</tr>
<tr>
<td>نَظِيفٌ</td>
<td>clean</td>
</tr>
<tr>
<td>صَغيرٌ</td>
<td>small</td>
</tr>
<tr>
<td>هَقِيفٌ</td>
<td>light</td>
</tr>
<tr>
<td>الرَّقٌ</td>
<td>paper</td>
</tr>
<tr>
<td>التَفَاحٌ</td>
<td>apple</td>
</tr>
<tr>
<td>الدَّكانٌ</td>
<td>shop</td>
</tr>
<tr>
<td>مَرْيضٌ</td>
<td>sick</td>
</tr>
</tbody>
</table>

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Exercises:

Ex.1: (page 15)
These words are to be read and written with the correct ending, e.g.

masjidun is with tanwin.

al-masjidu has no tanwin.

Ex.2: (page 15)
Fill in the blanks with the words given.

Ex.3: (page 16)
Fill in the blanks with suitable words. Note that the first word in the sentence should have «al» e.g.

البيت نظيف. The house is clean.

Ex.4: (page 17)
Read and write with the correct ending.

Ex.5: (page 17)
Fill in the blanks with suitable words.

Ex.6: (page 18)
Match the words in (a) with those in (b)

Ex.7: (page 20)
Read and write the words keeping in mind the rules pertaining to Solar and Lunar Letters.
In this lesson we will learn the use of prepositions.

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

\[
\text{al-baitu jadid-u-n}
\]

(The house is new). A noun with the normal ending is said to be in the nominative case. In Arabic it is called مرفوع.

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

\[
\text{al-bait-u} \quad \text{(the house)}
\]

\[
\text{fi l-bait-i} \quad \text{(in the house)}^1
\]

\[
\text{bait-u-n} \quad \text{(a house)}
\]

\[
\text{fi bait-i-n} \quad \text{(in a house)}
\]

\[
\text{al-maktab-u} \quad \text{(the table)}
\]

\[
\text{‘ala l-maktab-i} \quad \text{(on the table)}
\]

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

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

In Arabic all nouns are either masculine or feminine.

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

Where is the boy?

He is in the mosque.

---

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

It is on the table.

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

Where is Aminah?

She is in the house.

Where is the watch?

It is on the bed.

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

Note:

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

2. Feminine proper nouns have no tanwin, e.g. فاطمة, زينب, آمنة.
Vocabulary

where  عَلَى on
غرفة room  السَّمَاءُ sky
حمام bathroom  الفَصْلُ classroom
مطبخ kitchen  المرحاض toilet
في in

Exercises
Ex.1: Answer the following questions (the answers are to be based on the lesson).
Ex.2: Read and write with the correct ending.
Ex.3: At the end of page 23: Read and write with the correct endings. Remember that masculine proper nouns end in «-un», and feminine proper nouns end in «-u».
In this part we learn two more prepositions: من meaning “from” and إلى meaning “to”.

- We also learn two more pronouns: أنا “I” and أنت “You”.
  
  “I” is for both masculine and feminine, e.g.

  I am Muhammad. I am Aminah.

  أنا مُحَمَّد. أنا آمِنَةً.

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

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

  Note the Following:

  Where is Bilal?

  He went to the mosque.

  Bilal went to the mosque.

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

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

The Philippines

Japan

school

China

market

India

university

headmaster

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

1. Bilal’s book (kitabu bilal-i-n)

The imam’s house (bait-u l-imam-i)

In the first word is the thing possessed.

It is called mudaf. The second word bilal is the possessor. It is called mudaf ilaihi.

Note:

a) that the mudaf takes neither the definite nor the indefinite article. So it is wrong to say bilal. The mudaf is definite by position, and does not need the definite article.

b) the mudaf ilaihi is in the genitive case. It can have tanwin as in the first example or all as in the second example.

Bilal-u-n

bait-u Bilal-i-n

al-imam-u

bait-u l-imam-i

c) "whose book?". Note that min is not in the genitive case because it is indeclinable, i.e. it does not change to indicate its function. There are certain indeclinable nouns in Arabic which remain unchanged.

d) Note that maktub is in the genitive case because of the preposition and maktub is in the genitive case because it is mudaf ilaihi.
2. “under”. The noun following تحت is in the genitive because it is مdaf ilaihi: تحت المكتب، تحت الكتاب.

3. يا is a vocative particle. A noun following يا has only one dammah: يا بالله، يا شيخ، يا أستاذ.

4. The words إسم and اسم commence with hamzatul-wasl. When preceded by a word the initial «i» is dropped in pronunciation.

- اسم الوالد بالله، واسم البت آمنة.

- اسم الوالد بالله، واسم البت آمنة.

- ابن الطبيب، وابن الإمام تاجر.

- ابن المدرّس طبيب، وابن الإمام تاجر.

- ابن عبد الكريم؟

- ابن عبد الكريم؟

- ابن عبد الحميد؟

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

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

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

Vocabulary

الرسولُ the messenger  تحتَ under, beneath
العمُ paternal uncle  ابن son
المشأَر street  السيارة car
الكعبةُ the Ka‘bah  هنا here
المخالِم maternal uncle  هناك there
مُغلَق closed, shut  البنتُ daughter, girl
الاسمٌ name  الطبيبُ doctor
الحقيبةُ bag, case
In this lesson we learn:

1. لُجُلَ which is the feminine of لَجِلَ. It is pronounced لُجَلَ but the alif is omitted in writing.

   This is a boy and this is a girl.

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

   
   
   
   
   مُدَرَّسٍ → مَدْرِسَة
   mudarris-u-n (teacher) → mudarris-a-t-u-n (lady teacher)

   Certain nouns have a separate form for feminine e.g.

   
   
   
   
   ابن son → بنت daughter
   أخ brother → أخت sister

   All nouns in Arabic are either masculine or feminine. Feminine nouns and adjectives usually have the ت-ending. But there are certain words which do not have this ending. Students when learning a new noun must learn its gender also.

   Double members of the body are usually feminine while single members are masculine. e.g.,

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

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

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

Note that the word ālāh becomes ḥillah-ī (belonging to Allāh) by just dropping the alif. No lām need be added to the word.

lettesh means “whose” or “belonging to whom” e.g.,

Whose is this? Whom does this belong to?

Whose is the book?

Note that mān becomes mān when followed by ālāh.

4. āiff means “also”, e.g.

This is beautiful,

and that is also beautiful.

5. ād means “very”, e.g.

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

Vocabulary

المِكَكُوَةٍ iron (for ironing)  الأنفُ nose
البُقَرَةُ cow  الفمُ mouth
الدرَاجَةُ bicycle  القِدَّرُ cooking pot (fem.)
المبلغة spoon  الأذنُ ear
الفلاح farmer  العينُ eye
الأم mother  اليدُ hand
الأب father  الرجلُ leg
النَّافِذَةُ fridge  السريعُ fast
الشاي tea  النافذةُ window
الغرب coffee  الشرقُ east

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In this lesson we learn ْتَلَكَ which is feminine of ْذَلَكَ “that” e.g.,

This is Bilāl and that is Hāmid.

This is Aminah and that is Maryam.

Exercises
Ex.1: Read and write.
Ex.2: Fill in the blanks with ْتَلَكَ or ْذَلَكَ.

Vocabulary

- the she-camel
- the duck
- the nurse
- the egg
- the mo’addhin
- the hen
In this lesson we learn:

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

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

That man is an engineer. 
ذَلِكَ الرَجُلُ مِهِنِيسُ.

This watch is beautiful.
هَذِهِ السَّاعَةُ جَمِيلَةُ.

That nurse is from Japan.
يَلُكَ الْمُمَرْضَةُ مِنْ اليَابَانِ.

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

The house is beautiful.
الْبَيْتُ جَمِيلٌ.

Bilâl is in the house.
بِلَالٌ فِي الْبَيْتِ.

This is the key of the house.
هَذَا مِفتَاحُ الْبَيْتِ.

Nouns ending in long -a have no endings. They remain unchanged, e.g.,

This is America.
هَذِهِ أَمْرِيْكَةُ.

I am from America.
أَنَا مِنْ أَمْرِيْكَةٍ.

He is the president of America.
هُوُ رَئِيسُ أَمْرِيْكَةٍ.

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

The house is behind the mosque.
الْبَيْتُ خَلفَ الْمَسْجِدِ.

Hâmid is in front of the teacher.
حَامِدُ أَمَامُ المُدْرِسِ.

4. جَلَسَ means “he sat”.

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Where did Muhammad sit?

He sat in front of the teacher.

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

هذا الكتاب لمحمد.

This is a book. ⇒ This book belongs to Muhammad.

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

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أمريكَان</td>
<td>America</td>
</tr>
<tr>
<td>مغلَق</td>
<td>closed</td>
</tr>
<tr>
<td>العراقُ</td>
<td>Iraq</td>
</tr>
<tr>
<td>سويسرا</td>
<td>Switzerland</td>
</tr>
<tr>
<td>السكنُ</td>
<td>knife</td>
</tr>
<tr>
<td>ألمانياَ</td>
<td>Germany</td>
</tr>
<tr>
<td>إنكلتراَ</td>
<td>England</td>
</tr>
<tr>
<td>المستشفى</td>
<td>hospital</td>
</tr>
</tbody>
</table>

Note that the final ی which is pronounced alif has no dots. So ی is fi, and یلی is 'alá.
Lesson 9

Part A

In this lesson we learn:

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

A new house.  

In Arabic the adjective is called *naʿt* (ناْعْتْ) and the noun it qualifies is called *manʿīt* (منْعوْتِ). The adjective is in agreement with the noun in the following matters:

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

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>a small boy</td>
<td>a small girl</td>
</tr>
<tr>
<td>a new book</td>
<td>a new car</td>
</tr>
</tbody>
</table>

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

Bilāl is a new teacher.  

The new teacher is in the class.  

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

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

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

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

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

2. Adjectives ending in «-ân» have no tanwin, e.g.
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English (language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>الفَاكِهَةَ</td>
<td>fruit</td>
</tr>
<tr>
<td>العُصْمُورُ</td>
<td>sparrow</td>
</tr>
<tr>
<td>الْتَأْثِرُ</td>
<td>bird</td>
</tr>
<tr>
<td>الْعَرَبِيَّةَ</td>
<td>Arabic</td>
</tr>
<tr>
<td>الْلُغَةَ</td>
<td>language</td>
</tr>
<tr>
<td>السَّهِيل</td>
<td>easy</td>
</tr>
<tr>
<td>المُحَجَّهَةِ</td>
<td>hardworking</td>
</tr>
<tr>
<td>شَهِيرٌ</td>
<td>famous</td>
</tr>
<tr>
<td>صَعِبَةٌ</td>
<td>difficult</td>
</tr>
<tr>
<td>المُدْنِيَّةُ</td>
<td>city</td>
</tr>
<tr>
<td>الْقَاهِرَةَ</td>
<td>Cairo</td>
</tr>
<tr>
<td>الْيَوْمَ</td>
<td>today</td>
</tr>
<tr>
<td>لِمَذَا</td>
<td>why</td>
</tr>
<tr>
<td>الكَوْبُ</td>
<td>cup</td>
</tr>
</tbody>
</table>
In this part we learn:

1. Adjective qualifying a definite noun, e.g.
   
   Where is the new teacher?

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

   الرَجُلُ ُالذِّي خَرَجَ مِنَ الْمَسْجِدِ الآنَ تَأْجَرُ شَهْرًا.

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

   النِيْبَةُ ُالذِّي أَمَامُ الْمَسْجِدِ لِلإِمَامِ.

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

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

   الإِمَامُ ُللإِمَامِ

   المُدْرَسُ ُللْمُدْرَسِ

4. ُعِنْدَ “with”. The noun following it has ُء-ي ending e.g.

   المُدْرَسُ ُعِنْدَ المُلْيَمِ.

   The teacher is with the headmaster.

Exercises

Ex.1: Read and write.
Ex.2: Fill in the blanks with the adjective given in brackets. Note that if the noun has ُالْأَلِفَ, the adjective should also have ُالْأَلِفَ.

Ex.3: Read and write.
<table>
<thead>
<tr>
<th>العربية</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>المكتبة</td>
<td>library</td>
</tr>
<tr>
<td>الآن</td>
<td>now, just now</td>
</tr>
<tr>
<td>هناك</td>
<td>there</td>
</tr>
<tr>
<td>المستوصف</td>
<td>clinic, small hospital</td>
</tr>
<tr>
<td>المرموقة</td>
<td>fan</td>
</tr>
<tr>
<td>الكويت</td>
<td>Kuwait</td>
</tr>
<tr>
<td>الثانويية</td>
<td>secondary school</td>
</tr>
<tr>
<td>الوزير</td>
<td>minister</td>
</tr>
<tr>
<td>حاد</td>
<td>sharp</td>
</tr>
<tr>
<td>السوق</td>
<td>market</td>
</tr>
<tr>
<td>إندونيسيا</td>
<td>Indonesia</td>
</tr>
<tr>
<td>الشارع</td>
<td>street</td>
</tr>
</tbody>
</table>
Lesson 10

In the lesson we learn:

1. The possessive pronouns: 

   - kitāb-u-ka (your book). Here "your" is for masculine singular.
   - kitāb-u-hu (his book)
   - kitāb-u-hā (her book)
   - kitāb-i for kitāb-u-i (my book)

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

2. As we have seen "your book" is and "his book" is .

   The word for "father" is and for "brother" is .

   "Your brother" is and not .

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

   Note the following:

   - "Muhammad’s house" is .

   But "Muhammad’s father" is .

   And "Muhammad’s brother" is .

   "My father" and "my brother" have no extra waw, e.g.

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

meaning "with". It is also used to convey the idea of "to have", e.g. "Have you a pen?" (literally, "Is there a pen with you?").

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

Note:

ل ي means "I have a brother", literally "a brother belongs to me."

ل ي means "with", "I have a mouth", literally "a mouth belongs to me."

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

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

Did you go to school today?

Yes, I went.

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

Likewise, masculine proper nouns with ة-ending also have no tanwin. e.g.

7. مع Means with. To understand the difference between مع and "..." remember that if you say:

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

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

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

Note that the الجامعه الإسلامية بالمنورة means “Islamic University at Madinah Munawwarah”.

9. In Lesson 1 we have learnt that ما means ‘what’. This word is also used as a negative particle, so م عندي سيارة means ‘I don’t have a car’, ‘I have no car’.

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

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

Vocabulary

colleague, class-mate
young man

husband

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

1. ُحبُ وَفِيهَا means "in it", e.g.

Who is in the house?

There are my father and mother in it.

2. The feminine is ِفِهَا, e.g.

Who is in the room?

There is my brother in it.

3. ُحبُ means "I love, I like", e.g.

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

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

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

(ُحِبَّ اللَّهِ) I love Allāh.
(ُحِبَّ الرَّسُولِ) I love the Messenger.
(ُحِبَّ الرَّسُولِ اللَّهِ) I love the Messenger of Allāh.
(ُحِبَّ اللَّهِ الْعَرْبِيَةِ) I love Arabic language.

¹ In English the word "and" is used only before the last word, but in Arabic ٌجَمُ创新发展According to the kind permission of Shaykh Dr. V. Abdur Raheem

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Here we can learn ُتَحِبُّ “you love” (masculine singular).

Do you love Allāh?

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

Whom do you love?

What do you love?
Lesson 12

In this lesson we learn the following:

1. We have learnt before أنتِ "you" for masculine singular. Now we learn أنتِ "you" for feminine singular, e.g.
   Where are you from, Aminah?

   The possessive pronoun from أنتِ is -كي, e.g.
   Where is your house, Maryam?

2. We have already learnt that the possessive pronoun from أنتِ is -كِ, e.g.
   Where is your house, Bilal?

   We have already learnt ذهبت "he went", "I went" and "you went".

   Now we can learn ذهبت "she went", e.g.
   Where is Aminah?

   She went to the university.

   If the subject is mentioned the pronoun "she" has to be dropped, e.g.
   Maryam went to school.

   In ذهبت the last letter ت has sukûn.

   If a verb like this is followed by اللَّ the sukun is changed to kasrah e.g.
   The girl went.

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

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

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

Note also:

هذا كتابه هو. هذا قلمي أنا. ذلك كتابها هي.

Exercises
Ex.1: Read and write.
Ex.2: Change the pronoun in the following sentences to feminine as explained in the example.
Ex.3: Change the subject of the following sentences to feminine as explained in the example.
Ex.4: Fill in the blanks with or
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>mother</td>
</tr>
<tr>
<td>أَبَاءُ</td>
<td>father</td>
</tr>
<tr>
<td>وَرَاءُ</td>
<td>minister</td>
</tr>
<tr>
<td>عَالِمَاءُ</td>
<td>scholar</td>
</tr>
<tr>
<td>أَقْوَرْيَاءُ</td>
<td>strong</td>
</tr>
<tr>
<td>ضَعِيفَاءُ</td>
<td>weak</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>올َمْسَةُ</td>
<td>middle school</td>
</tr>
<tr>
<td>مَهْتَاتُ</td>
<td>notebook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>inspector</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>maternity hospital</td>
</tr>
<tr>
<td>مَهْتَاتُ</td>
<td>young lady</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>sir!</td>
</tr>
<tr>
<td>مَهْتَاتُ</td>
<td>madam!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>Malaysia</td>
</tr>
<tr>
<td>مَهْتَاتُ</td>
<td>how are you? how do you do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>I am fine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>Kingdom of Saudi Arabia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَهْتَاتُ</td>
<td>after (the noun following is in the genitive case)</td>
</tr>
</tbody>
</table>
In this lesson we learn:

1. The plural of nouns and adjectives. In English adjectives have no plural form. We say: “good man” and “good men”. But in Arabic even adjectives have plural form. 

In English we have two kinds of plural form:

(1) Sound, and

(2) Broken

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

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

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

- The sound plural is either masculine or feminine. The sound masculine plural has «-ūna» ending. e.g.

\[
\begin{array}{cc}
\text{masūlim} & \Rightarrow \text{masūlimūna} \\
muslim-u-n & \Rightarrow muslim-ūna \\
\text{muhandis} & \Rightarrow \text{muhandisinūna} \\
mudarris-u-n & \Rightarrow mudarris-ūna \\
\end{array}
\]

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

\[
\begin{array}{cc}
\text{masūlimat} & \Rightarrow \text{masūlimatūna} \\
muslimat-u-n & \Rightarrow muslimāt-u-n \\
\text{muhandisat} & \Rightarrow \text{muhandisītūna} \\
muhandisat-u-n & \Rightarrow muhandisāt-u-n \\
\end{array}
\]

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

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

\[
\begin{array}{cc}
muslimat-u-n & \text{muslimāt-u-n} \\
\text{muslimat-ūna} & \text{muslimāt-ūna} \\
\end{array}
\]
- The **broken plural**. Unlike in English, the broken plural is very widely used in Arabic. There are more than twenty patterns of the broken plural. Some are given in this lesson. These are:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(lu2û3-u-n)⁴</td>
<td>najm-u-n</td>
<td>nujûm-u-n</td>
<td></td>
</tr>
<tr>
<td>(lu2u3-u-n)</td>
<td>kitâb-u-n</td>
<td>kutub-u-n</td>
<td></td>
</tr>
<tr>
<td>(lu2â3-u-n)</td>
<td>jabal-u-n</td>
<td>jibâl-u-n</td>
<td></td>
</tr>
<tr>
<td>(lu22â3-u-n)</td>
<td>tâjir-u-n</td>
<td>tujjar-u-n</td>
<td></td>
</tr>
<tr>
<td>(a12â3-u-n)</td>
<td>qalam-u-n</td>
<td>aqlâm-u-n</td>
<td></td>
</tr>
<tr>
<td>(lu2a3â'-u)</td>
<td>zumîl-u-n</td>
<td>zumâlâ'-u</td>
<td>This is without tanwîn</td>
</tr>
<tr>
<td>(a12ilâ'-'u)</td>
<td>sadîq-u-n</td>
<td>asdiqâ'-'u</td>
<td>This is without tanwîn</td>
</tr>
<tr>
<td>(li23at-u-n)</td>
<td>akh-u-n</td>
<td>ikhwî-l-u-n</td>
<td></td>
</tr>
</tbody>
</table>

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

---

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

This is a merchant.

These are merchants.

This is a lady teacher.

These are lady teachers.

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

3. The plural of ُهُوَ “he” is ُهُمُ “they” (masculine). Unlike the singular ُهُوَ the plural ُهُمُ is used to refer only to human beings, e.g.

He is a teacher.

They are teachers.

The plural of ُهُمُ (his) is ُهُمُ (their), e.g.

Where is their house?

Their father is a famous merchant

Note that the words for “they” and “their” have the same form ُهُمُ.

4. We have learnt ُذَهَبَ “he went”. Now “they went” is ُذَهَبُوا ُدَهَابُ. Note that there is an alif at the end of the word which is not pronounced.

Note that the pronoun that we have learnt in this part of the lesson is masculine. We will learn the feminine pronoun in Part B of this lesson.

5. “some”, e.g.

Some of them are teachers and some (of them) are the engineers.
Exercises
Ex.1: Change the subject of the following sentences to: plural as shown in the example.
Ex.2: Change the underlined word to plural and reconstruct the sentence.
Ex.3: Make the following nouns mudāf using first a noun, and then a pronoun as shown in the example.
   Note that in nouns ending in alif and hamzah the hamzah is written above a waw when followed by a pronoun, but when followed by a noun it remains independent. e.g.

Muhammad’s sons

أبناء مُحمَّد

His sons

أبناء

Ex.4: Change the subject of the following sentences to plural as shown in the example.
Ex.5: Read and write.
Ex.6: Write the plural of the following nouns and adjectives.

Vocabulary

فتيَة: plural of فتى young man
اسماء: pl of اسم name
طول: pl of طويل tall
رجال: pl of رجل man
طلاب: pl of طالب student
ناس: people
جديد: pl of جديد new
قصير: pl of قصير short
ضيوف: pl of ضيف guest, pl
حجاج: pl of حاج pilgrim
قرية: pl of قرية village
مطعم: restaurant, mess
حقول: pl of حقل field
رمضان: pl of رمضان class-mate
مُهْتَدِمون: pl of مُهَتَّد مُهْتَدِمون working
شيوخ: pl of شيخ old man, learned-

36
In this part we learn the following:

1. The plural of "she" is هُنُّ, e.g.

   They are my brothers, هُمُ إِخْوَاتِيِّنَّ

   and they are my sisters, رَهْنُ أَخْوَاتِيِّنَّ.

   The plural of "her" is هُنُّ "their". Note that the pronouns for "they" and "their" are the same.

   They are my class-mates and this is their house, هُنُّ زَمْلَائِيِّنَّ، وَهَذَا بَيْتُهُنَّ.

2. We have already learnt that the plural of حُوَلَاءِ is هُدُيَّهُ, i.e. it is the same for both the masculine and the feminine.

3. We have learnt in Part A that دَهْبُوا means "they went" (masculine). "They went" (feminine) is دَهْبُنَّ (dhahabna), e.g.

   Where are your brothers? دَهْبُوُّا إِلَى الْجَامِعَةِ

   They went to the university.

   And where are your sisters? دَهْبُوُّا إِلَى السَّمَكَتُبَیَّةِ

   They went to the library.
4. We have already learnt the formation of the sound feminine plural. In the pronunciation the «а» before the «д» is lengthened. In writing, in addition to this, the “round ta” is changed to “open ta”, e.g.

肌肉ма
muslimat-u-n

肌肉ма
muslimât-u-n

Note that the following plurals which are irregular:

Баа́т
bint-un

Баа́т
banât-un

Ахьаа́т
акхват-u-n

Фаа́т
fatâ-u-n

Фаа́т
fatayât-u-n
Exercises

Ex.1: Change the subject in the following sentences to plural. Note that adjectives like كبَارٌ، صِغيرٌ، طَوالٌ، جَمِيدَةٌ are the same for masculine and feminine.

Ex.2: Read and write.

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

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

(هَذَا، هَذِهِ، هُوَ، هُوَّا، هُؤُلاءِ).

Note that هُؤُلاءِ is for both masculine and feminine.

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

(هُوَّا، هُمُّ، هِيَ، هُنَّ).

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

Vocabulary

- أَسْتَاذَةٌ lady professor
- النِّسَاءُ women (plural)
- زُوجَةٌ wife
- زُوجٌ husband
- عُمَةٌ aunt (father's sister)
- رَوْحٌ root
- زُوْجٌ from a different
- المَرَأَةُ women
- المُستَشفِى الْوَلَادَةٌ maternity hospital
Part C

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

Exercises
Ex.1: Change the subject of the following sentences to plural as shown in the example.
Ex.2: Fill in the blanks using the suitable demonstrative pronoun دلَّك.
Ex.3: Write the plural of the following nouns.
Ex.4: Read the following keeping in mind that these broken plural patterns have no tanwin.
Lesson 14

In this lesson we learn the following:

1. The plural of َأَنْتَ "you" (masculine singular) is َأَنْتُمُ, e.g.
   
   Who are you?
   
   The plural of َلِكَ "your" is َكُمُّ, e.g.
   
   Brothers, where is your house?
   
2. The plural of َأَنَا "I" is َنَحْنُ. Like َأَنَا its plural َنَحْنُ refers to both the masculine and feminine, e.g.
   
   We are Muslims (masculine).
   
   We are Muslims (feminine).
   
   We have learnt that ِبَيْتُ يِنَي يِسِي means "my house". Now we learn that "our house" is ِبَيْتُ يِنَي يِنَي, e.g.
   
   Allah is our Lord.
   
   Islam is our faith.
   
   Muhammad (peace and blessing of Allah be upon him) is our Prophet.
   
3. َذِهْبَتْ means "you went" (mas. sing.). َذِهْبَتْ means "you went" (mas. pl.), e.g.
   
   Where did you go, my sons?
   
4. َذِهْبَتْ means "I went". And "we went" is َذِهْبَتْ (dhahabna). Note that "they went" (feminine) is َذِهْبَنَ َذِهْبَنَا dhahabna. The difference between the two is that in the final «a» is short, and in َذِهْبَنَا it is long.
5. We have seen that feminine proper nouns have no tanwin, e.g. ﺧَﺪَرِيْجَةُ.

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

The names of most of the prophets are non-Arabic, and therefore, they have no tanwin, e.g. ﺟَوْهُرَ، ﻧُوْرَ، ﺟَرْجَ، ﺓُوُدْ، ﺑَأَرْبَاهِمُ، ﺑَسَحَاءُ، ﺑَسَمَاعِيلُ، ﺑَعْقُرُوبُ.

If however, the non-Arabic proper noun has only three letters, and is masculine, it has tanwin, e.g. ﺑُوْلَدُ ﺗَأْرَجَ ﻧَأْرَجَ، ﺑَأْرَجَ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَاهِمُ ﺑَأَرْبَﺎ
It can be in the accusative case, e.g.

Which language do you like?

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

Vocabulary

welcome  الدستور  constitution (law)
طفلة  الصلاة  prayer direction
المطار  المحكمة  lawcourt
الكلية  الجدّية  garden
كلية الطّب  البَّلَحِيَّة  Faculty of Medicine
كلية الهندسة  الروّب  Lord
كلية التجارة  يوم السبت  Saturday
كلية الشريعة  الشهر  month
Christian, pl  نصراني  the month of Rajab
النبي  اليونان  Greece
الدين  إِخوّة  pl of
شفاء الله  May Allah grant him health!
Lesson 15

In this lesson we learn the following:

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

2. The plural of “your” (feminine singular) is ُكُنْتُنِّيَاتِكُم, e.g.
   - Where is your house, ladies?
   - Our house is near the mosque.

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

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

5. ِرَجَعَ “he returned”.
   - Has the imâm returned from the mosque?
   - I went to the mosque before the adhân and returned after the salât.
Exercises
Ex.1: Answer the following questions.
Ex.2: Change the subject of the following sentences to feminine.
Ex.3: Change the possessive pronoun in the following sentences into feminine.
Ex.4: Fill in the blanks with the suitable personal pronouns (أنتِ، أنتُ، أنتْ، أنتمَ، أنتمُ)
Ex.5: Fill in the blanks with the suitable possessive pronoun (أَنَا، كُنْتُ، كَنْتُ)
Ex.6: Fill in the blanks with أنا or نحنُ.
Ex.7: Read and write.

Vocabulary

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

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

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

**Rational (عاقلّ)**

Singular:

هَذَا طَالِبُ جَدِيدٌ. هُوَ صِيِّبَرٌ.

Plural:

هُوَاءُ طَالِبُ جَدِيدٌ. هُمْ صِيِّبَرُ.

**Irrational (غير عاقلّ)**

Singular:

هَذَا كِتَابُ جَدِيدٌ. هُوَ صِيِّبَرٌ.

Plural:

هُذَا كِتَابُ جَدِيدٌ. هِيَ صِيِّبَرُ.

So regard the plural of irrational nouns as feminine singular.

Note:

1. The students went out.

   الطلابُ خَرَجُوا.

2. The dogs went out.

   الكلابُ خَرَجَتْ.

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

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

(1ا2ا3ا4-ع).

masjid-u-n masâjîd-u

dafâîr-u
daftâr-u-n daftârîr-u

This pattern has no tanwîn.
Exercises
Ex. 1: Learn the examples.
Ex. 2: Change the subject in the following sentences to plural as shown in the example.
Ex. 3: Fill in the blanks with the demonstrative pronouns:
(هَذَا، هَذَا، هَؤُلاء)
Ex. 4: Fill in the blanks with the demonstrative pronouns:
(ذَلِكَ، تُلَكَ، أُولَيَاكُ)

Vocabulary

النَّهْر river
البَحْر sea
الفَنْدُقُ hotel
الطَّائِرُ airplaine
Lesson 17

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

Note that the plural of حَمَارُ is حُمَارَ and also حَمِيرُ.

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

Vocabulary

firm, company مَلِيِّمُ الشَّرِكَةِ
director of the company

cheap رَخيصٌ

Japanese يَابَانيَةٌ

shirt, pl قَميصٌ

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LESSON 18

In this lesson we learn the following:

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

   بِيَتٍ يُّبَيِّنَ
   bait-âni

   يَدٍ يُدِّي
   yad-âni

- The dual of بَيْتَانَ is بَيْتٍ، e.g.

   بَيْتَانَ كَبَابَانِ

- The dual of يَدَانَ is يَدِي، e.g.

   يَدَانَ سَيْرَانَ

- The dual of هَذَا is هُمَا، e.g.

   هَذَا كَبَابَانِ

   هَذَا سَيْرَانَ

- The dual of هُوَ is هُمَا، e.g.

   هُوَا كَبَابَانِ

   هُوَا سَيْرَانَ

Who are these two boys?

They are (two) new students.

Where are the two sisters?

They are in the room.

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

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

   كَمْ كِتَابٍ ؟
   How many books?

   كَمْ سيَارَ ؟
   How many cars?

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

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

سِيَارَةُ - سَيَارٌ - سَيَارَةٌ

Exercises

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

کَمُ قَلَمًا عَنْدَلَا ؟

.عَنْدِلِی قَلَمًا .

Note that the dual of is (not اخوان) .

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

Vocabulary

<table>
<thead>
<tr>
<th>عَمَلَةُ</th>
<th>سِبْبَةُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheel</td>
<td>writing board</td>
</tr>
<tr>
<td>عَبْدُ</td>
<td>رَيْنَ</td>
</tr>
<tr>
<td>festival</td>
<td>riyal</td>
</tr>
<tr>
<td>الْسَّنَةُ</td>
<td>مُرْضَى</td>
</tr>
<tr>
<td>year</td>
<td>city district</td>
</tr>
<tr>
<td>النَافِذَةُ</td>
<td>ۡرَكْعَاتِ</td>
</tr>
<tr>
<td>window</td>
<td>rak‘ah (part of salāt) pl</td>
</tr>
<tr>
<td>الْمَسْتَرَةُ</td>
<td>ۡرَكْعَاتِ</td>
</tr>
<tr>
<td>ruler</td>
<td></td>
</tr>
</tbody>
</table>

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

- The word for "one" is ١١٢٤٤٤ and it follows the noun as an adjective e.g.

  One book

- The word for "two" is ١٢١٢١٢ and this also follows the noun as an adjective, e.g.

  Two books

But usually the word ١٢١٢١٢ is omitted because the the dual form is enough to suggest the meaning of "two". But ١٢١٢١٢ is used for emphasis.

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

  Three books
  Four houses
  Five pens
  Ten men

The noun that denotes the thing numbered is called ma'dud (مذود). Note that the ma'dud is plural and it is in the genitive case because it is mudaf ilaihi. The word denoting the number may be in any case: nominative, genitive or accusative, e.g.

  Three students went out.
  In four houses.
  I saw five men.

Note: in "what is the price of this?" there is an omission. The word omitted is ١٢١٢١٢ or any other word denoting monetary unit.
Exercises
Ex.1: Read and write.
Ex.2: Read and write the following sentences.
Ex.3: Answer each of the following questions using the number given in brackets.
Ex.4: Count from 3 to 10 using the following words as ma'dūd.

Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>لُكْلُمْ</td>
<td>all</td>
</tr>
<tr>
<td>كُلَّهمْ</td>
<td>all of them</td>
</tr>
<tr>
<td>كُلَّكمْ</td>
<td>all of you</td>
</tr>
<tr>
<td>كُلُنا</td>
<td>all of us</td>
</tr>
<tr>
<td>البَلَدُ</td>
<td>country, pl بلاد</td>
</tr>
<tr>
<td>مَخْتَلِفُ</td>
<td>different</td>
</tr>
<tr>
<td>الحافلة</td>
<td>bus</td>
</tr>
<tr>
<td>مِنْهُمْ</td>
<td>of them</td>
</tr>
<tr>
<td>(literally, from them)</td>
<td></td>
</tr>
<tr>
<td>أوربا</td>
<td>Europe</td>
</tr>
<tr>
<td>يوغسلافيا</td>
<td>Yugoslavia</td>
</tr>
<tr>
<td>شَكْرًا</td>
<td>thanks</td>
</tr>
<tr>
<td>الْيَوْمُ</td>
<td>day, pl أيام</td>
</tr>
<tr>
<td>النَّسْمَةُ</td>
<td>price</td>
</tr>
<tr>
<td>النَصْفُ</td>
<td>half</td>
</tr>
<tr>
<td>الْقُروشُ</td>
<td>1/10th of a riyal, قروش</td>
</tr>
<tr>
<td>قدْامٍ</td>
<td>pl of قدَامْ, قدام</td>
</tr>
<tr>
<td>الراكبُ</td>
<td>passenger (traveling by a bus or plane), pl راكب</td>
</tr>
<tr>
<td>السؤالُ</td>
<td>question</td>
</tr>
<tr>
<td>الجيبُ</td>
<td>pocket</td>
</tr>
</tbody>
</table>
In this lesson we learn the number from 3 to 10 with feminine ma’dūd. We have already learnt these numbers with masculine ma’dūd, e.g.

Three sons

Now if the ma’dūd is feminine, the “ta-marbūtah” (١) at the end of the number is omitted, e.g.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ثلاثة بنات</td>
<td>three daughters</td>
</tr>
<tr>
<td>أربعة أخوات</td>
<td>four sisters</td>
</tr>
<tr>
<td>خمسة أمهات</td>
<td>five mothers</td>
</tr>
<tr>
<td>سبعة نساء</td>
<td>six women</td>
</tr>
<tr>
<td>سبعة طالبات</td>
<td>seven lady students</td>
</tr>
<tr>
<td>ثمانية غرف</td>
<td>eight rooms</td>
</tr>
<tr>
<td>عشرة نساء</td>
<td>ten women</td>
</tr>
<tr>
<td>عشرة رجال</td>
<td>ten men</td>
</tr>
</tbody>
</table>

Note that عشِرُ نساء has sukun on the last letter.

Note that عشِرُ نسآ has fatha on the (ش) and عشِرُ رجْل has sukun.

The feminine of is و and of أثناَن is أثنانَ, e.g.

لي أُحْتَ واحِدة / لي أُحْتَ أثنانَ.
Exercises

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

Vocabulary

Indonesia pl of word
كلمات pl of room
غرفة magazine, journal
درس pl of lesson
حرف letter (of the alphabet)
عم pl of paternal uncle
حرف
LESSON 21

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

- دَالُكَ which is the same as دَالُكَ
- وَاسِعُ spacious
- آسيَة Asia

الَّوْنُ colour, pl

Exercises
Ex.1: Answer the following questions.
Ex.2: Say if these statements are right or wrong.
Ex.3: Write the names of Asian, African and European countries mentioned in this lesson.
We have learnt several groups of nouns and adjectives which do not have tanwin. Most nouns and adjectives have tanwin. Tanwin is omitted in the following cases:

a) When the noun or adjective has ٌل e.g. کتاب: الكتاب

b) When it is mudāf, e.g. کتاب: کتاب بلأل

But there are certain nouns and adjectives which never have tanwin. They are called diptotes (in Arabic المَمَطُوعُ مِن الصرف).

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

1. Feminine proper nouns e.g. حمزہ، آمنہ

2. Masculine proper nouns ending in “ta marbūtah” (ة) e.g. حمزة، نسمًا

3. Masculine proper nouns ending in (ان) e.g. عثمان، رضوان

4. Adjectives on the pattern of كسلمان، ملالان e.g. أحمد، أُنور

5. Masculine proper nouns on the pattern of أسد، أَسْدَ عُمَّالة e.g. أحمد، أنور

6. Adjectives on the pattern أَسْدَ عُمَّالة e.g. أسود، أحمر

7. Non-Arabic proper nouns e.g. وليم، لندن، برسان

8. The following patterns of broken plural:

a) أصليًا، أُصْلِيًا، أُفَقَلًا e.g. أصليًا، أُفَقَلًا

b) أهَا، أَهَاء، أُفَقَلًا e.g. أهَا، أُفَقَلًا

c) مسأجَد، مَسْأَجِدَ، مُكَتَّبُ e.g. مسأجَد، مَسْأَجِدَ، مُكَتَّبُ

d) منادِيل، مَفَاعِيلْ، فَناجِينُ e.g. منادِيل، مَفَاعِيلْ، فَناجِينُ
Note that بٍبٍ is originally بٍبٍ بٍبٍ on the pattern of بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍبٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ بٍbٍ Bghdad

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

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

\[
\text{البَيْتُ} : \text{في} \text{البَيْتِ}
\]

b) is mudāf ilaihi, e.g.

\[
\text{المُدَّرَسُ} : \text{بَنْتُ} \text{بَلَالَّ}
\]

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

\[
\begin{align*}
\text{كَتَابُ بَلَالُ} & : \text{مِنَ بَلَالِ} \\
\text{كَتَابُ أَحْمَد} & : \text{مِنَ أَحْمَدِ} \\
\text{كَتَابُ إِبْرَاهِيم} & : \text{مِنَ إِبْرَاهِيمِ}
\end{align*}
\]

Exercises

Ex. 1: Learn the following.
Ex. 2: Read and write the following keeping in mind the rule about the diptote.
Ex. 3: Read and write the following with the correct ending.
Ex. 4: Count from 3 to 10 with the following nouns as ma`dūd.

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

three mosques
four hotels
five classmates

Vocabulary

Istanbul  Taif City
Washington