Peace Be Upon You

Peace be upon you. This is a British boy from London. This is a Somali boy from Mogadishu. This is a German girl from Cologne. This is an Arab boy from Damascus. This is an Indian girl from Karachi. This is a Palestinian boy from Jerusalem. This is an Egyptian girl from Cairo. This is an Egyptian girl from Cairo.
# Vocabulary

<table>
<thead>
<tr>
<th>Egyptian</th>
<th>Pakistani</th>
<th>Habib</th>
<th>Basim</th>
</tr>
</thead>
<tbody>
<tr>
<td>مصري</td>
<td>باكستاني</td>
<td>حبيب</td>
<td>بسام</td>
</tr>
<tr>
<td>Abuja</td>
<td>Karachi</td>
<td>Khadija</td>
<td>Bassam</td>
</tr>
<tr>
<td>ابوجا</td>
<td>كراتشي</td>
<td>خديجة</td>
<td>بسام</td>
</tr>
<tr>
<td>Nigerian</td>
<td>Damascus</td>
<td>Hanan</td>
<td>Husain</td>
</tr>
<tr>
<td>نيجيري</td>
<td>دمشق</td>
<td>حنان</td>
<td>خسین</td>
</tr>
<tr>
<td>Makkah</td>
<td>Syrian</td>
<td>Sara</td>
<td>Khalid</td>
</tr>
<tr>
<td>مكة</td>
<td>سوری</td>
<td>سارة</td>
<td>خالد</td>
</tr>
<tr>
<td>Saudi</td>
<td>Mogadishu</td>
<td>Huda</td>
<td>Faisal</td>
</tr>
<tr>
<td>سعودي</td>
<td>موقdishو</td>
<td>هدى</td>
<td>فیصل</td>
</tr>
<tr>
<td>London</td>
<td>Somali</td>
<td>Nadia</td>
<td>Tariq</td>
</tr>
<tr>
<td>لندن</td>
<td>سومالي</td>
<td>نادیة</td>
<td>طارق</td>
</tr>
<tr>
<td>British</td>
<td>Jerusalem</td>
<td>Nisreen</td>
<td>Qasim</td>
</tr>
<tr>
<td>بریطاني</td>
<td>القدس</td>
<td>نسرين</td>
<td>قاسم</td>
</tr>
<tr>
<td>Kuala Lumpur</td>
<td>Palestinian</td>
<td>Azeeza</td>
<td>Asma</td>
</tr>
<tr>
<td>كوالالمبور</td>
<td>فلسطيني</td>
<td>عزيرة</td>
<td>اسماء</td>
</tr>
<tr>
<td>Malaysian</td>
<td>Cairo</td>
<td>Saliha</td>
<td>Akram</td>
</tr>
<tr>
<td>ماليزی</td>
<td>القاهرة</td>
<td>صالحة</td>
<td>أكرم</td>
</tr>
<tr>
<td>my name (is)</td>
<td>from</td>
<td>my friends</td>
<td>these</td>
</tr>
<tr>
<td>اسمي</td>
<td>من</td>
<td>اصدقاء</td>
<td>هؤلاء</td>
</tr>
</tbody>
</table>

## Detached (or personal) Pronouns

In Book Two (p. 17) we already came across the singular detached pronouns. Here below are all the detached pronouns in their singular, dual and plural forms. As the verb 'to be' is not generally used in the present tense in Arabic, it is often added to the detached pronouns when translating into English.

**e.g.** I am Nigerian. You are Malaysians.

<table>
<thead>
<tr>
<th>Plural (three or more)</th>
<th>Dual (two)</th>
<th>Singular (one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (masc.)</td>
<td>they (masc.)</td>
<td>he, it</td>
</tr>
<tr>
<td>they (fem.)</td>
<td>they (fem.)</td>
<td>she, it</td>
</tr>
<tr>
<td>you (masc.)</td>
<td>you (masc.)</td>
<td>انتُ</td>
</tr>
<tr>
<td>you (fem.)</td>
<td>you (fem.)</td>
<td>انتُ</td>
</tr>
<tr>
<td>we (masc. or fem.)</td>
<td>we (masc. or fem.)</td>
<td>أنا</td>
</tr>
</tbody>
</table>

**Third Person**

**Second Person**

**First Person**
Basim: Assalamu 'alaykum.

Habib: Wa 'alaykumu-ssalaam.

Basim: I am Basim, and this is Bassam.

Habib: Hello.

Basim: Hello.

Habib: Where are you both from?

Basim: We are from Syria. And where are you from?

Habib: I am from London.

Basim: Pleased to meet you.

Habib: Pleased to meet you.

Basim: Good-bye.

Habib: See you later.
Rabab: Who’s that girl?

Huda: She’s Hanan.

Rabab: Is she your sister?

Huda: Yes, she’s my big sister.

Rabab: Who’s that boy on the bike?

Tahir: Where is he from?

Saeed: He’s my friend Nabeel.

Rabab: Who are those girls?

Huda: They are my friends at the school.

Rabab: Are they Egyptian?

Huda: Yes, they’re Egyptian.

Rabab: Are they from Cairo?

Huda: No, they’re from Alexandria.

Tahir: Who’s that boy?

Saeed: He’s from Lebanon.

Tahir: Are they Syrian?

Saeed: No, they’re Iraqi.

Tahir: Are they from Baghdad?

Saeed: No, they’re from Basra.
Greetings

Basma: Good evening.

Hamida: Good evening.

Basma: How’s your [lit. the] health?

Hamida: Fine, praise be to Allah.

Basma: What’s your name?

Hamida: My name is Hamida, and these are my friends.

Basma: Where are you (f. pl.) from?

Friends: We are from the Sudan.

Basma: Welcome to you (f. pl.).
I’m pleased to meet you (f. pl.).

Friends: We’re delighted [to meet you too].

Basma: Good-bye.

Friends: In God’s protection.

Mazin: Good morning.

Bashir: Good morning.

Mazin: How are you?

Bashir: Fine, praise be to Allah.

Mazin: What’s your name?

Bashir: My name is Bashir, and these are my friends.

Mazin: Where are you (m. pl.) from?

Friends: We are from Nigeria.

Mazin: Welcome to you (m. pl.).
I’m pleased to meet you (pl.).

Friends: We’re delighted [to meet you too].

Mazin: Good-bye.

Friends: In God’s protection. (God be with you).
Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>praise</td>
<td>حَمْدٍ</td>
<td>how?</td>
<td>كُفُّ</td>
</tr>
<tr>
<td>these (m. or f.)</td>
<td>هَوْلَاءٍ</td>
<td>condition, state</td>
<td>حَالَ</td>
</tr>
<tr>
<td>protection, security</td>
<td>أَمَانٍ</td>
<td>health</td>
<td>صَحَةٍ</td>
</tr>
<tr>
<td>Welcome</td>
<td>أَهْلًا وسَهْلًا</td>
<td>ill, unwell</td>
<td>مَرْيَضٍ</td>
</tr>
<tr>
<td>Welcome (reply)</td>
<td>أَهْلًا بَكَ</td>
<td>good, fine</td>
<td>طَيْبٍ</td>
</tr>
<tr>
<td>Reply: May God protect you.</td>
<td></td>
<td>Best wishes for a speedy recovery/</td>
<td>سَلَامَتُهُ</td>
</tr>
</tbody>
</table>

Dialogue

Faisal: Where is your friend, [O] Khalid?
Khalid: He is at home.
Faisal: How is he?
Khalid: He is ill.
Faisal: I hope he gets better soon.
Khalid: May Allah protect you.

Two Sukoons Rule

You may remember from Book One that a shadda (ـ) is a symbol written above a letter to show that the letter has been doubled and therefore sounds stronger.

e.g.  ﷲ (mother)  ﷲ + مَ = مَ مَ  Note that the first مَ takes a sukoon.
You then learnt that when a defined word begins with a sun letter, the ﷲ (the) does not take a sukoon. Instead, the sun letter takes a shadda.

e.g.  ﷲ + ﷲ + شَ+شَ+سُ= الشُّمَّسُ  ﷲ  ﷲ  ﷲ  ﷲ  ﷲ
Here, the laam cannot take a sukoon because the first sheen شَ already has sukoon on it, even though we don’t see the sukoon symbol when we write شَ with a shadda.

Rule: In Arabic, you cannot have two sukoons next to each other.
This rule also applies when a sukoon appears at the end of one word and the lam of the ‘al’ at the beginning of the next word has a sukoon.

e.g. You cannot write:  هلَ لِبَيْتُ جَمِيلة؟ (Is the girl beautiful?)
Instead, the sukoon on the first word changes into a kasra:  هلَ لِبَيْتُ جَمِيلة؟
Word Patterns

Representation of word patterns in Arabic

As you will discover from the next page, many Arabic words originate from three root letters. To demonstrate the pattern of a word, it is common for the letters لع to be substituted in place of the root letters. For example, كتاب could be represented in the form فعل, and could be represented by فعل.

Exercise 1:

Substitute the letters لع for the root letters in the following words to show the word patterns.

The root letters of each word are shown in brackets. Pay careful attention to the position of the root letters in each word, as well as the correct use of vowels and sukoons. The first row has been done for you.

<table>
<thead>
<tr>
<th>لع</th>
<th>لع</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعال</td>
<td>مفعول (فت ح)</td>
</tr>
<tr>
<td>مفتوح</td>
<td>فعال</td>
</tr>
<tr>
<td>مسأله (س ف ر)</td>
<td>مسأله</td>
</tr>
<tr>
<td>حجاب</td>
<td>مكتب (كت ب)</td>
</tr>
<tr>
<td>أحمد</td>
<td>دخل</td>
</tr>
<tr>
<td>مدرس</td>
<td>دشر</td>
</tr>
<tr>
<td>منفصلة (خ ف ض)</td>
<td>مفصلة</td>
</tr>
</tbody>
</table>

Exercise 2:

Study the word patterns based on the form لع and then substitute in the root letters shown in brackets to create proper words. The first has been done for you.

<table>
<thead>
<tr>
<th>لع</th>
<th>لع</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعل (كر م)</td>
<td>فعل (ك ر)</td>
</tr>
<tr>
<td>مفعل (نص ر)</td>
<td>نص (ش ك)</td>
</tr>
<tr>
<td>فعلان (بغ ل س)</td>
<td>لس</td>
</tr>
<tr>
<td>فعل (مي) (م رض)</td>
<td>مفعول (غلال)</td>
</tr>
<tr>
<td>فعل (ح فظ)</td>
<td>فعل (ح فظ)</td>
</tr>
</tbody>
</table>
**Word Roots**

A great many Arabic words are formed from three core or root letters, each group of which has a basic meaning concept. By recognising the three root letters, a reader can often work out what a new word means, or at least gain a general idea of its meaning, even if he or she has never seen it before. In Book Two we came across the two words:

وكتب meaning ‘a book’, and مكتبة meaning ‘a desk’.

If you study these two words carefully, you will find they both contain the letters ب ل ك in that order. These are the root letters of the two words, and they carry the idea of ‘writing’.

From the same three letters we can make the words:

كتاب  كتيبة  مكتبة  كتاب  كتب  كتابة  كتاب  كتاب

‘a clerk’ or ‘writer’,  ‘a library’, and  ‘writing’.

Notice how all the meanings are connected in some way with writing.

In Book Two we also came across the words مفتاح meaning ‘a key’, and مفتوح meaning ‘open’.

Both contain the letters ح ف ت which carry the idea of ‘opening’.

By combining the three root letters with certain other letters, following various rules and patterns, many other related words can be formed. e.g.

كتيبة  مفتاح  للفتحة  فتحة

‘a key opener’ and  ظفتحة  فتحة  فتح ظفتحة  فتح  فتحة

Surat al-Fatihah, the opening surah of the Qur’an.

It is very important to learn how to recognise the roots of words, not only to help with understanding a word’s meaning, but also because words in Arabic dictionaries are usually listed under their root letters.

**Verbs: The Regular Past Tense**

The three root letters are also important for another reason. They are the basis for forming verbs. The simplest type of verb in Arabic is the past tense, and the most basic form of the past tense is the masculine singular form. The first and third letters of this form are always written with a fatha. The second letter takes a fatha, kasra or damma, and the student must learn by heart which is the correct vowel for each verb.

| Root Letters | Example
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب</td>
<td>كتب، كتب</td>
</tr>
<tr>
<td>فتح</td>
<td>فتح</td>
</tr>
<tr>
<td>شرب</td>
<td>شرب</td>
</tr>
<tr>
<td>كبر</td>
<td>كبر</td>
</tr>
</tbody>
</table>
Simple Past Tense Verbs

Just as Arabic nouns have singular, dual and plural forms, so verbs do likewise. Verbs also have masculine and feminine forms. The table below shows all the different forms of the past tense verb ‘to write’, starting with the most basic form, the masculine singular, i.e. ‘he wrote’.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (m.) wrote</td>
<td>كُتِبُوا</td>
<td>he wrote</td>
</tr>
<tr>
<td>they (f.) wrote</td>
<td>كُتِبُّ</td>
<td>she wrote</td>
</tr>
<tr>
<td>you (pl.) (m.) wrote</td>
<td>كُتِبْتُمُ</td>
<td>you (m.) wrote</td>
</tr>
<tr>
<td>you (pl.) (f.) wrote</td>
<td>كُتِبْتُنَّ</td>
<td>you (f.) wrote</td>
</tr>
<tr>
<td>We (m. or f.) wrote</td>
<td>كُتِبْنا</td>
<td>I (m. or f.) wrote</td>
</tr>
</tbody>
</table>

How to make the past tense of a simple verb such as كتب (he wrote)

a) Singular Forms

1. To make the third person feminine singular, take the third person masculine singular form كتب and add ت to the end i.e. كتبت she wrote.

2. To make the second person masculine singular take كتب and replace the fatha on the ب with a sukoon and then add ت to the end i.e. كتبت you (masculine singular) wrote.

3. To make the second person feminine singular take كتب and replace the fatha on the ب with a sukoon and then add ت to the end i.e. كتبت you (feminine singular) wrote.

4. To make the first person (masculine or feminine) singular take كتب and replace the fatha on the ب with a sukoon and then add ت to the end i.e. كتبت
b) Dual Forms

5. To make the **third person masculine dual** take the root verb كتب and add ل to the end
   i.e. كتبًا they (two, masculine) wrote.

6. To make the **third person feminine dual** take the root verb كتب and add نا to the end
   i.e. كتبنا they (two, feminine) wrote.

7. To make the **second person masculine dual** and the **second person feminine dual** take the root verb كتب and replace the fatha on the ب with a sukoon and then add نا to the end i.e. كتبنا you (two, masculine) wrote, or you (two, feminine) wrote.

8. To make the **first person masculine or feminine dual** take the root verb كتب and replace the fatha on the ب with a sukoon and then add ن to the end i.e. كتبنا we (two, masculine or feminine) wrote.

c) Plural Forms

9. To make the **third person masculine plural** take the root verb كتب and replace the fatha on the ب with a damma and then add وا i.e. كتبوا they (plural, masculine) wrote. The alif is silent.

10. To make the **third person feminine plural** take the root verb كتب and replace the fatha on the ب with a sukoon and then add ن i.e. كتبن they (plural, feminine) wrote.

11. To make the **second person masculine plural** take the root verb كتب and replace the fatha on the ب with a sukoon and then add نم i.e. كتبتم you (plural, masculine) wrote.

12. To make the **second person feminine plural** take the root verb كتب and replace the fatha on the ب with a sukoon and then add نم i.e. كتبتم you (plural, feminine) wrote.

13. To make the **first person masculine or feminine plural** take the root verb كتب and replace the fatha on the ب with a sukoon and then add نا to the end i.e. كتبنا we (plural, masculine or feminine) wrote. You may note that this is the same form as the first person dual (see no. 8 above).
Some points to note

Verbs in the first person are not affected by gender, so they remain the same for both the masculine and the feminine:  كتبنا I (masculine or feminine) wrote. كتبنا We (masculine or feminine) wrote.

The second person dual is also not affected by gender: كتبتما You (masculine or feminine) wrote.

When addressing or referring to a mixed group where at least one male is present, the masculine form of the verb is used.

Exercise 3:

Complete the past tense verbs in the two tables below in all their forms.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (m.) learnt</td>
<td>they (two) (m.) learnt</td>
<td>he learnt</td>
</tr>
<tr>
<td>they (f.) learnt</td>
<td>they (two) (f.) learnt</td>
<td>she learnt</td>
</tr>
<tr>
<td>you (pl.) (m.) learnt</td>
<td>you (two) (m.) learnt</td>
<td>you (m.) learnt</td>
</tr>
<tr>
<td>you (pl.) (f.) learnt</td>
<td>you (two) (f.) learnt</td>
<td>you (f.) learnt</td>
</tr>
<tr>
<td>We (m. or f.) learnt</td>
<td>We (two) (m. or f.) learnt</td>
<td>I (m. or f.) learnt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (m.) drank</td>
<td>they (two) (m.) drank</td>
<td>he drank</td>
</tr>
<tr>
<td>they (f.) drank</td>
<td>they (two) (f.) drank</td>
<td>she drank</td>
</tr>
<tr>
<td>you (pl.) (m.) drank</td>
<td>you (two) (m.) drank</td>
<td>you (m.) drank</td>
</tr>
<tr>
<td>you (pl.) (f.) drank</td>
<td>you (two) (f.) drank</td>
<td>you (f.) drank</td>
</tr>
<tr>
<td>We (m. or f.) drank</td>
<td>We (two) (m. or f.) drank</td>
<td>I (m. or f.) drank</td>
</tr>
</tbody>
</table>
Exercise 4:

Complete the table below using the correct verb forms. Work out the root letters first. You may find it useful to try to work out the third person masculine singular ("he") form of the verb first, and then use the rules on the previous pages to change the verb into the other forms.

<table>
<thead>
<tr>
<th>You (m. or f.) dual</th>
<th>I</th>
<th>You (m) plural</th>
<th>They (m) plural</th>
<th>You (f.) singular</th>
<th>He</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ضحكنا</td>
<td>ضحكك</td>
<td>ضحكوا</td>
<td>ضحكتم</td>
<td>ضحكك</td>
<td>laughed</td>
<td></td>
</tr>
<tr>
<td>دهبتا</td>
<td>رجعت</td>
<td></td>
<td></td>
<td></td>
<td>went</td>
<td></td>
</tr>
<tr>
<td>دخلتم</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>returned</td>
<td></td>
</tr>
<tr>
<td>خرجت</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>entered</td>
<td></td>
</tr>
<tr>
<td>نظروا</td>
<td>نجح (من)</td>
<td></td>
<td></td>
<td></td>
<td>came/went out (of)</td>
<td></td>
</tr>
<tr>
<td>ركبت</td>
<td>نجح (إلى)</td>
<td></td>
<td></td>
<td></td>
<td>succeeded</td>
<td></td>
</tr>
<tr>
<td>غسلتم</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>looked (at)</td>
<td></td>
</tr>
<tr>
<td>لبستا</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rode</td>
<td></td>
</tr>
<tr>
<td>أمكنتا</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>washed</td>
<td></td>
</tr>
<tr>
<td>ابتستا</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>wore</td>
<td></td>
</tr>
<tr>
<td>فعلتما</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ate</td>
<td></td>
</tr>
<tr>
<td>قرأت</td>
<td>فعل</td>
<td></td>
<td></td>
<td></td>
<td>did</td>
<td></td>
</tr>
<tr>
<td>قرأ</td>
<td>قرأ</td>
<td></td>
<td></td>
<td></td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>جلست</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sat</td>
<td></td>
</tr>
<tr>
<td>أخذت</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>took</td>
<td></td>
</tr>
</tbody>
</table>
Verbs: Number and Gender

The normal sentence order in Arabic is for the verb to come first, followed by the subject of the verb and then the rest of the sentence. When a third person verb begins a sentence, it will always appear in the singular form, even if the subject governing the verb is in the dual or plural. However, the verb must always agree in gender.

**Masculine subject**

1. Qasim, Tariq and Hasan sat on the mat.
2. Qasim and his friend Tariq sat on the sofa.
3. Qasim sat on the chair.

**Feminine subject**

1. Zaynab, Nadia and Salma sat on the bed.
2. Zaynab and her friend Nadia sat on the sofa.
3. Nadia sat on the chair.

**Exercise 5:** Translate the following sentences into Arabic, starting each sentence with the verb. (see page 16 for vocabulary).

1. Qasim looked at the small monkey.
2. Tariq and Bassam returned from the school.
3. Sara and Azeeza went to the new mosque.
4. Samir and his sister Hanan came out of the house.
5. Fatima sat on the brown table.
6. Akram, Husain and Khalid went to the big house.
7. Nisreen, Salia and Huda came out of the small room.
8. Tariq, Nadia and Huda returned from the old mosque.
However, if the subject happens to come first, or has already been mentioned, then the verb must agree with its subject in both gender and number.

**Masculine**

Qasim, Tariq and Hasan sat on the mat.

Qasim and his friend Tariq sat on the sofa.

Qasim sat on the chair.

**Feminine**

Zaynab, Nadia and Salma sat on the bed.

Zaynab and her friend Nadia sat on the sofa.

Nadia sat on the chair.

Furthermore, when referring to a mixed gender group, the verb will always be masculine, even if there is only one male among several females.

Qasim and the girls sat around the table.

Qasim and his sister Nadia sat under the tree.
Exercise 6:
Translate the following sentences into Arabic, starting each sentence with the subject of the verb.

1. Sarah, Huda and Nadia sat in the car.

2. Aziza and her brother Husayn returned from the school.

3. Faisal went out of the window and Huda went out of the door.

4. Asma' and Hanan went to the large room.

5. Samir, Qasim and Husayn sat in the mosque.

6. The boys and girls sat on the small chairs.

7. Tariq and Akram looked at the computer.

8. Saliha looked at the new doll.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>عَلَى</td>
</tr>
<tr>
<td>in</td>
<td>فِي</td>
</tr>
<tr>
<td>from</td>
<td>مِن</td>
</tr>
<tr>
<td>to, at</td>
<td>إِلَى</td>
</tr>
<tr>
<td>around</td>
<td>حَوَل</td>
</tr>
<tr>
<td>visitor (m.)</td>
<td>زَائِر</td>
</tr>
<tr>
<td>visitor (f.)</td>
<td>زَائِرة</td>
</tr>
<tr>
<td>sofa</td>
<td>أَرْكِيَة</td>
</tr>
<tr>
<td>tree</td>
<td>شَجَرَة</td>
</tr>
<tr>
<td>big, large</td>
<td>كِبْير</td>
</tr>
<tr>
<td>small</td>
<td>صَغِير</td>
</tr>
<tr>
<td>old</td>
<td>قَديم</td>
</tr>
<tr>
<td>new</td>
<td>جَدِيد</td>
</tr>
<tr>
<td>mosque</td>
<td>مَسْجِد</td>
</tr>
<tr>
<td>mat, carpet</td>
<td>سَجَادة</td>
</tr>
<tr>
<td>door</td>
<td>بَاب</td>
</tr>
<tr>
<td>window</td>
<td>نَافِذة</td>
</tr>
<tr>
<td>room</td>
<td>غَرْفَة</td>
</tr>
<tr>
<td>chairs</td>
<td>كُرِاسَة</td>
</tr>
<tr>
<td>family</td>
<td>أَسْرَة</td>
</tr>
<tr>
<td>table</td>
<td>طَاولة</td>
</tr>
<tr>
<td>computer</td>
<td>حَاسُوب</td>
</tr>
<tr>
<td>doll</td>
<td>دُمِية</td>
</tr>
<tr>
<td>house</td>
<td>بَيْت</td>
</tr>
<tr>
<td>brown</td>
<td>بَني</td>
</tr>
<tr>
<td>bed</td>
<td>سَرِير</td>
</tr>
</tbody>
</table>
Subject and Object

In a simple English sentence such as "The boy wrote a letter," "The boy" is the person or thing doing the action (in this case, writing), and is therefore the subject of the sentence. In the same sentence, "a letter" is what the verb was done to, and is therefore the object of the verb. The subject of a sentence is sometimes known as the nominative case and the object of a sentence is sometimes known as the accusative case.

The Nominative Case

The following word endings are used in Arabic to show when a word is the subject of a sentence:

<table>
<thead>
<tr>
<th>Sound (regular) plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
</tr>
<tr>
<td>مَعْلُومٌونَ</td>
<td>مَعْلُومٌونَ</td>
<td>مَعْلُومٌونَ</td>
</tr>
<tr>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
</tr>
</tbody>
</table>

Masculine

Feminine

The Definite Forms of the Nominative Case

<table>
<thead>
<tr>
<th>Sound (regular) plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
</tr>
<tr>
<td>مَعْلُومٌونَ</td>
<td>مَعْلُومٌونَ</td>
<td>مَعْلُومٌونَ</td>
</tr>
<tr>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
</tr>
</tbody>
</table>

Masculine

Feminine

The Accusative Case

The following word endings are used in Arabic to show when a word is the object of a sentence:

The Indefinite Forms of the Accusative Case

<table>
<thead>
<tr>
<th>Sound (regular) plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
</tr>
<tr>
<td>مَعْلُومٌينَ</td>
<td>مَعْلُومٌينَ</td>
<td>مَعْلُومٌينَ</td>
</tr>
<tr>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
</tr>
</tbody>
</table>

Masculine

Feminine

The Definite Forms of the Accusative Case

<table>
<thead>
<tr>
<th>Sound (regular) plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
<td>e.g. Word ending</td>
</tr>
<tr>
<td>مَعْلُومٌينَ</td>
<td>مَعْلُومٌينَ</td>
<td>مَعْلُومٌينَ</td>
</tr>
<tr>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
<td>مَعْلُومٍاتٌ</td>
</tr>
</tbody>
</table>

Masculine

Feminine
**Note:**
If a noun is **indefinite** (i.e. without "al" (the) before it, or for other reasons which you will learn later), then the word may end in tanween (i.e. two fathas, two kasras or two dammas) if it is a masculine or feminine singular word. If it is a sound feminine plural word it may only end in two dammas or two kasras. The other forms (i.e. the dual forms and the sound masculine plural) will keep the endings shown on the previous page.

**Word Order:** In Arabic, the normal word order in a simple sentence is verb, subject, object.

### Examples where the subject is singular, dual or plural, followed by a singular object

<table>
<thead>
<tr>
<th>Definite Forms</th>
<th>Indefinite Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The visitor (m.) thanked the teacher (m.)</td>
<td>A visitor (m.) thanked a teacher (m.)</td>
</tr>
<tr>
<td>The two visitors (m.) thanked the teacher (m.)</td>
<td>Two visitors (m.) thanked a teacher (m.)</td>
</tr>
<tr>
<td>The visitors (m.) thanked the teacher (m.)</td>
<td>(Some) visitors (m.) thanked a teacher (m.)</td>
</tr>
<tr>
<td>The visitor (f.) thanked the teacher (f.)</td>
<td>A visitor (f.) thanked a teacher (f.)</td>
</tr>
<tr>
<td>The two visitors (f.) thanked the teacher (f.)</td>
<td>Two visitors (f.) thanked a teacher (f.)</td>
</tr>
<tr>
<td>The visitors (f.) thanked the teacher (f.)</td>
<td>(Some) visitors (f.) thanked a teacher (f.)</td>
</tr>
</tbody>
</table>

### Examples where the subject is singular, and the object is dual or plural

<table>
<thead>
<tr>
<th>Definite Forms</th>
<th>Indefinite Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The visitor (m.) thanked the two teachers (m.)</td>
<td>A visitor (m.) thanked two teachers (m.)</td>
</tr>
<tr>
<td>The visitor (m.) thanked the teachers (m.)</td>
<td>A visitor (m.) thanked (some) teachers (m.)</td>
</tr>
<tr>
<td>The visitor (f.) thanked the two teachers (f.)</td>
<td>A visitor (f.) thanked two teachers (f.)</td>
</tr>
<tr>
<td>The visitor (f.) thanked the teachers (f.)</td>
<td>A visitor (f.) thanked (some) teachers (f.)</td>
</tr>
</tbody>
</table>

### Examples where the subject is dual or plural, and the object is dual or plural

<table>
<thead>
<tr>
<th>Definite Forms</th>
<th>Indefinite Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two visitors (m.) thanked the two teachers (m.)</td>
<td>Two visitors (m.) thanked two teachers (m.)</td>
</tr>
<tr>
<td>The visitors (m.) thanked the two teachers (m.)</td>
<td>(Some) visitors (m.) thanked two teachers (m.)</td>
</tr>
<tr>
<td>The two visitors (f.) thanked the two teachers (f.)</td>
<td>Two visitors (f.) thanked two teachers (f.)</td>
</tr>
<tr>
<td>The visitors (f.) thanked the teachers (f.)</td>
<td>(Some) visitors (f.) thanked two teachers (f.)</td>
</tr>
</tbody>
</table>
Exercise 7: Translate the following sentences into Arabic.

1. The horse ate the apple.
   
2. The monkey ate a banana.
   
3. The two friends (m.) entered the room.
   
4. The two nurses (f.) thanked the doctor (m.).
   
5. The boys thanked the teachers (m.).
   
6. Khadija wore a skirt and her friend (f.) wore a dress.
   
7. The policeman found the criminals.
   
8. Habib drank the milk.
   
9. The teacher (f.) read the newspaper.
   
10. The imam entered the mosque.
   
11. The grocer (m.) opened the two boxes.
   
12. Samir washed the two cars.
   
13. The girls (pl.) entered the school.
   
14. The teachers (f. pl.) returned from the school.
   
15. The two girls came out of the mosque.

Vocabulary

<table>
<thead>
<tr>
<th>car</th>
<th>سَيَارَةً</th>
<th>dress</th>
<th>فُسْتَانٌ</th>
<th>grocer</th>
<th>پَقَالَ</th>
<th>policeman</th>
</tr>
</thead>
<tbody>
<tr>
<td>years</td>
<td>سنوَاتٌ</td>
<td>skirt</td>
<td>تشُرْفَةٌ</td>
<td>bananَ</td>
<td>مَوزٌ</td>
<td>criminal</td>
</tr>
<tr>
<td>Khadija</td>
<td>حُدِيثَةْ</td>
<td>horse</td>
<td>حَصَانٌ</td>
<td>apple</td>
<td>تَفَاحٌ</td>
<td>criminals</td>
</tr>
<tr>
<td>Samir</td>
<td>سَمِيرٌ</td>
<td>monkey</td>
<td>قَرْدٌ</td>
<td>milk</td>
<td>حَلِيبٌ</td>
<td>مُحْرِمُونَ</td>
</tr>
<tr>
<td>Habib</td>
<td>حَبِيبٌ</td>
<td>newspaper</td>
<td>جَرِيَّةٌ</td>
<td>box</td>
<td>صَندوقٌ</td>
<td>مَرْضَةٌ</td>
</tr>
<tr>
<td>he opened</td>
<td>فَتَحَ</td>
<td>newspapers</td>
<td>جَرَائِدٍ</td>
<td>age</td>
<td>عُمَرٌ</td>
<td>طَبِيبٌ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>أَطَباءٌ</td>
<td>doctors (m.)</td>
</tr>
</tbody>
</table>
Practice with Past Tense Verbs

13. The headmaster entered with a new teacher.

14. The new teacher took the attendance.

15. The teacher wrote the lesson on the board.

16. The pupils understood the lesson.

17. The teacher collected the exercise books.

18. The pupils put the books on the shelf.

19. Then they went out of the class to the library.

20. They sat down around the table.

1. Hasan and Faisal arrived at the station early.

2. The bus came late.

3. Hasan and Faisal stood in the queue.

4. The bus arrived at the station.

5. Hasan and Faisal entered the bus.

6. They sat down at the back.

7. The bus stopped at the school.

8. The pupils (m. pl.) got down from the bus.

9. They found the gate locked.

10. The guard opened the gate.

11. The pupils went to the playground and played with the ball.

12. Then they entered the classroom and sat on the chairs.
### Exercise 8:

Translate the following extract from the passage on the previous page, replacing masculine verbs and nouns with feminine verbs and nouns where appropriate. Use the names Zaynab and Nadia to replace Hasan and Faisal. Write on the lines provided.

| Arabic Verb | English Verb | Gender
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>أخذَ</td>
<td>took</td>
<td>he</td>
</tr>
<tr>
<td>تزلَ</td>
<td>played</td>
<td>he</td>
</tr>
<tr>
<td>وجدَ</td>
<td>found</td>
<td>he</td>
</tr>
<tr>
<td>وصلَ</td>
<td>went out</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
</tr>
<tr>
<td>جمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>وقفَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>ذهبَ</td>
<td>went</td>
<td>he</td>
</tr>
<tr>
<td>مَتَّى</td>
<td>went out</td>
<td>he</td>
</tr>
<tr>
<td>حاضرَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وُضِعَ</td>
<td>put</td>
<td>he</td>
</tr>
<tr>
<td>جَمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>مَتَّى</td>
<td>went out</td>
<td>he</td>
</tr>
<tr>
<td>خرجَ</td>
<td>went</td>
<td>he</td>
</tr>
<tr>
<td>حارسَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>حَافِلةٌ</td>
<td>bus</td>
<td>he</td>
</tr>
<tr>
<td>طالبٌ</td>
<td>student</td>
<td>he</td>
</tr>
<tr>
<td>بوابةٍ</td>
<td>gate</td>
<td>he</td>
</tr>
<tr>
<td>تَعَلَّمَ</td>
<td>understood</td>
<td>he</td>
</tr>
<tr>
<td>هاجمَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>فتحَ</td>
<td>opened</td>
<td>he</td>
</tr>
<tr>
<td>مَتَّى</td>
<td>went out</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
</tr>
<tr>
<td>تَعَلَّمَ</td>
<td>understood</td>
<td>he</td>
</tr>
<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وقَفَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>withdrawn</td>
<td></td>
<td>he</td>
</tr>
<tr>
<td>جمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
</tr>
<tr>
<td>تَعَلَّمَ</td>
<td>understood</td>
<td>he</td>
</tr>
<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وقَفَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
</tr>
<tr>
<td>تَعَلَّمَ</td>
<td>understood</td>
<td>he</td>
</tr>
<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وقَفَ</td>
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<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
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<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
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</tr>
<tr>
<td>تَعَلَّمَ</td>
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<td>he</td>
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<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
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<tr>
<td>وقَفَ</td>
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<td>he</td>
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<tr>
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<td>he</td>
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<td>ججمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
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<tr>
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<td>he</td>
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<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وقَفَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>ججمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
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<tr>
<td>ججمعَ</td>
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<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>جَاءَ</td>
<td>came</td>
<td>he</td>
</tr>
<tr>
<td>تَعَلَّمَ</td>
<td>understood</td>
<td>he</td>
</tr>
<tr>
<td>وصلَ</td>
<td>arrived</td>
<td>he</td>
</tr>
<tr>
<td>وقَفَ</td>
<td>stood; stopped</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
<tr>
<td>ججمعَ</td>
<td>collected</td>
<td>he</td>
</tr>
<tr>
<td>دخلَ</td>
<td>entered</td>
<td>he</td>
</tr>
</tbody>
</table>
Attached Pronouns

In Book Two (p. 20), we already came across some singular attached pronouns which are placed at the end of a noun to show possession, e.g. my book كتبتيه, his book كتبته etc. We are now going to look at attached pronouns in more detail, beginning with a table which shows the attached pronouns in most of their forms, together with examples of their use with a noun (showing possession), and a verb (as a direct object).

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Pronouns</td>
<td>Examples</td>
</tr>
<tr>
<td>our book</td>
<td>كتبنا</td>
<td>our book</td>
</tr>
<tr>
<td>he heard us</td>
<td>سمعنا</td>
<td>he heard us</td>
</tr>
<tr>
<td>your book *</td>
<td>كتبكم</td>
<td>your book</td>
</tr>
<tr>
<td>he heard you</td>
<td>سمعكم</td>
<td>he heard you</td>
</tr>
<tr>
<td>your book</td>
<td>كتبكن</td>
<td>your book</td>
</tr>
<tr>
<td>he heard you</td>
<td>سمعكن</td>
<td>he heard you</td>
</tr>
<tr>
<td>their book</td>
<td>كتبهم</td>
<td>their book</td>
</tr>
<tr>
<td>he heard them</td>
<td>سمعهم</td>
<td>he heard them</td>
</tr>
<tr>
<td>their book</td>
<td>كتبهن</td>
<td>their book</td>
</tr>
<tr>
<td>he heard them</td>
<td>سمعهن</td>
<td>he heard them</td>
</tr>
</tbody>
</table>

* The damma of the pronouns marked with an asterisk sometimes changes into a kasra when the letter before it has a kasra on it, e.g. in his book كتبته under their (fem. pl.) book كتبتهن or when the letter before it is a long (yaa al-madd) e.g. فيهم or is a yaa with kasra e.g. ناكم.

Note that in the first person singular، ي is added to a noun to show possession, e.g. my book كتبتي but after a verb، ني is used as a direct object, e.g. he heard me. The ending remains the same whether the word is in the nominative, accusative or genitive case.

e.g. My book is big (nominative): كتبتي كبير
He took my book (accusative): أخذت كتبتي
The pen is under my book (genitive, following a preposition): القلم تحت كتبتي.
Compare these with, for example, the third person singular where the case changes:

- e.g. His book is big (nominative): كتبَهُ كِبِيرٌ
- He took his book (accusative): أخذَ كِتَابَهُ
- The pen is under his book (genitive, following a preposition): القلمُ تحتَ كِتابِه

After a third person masculine plural verb, e.g. they heard him. the final alif is dropped before adding an attached pronoun, e.g. سمعْوُا

Pronouns agree with the nouns they refer to in terms of gender and number. However, the feminine singular pronoun هَامَ is used when referring to non-human plural nouns, whether masculine or feminine. e.g. I wrote my name on the books: كتبتُ اسمِي على الكِتابِ

I wrote my name on them: كتبتُ اسمِي عليها

This is similar to the rules governing plural adjectives and demonstrative pronouns on pages 42 to 44 of Book Two.

**Attached pronouns in practice**

Did you (f. sing.) find my pen in your room? Yes, I found it in it.

Did you (m. sing.) take my eraser? Yes, I took it.

Did the girls thank the teachers (f. plural)? Yes, they thanked them.

Did the boys understand the two teachers (m.)? Yes, they understood them.
Practice with Attached Pronouns

Vocabulary

<table>
<thead>
<tr>
<th>he left</th>
<th>orange</th>
<th>story</th>
<th>Mahmoud</th>
</tr>
</thead>
<tbody>
<tr>
<td>سً»حَتَ (مِن)</td>
<td>بَرْتَقَالٌ</td>
<td>قِصَةَ</td>
<td>مَهْمُودُ</td>
</tr>
<tr>
<td>he heard</td>
<td>good, well</td>
<td>bell</td>
<td>pupils (m.)</td>
</tr>
<tr>
<td>سَمَعَ</td>
<td>جَيِّداً</td>
<td>جَرْسٌ</td>
<td>تَلَامِيذْ</td>
</tr>
<tr>
<td>he wiped</td>
<td>around</td>
<td>news</td>
<td>pupils (f.)</td>
</tr>
<tr>
<td>مَسَحَ</td>
<td>حَولَ</td>
<td>أَخْبَارُ</td>
<td>تَلَامِيذَاتٍ</td>
</tr>
<tr>
<td>he sat</td>
<td>he ate</td>
<td>dining table</td>
<td>garden</td>
</tr>
<tr>
<td>جَلَسَ</td>
<td>أَكْلَ</td>
<td>سَفْرَةٌ</td>
<td>حَدِيقَةٌ</td>
</tr>
</tbody>
</table>

Exercise 9: Translate the answer to each question below into Arabic using the appropriate attached pronouns, following the pattern of the example given in no. 1.

1. Did you (m. sing.) eat my orange?
   Yes, I ate it.

   1 - هل اكلت برتقالي؟
   نعم، اكلت

2. Did Mahmoud leave the garden?
   Yes, he left (from) it.

   2 - هل خرج محمود من الحديقة؟

3. Did the girls sit around the dining table?
   Yes, they sat around it.

   3 - هل جلس البنات حول السفرة؟

4. Did you hear me well?
   Yes, I heard you (f.) well.

   4 - هل سمعتني جيدًا؟

5. Did you (f. sing.) hear the bell?
   Yes, I heard it.

   5 - هل سمعت الجرس؟

6. Did the teacher wipe the blackboard?
   Yes, she wiped it.

   6 - هل مسحت المعلمة السبورة؟

7. Did the pupils (m.) hear the news?
   Yes, they heard it.

   7 - هل سمع التلاميذ الأخبار؟

8. Did the pupils (f.) hear the story?
   Yes, they heard it.

   8 - هل سمعت التلاميذات القصة؟
The Genitive Case

So far, we have encountered the nominative and accusative cases in Arabic. There is a third case that students must also learn, namely the genitive case. It is used to show possession (ownership), as well as after prepositions. We came across it briefly in Book Two, p. 25 where we learnt that singular nouns coming after a preposition usually take a kasra. We will now look at the genitive case in more detail.

<table>
<thead>
<tr>
<th>Sound (regular) plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. With the teachers</td>
<td>Word ending</td>
<td>e.g. With the two teachers</td>
</tr>
<tr>
<td>بـينَيْنَ مَعَ الْمَعْلُومِيَّينَ</td>
<td>عِنْدَيْنَ مَعَ الْمَعْلُومِيَّينَ</td>
<td>بـينَيْنَ مَعَ الْمَعْلُومِيَّينَ</td>
</tr>
<tr>
<td>بـيْنَاتِ مَعَ الْمَعْلُومِيَّاتِ</td>
<td>عِنْدَيْنَاتِ مَعَ الْمَعْلُومِيَّاتِ</td>
<td>-</td>
</tr>
</tbody>
</table>

The sentences below show what happens to masculine and feminine nouns in their singular, dual and plural forms when they follow a preposition. Remember that the plural in Arabic starts from three, not two.

**Examples using regular plural nouns**

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
</tr>
<tr>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
</tr>
<tr>
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<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
</tr>
<tr>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
<td>ذَهَبَ التَّلْمِيذَاتُ إِلَى الْمُتْحَفَ مَعَ الْمَعْلُومَةَ</td>
</tr>
</tbody>
</table>

**Examples using irregular plural nouns**

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
</tr>
<tr>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
</tr>
<tr>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
</tr>
<tr>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
<td>ذَهَبَ الْمَعْلُومَ إِلَى الْمُتْحَفَ مَعَ الْوَلْدِ</td>
</tr>
</tbody>
</table>

**Note:** As usual, there are some exceptions to the above-mentioned rules, in particular a group of words known as diptotes which take fatha instead of kasra in the genitive.
### Prepositions

| 8. | ذهبَ أبوى إلى المطار. | My father went to the airport. |
| 9. | سقطَ الجورِبَ بين الثلاجة والغسالة. | The sock fell between the fridge and the washing machine. |
| 10. | وضعَ محمود الهداية تحت الطاولة. | Mahmoud put the gift under the table. |
| 11. | رفعَ المدير العلم فوق المبنى. | The headmaster raised the flag above the building. |
| 12. | أخذَ المعلمَ الصفارة من الولد. | The teacher took the whistle from the boy. |
| 13. | وقفَ حسن خلف الطابور. | Hasan stood at the back of the queue. |
| 14. | قرأتَ المعلمة قصَّة قصيرة للأبكات. | The teacher (f.) read a short story to the girls. |

### Vocabulary

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>with</td>
<td>مع</td>
<td>with</td>
</tr>
<tr>
<td>to</td>
<td>إلى</td>
<td>to</td>
</tr>
<tr>
<td>between</td>
<td>بين</td>
<td>between</td>
</tr>
<tr>
<td>under</td>
<td>تحت</td>
<td>under</td>
</tr>
<tr>
<td>above</td>
<td>فوق</td>
<td>above</td>
</tr>
<tr>
<td>on</td>
<td>على</td>
<td>on</td>
</tr>
<tr>
<td>behind</td>
<td>وراء</td>
<td>behind</td>
</tr>
<tr>
<td>in</td>
<td>في</td>
<td>in</td>
</tr>
<tr>
<td>at</td>
<td>خلف</td>
<td>at</td>
</tr>
<tr>
<td>to, for</td>
<td>بـ</td>
<td>with</td>
</tr>
</tbody>
</table>

### Examples

- My sister went with the teacher to the library.  
- The sock fell between the fridge and the washing machine.
Practice with the Genitive

Exercise 10: Fill in the gaps in the sentences below by choosing the correct word from the box on the left. Then translate each sentence on the line provided below each sentence.

<table>
<thead>
<tr>
<th>المتحف - المتحف</th>
<th>المتحف</th>
<th>المتحف</th>
</tr>
</thead>
<tbody>
<tr>
<td>المعلمين - المعلم</td>
<td>المعلم</td>
<td>المعلم</td>
</tr>
<tr>
<td>المتلمذات - المتلمذات</td>
<td>المتلمذات</td>
<td>المتلمذات</td>
</tr>
<tr>
<td>الممرضات - الممرضات</td>
<td>الممرضات</td>
<td>الممرضات</td>
</tr>
<tr>
<td>المكتب - المكتب</td>
<td>المكتب</td>
<td>المكتب</td>
</tr>
<tr>
<td>الفصل - الفصل</td>
<td>الفصل</td>
<td>الفصل</td>
</tr>
<tr>
<td>المصر - المصر</td>
<td>المصر</td>
<td>المصر</td>
</tr>
<tr>
<td>الساعة - الساعة</td>
<td>الساعة</td>
<td>الساعة</td>
</tr>
<tr>
<td>المشجعون - المشجعون</td>
<td>المشجعون</td>
<td>المشجعون</td>
</tr>
<tr>
<td>المصورون - المصورون</td>
<td>المصورون</td>
<td>المصورون</td>
</tr>
</tbody>
</table>

1. دُعُنا إلى ________ مع المعلمين.
2. فتح الباب الجديد.
3. شرح المعلمة الدروس.
4. وقف الطبيب أمام ________.
5. جلس المدير مع الضيوف في ________.
6. خرج التلاميذ من ________.
7. ترك ألبوم الحدوى في ________.
8. قرأ المعلم القصيدة مرتفع.
9. وقفت بين ________ في الملعب.
10. جلست وزاء ________ في القاعة.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>shoe</th>
<th>حذاء</th>
<th>ضيف</th>
<th>he explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>hall</td>
<td>قاعة</td>
<td>ممر</td>
<td>مصروب</td>
<td>he explained</td>
</tr>
<tr>
<td>path</td>
<td>ممر</td>
<td>ضيف</td>
<td>مصروب</td>
<td>he explained</td>
</tr>
<tr>
<td>guest</td>
<td>ضيف</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>guests</td>
<td>ضيف</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voice</td>
<td>مصروب</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>photographer</td>
<td>مصروب</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>museum</td>
<td>متحف</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supporter</td>
<td>مشجع</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>office</td>
<td>مكتب</td>
<td>he explained</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Genitive Showing Possession

As we have already explained in books 1 and 2, the presence of tanween \( - \) with a noun indicates that it is an indefinite noun. e.g. معلم \( - \) male teacher. However, the addition of tanween \( - \) to a noun makes it definite. e.g. the (male) teacher. Since a noun cannot be both definite and indefinite at the same time, it cannot accept and tanween at the same time. Instead, the defined word will take a fatha, kasra or damma, as grammatically appropriate.

The rules of the genitive of possession:

When two nouns immediately follow each other in the genitive (e.g. the boy's book) and the second noun is definite (i.e. the book belonging to the boy), the first noun automatically becomes definite and therefore it must not take tanween. However, the first noun does not take "al" before it.

the school's teacher (fem.) معلم المدرسة the school's teacher (masc.) معلم المدرسة

The following four examples are all incorrect. Can you spot the mistakes and explain why they are wrong?

a) Singular form:

In the singular form, the first noun of the genitive of possession can only take a single vowel i.e. damma, fatha or kasra, depending on its grammatical role within the sentence.

If the first noun in the genitive structure is a singular noun in the nominative case,

e.g. معلم (teacher, m.) or معلمة (teacher, f.), it will end with a single damma: معلم معلمة

Nominative examples:
The school's teacher (m.) entered the train. دخل معلم المدرسة في القطار
The school's teacher (f.) entered the train. دخلت معلمة المدرسة في القطار

If the first noun in the genitive structure is a singular noun in the accusative case,

e.g. معلم (teacher, m.) or معلمة (teacher, f.), it will end with a single fatha: معلم معلمة

Accusative examples:
I saw the school's teacher (m.) in the train. رأيت معلم المدرسة في القطار
I saw the school's teacher (f.) in the train. رأيت معلمة المدرسة في القطار
If the first noun in the genitive structure is a singular noun in the genitive case, e.g. مَعَلِّم مَعَلِّمْن (teacher, m.) or مَعَلِّم مَعَلِّمْن (teacher, f.), it will end with a single kasra: مَعَلِّم مَعَالِمْن

Genitive examples:
I sat with the school's teacher (m.) in the train. جَلَسْت مَعَ مَعَالِمْن المَدَرْسَة في القَطَر
I sat with the school's teacher (f.) in the train. جَلَسْت مَعَ مَعَالِمْن المَدَرْسَة في القَطَر

There are certain exceptions to the above rules which apply to a group of nouns known as diptotes. These will be explained later in the series.

b) Dual form:
If the first noun of the genitive of possession is in the dual form, the dual "noon" (ن) is removed.

Masculine examples: Nominative case: مَعَالِمْن مَعَالِمْنْ (two male teachers) becomes مَعَالِمْن مَعَالِمْنْ the school's two male teachers
The school's teachers (masculine dual) entered the train. دَخَلَ مَعَالِمْن المَدَرْسَة في القَطَر
Accusative or genitive case: مَعَالِمْن مَعَالِمْنْ (two male teachers) becomes مَعَالِمْن مَعَالِمْنْ the school's two male teachers
I saw the school's teachers (masculine dual) in the train. رَأَيْت مَعَالِمْن المَدَرْسَة في القَطَر

Feminine examples: Nominative case: مَعَالِمْن مَعَالِمْنْ (two fem. teachers) becomes مَعَالِمْن مَعَالِمْنْ the school's two female teachers
The school's teachers (feminine dual) entered the train. دَخَلَت مَعَالِمْن المَدَرْسَة في القَطَر
Accusative or genitive case: مَعَالِمْن مَعَالِمْنْ (two fem. teachers) becomes مَعَالِمْن مَعَالِمْنْ the school's two female teachers
I saw the school's teachers (feminine dual) in the train. رَأَيْت مَعَالِمْن المَدَرْسَة في القَطَر

If the second noun of the genitive of possession is in the dual form, it takes ْين as its ending.

E.g. The two male teachers' computer حَاسُوبْ المَعَالِمْنْ
and The two female teachers' computer حَاسُوبْ المَعَالِمْنْ
c) The sound masculine plural form:

If the first noun in the genitive structure is a sound masculine plural in the nominative case, e.g. مَعْلُومٍونَ (male teachers), it is written without its final "noon": مَعْلُومُونَ المَدْرَساَةَ

Nominative example: دَخَلَ مَعْلُومُونَ المَدْرَساَةِ في القَطَارِ The school's teachers (m.) entered the train.

Similarly, if the first noun in the genitive structure is a sound masculine plural in the accusative or genitive case, it is also written without its final "noon", e.g. مَعْلُومٍي المَدْرَساَةِ the school's (male) teachers.

Accusative example: رَأِيتُ مَعْلُومٍي المَدْرَساَةِ في القَطَارِ I saw the school's teachers (m.) in the train.

Genitive example: جَلَسْتُ مَعْ مَعْلُومٍي المَدْرَساَةِ في القَطَارِ I sat with the school's teachers (m.) in the train.

d) The sound feminine plural form:

If the first noun in the genitive structure is a sound feminine plural in the nominative case, e.g. مَعْلُومَاتَ (female teachers), it will end with a single damma:

Nominative example: دَخَلتُ مَعْلُومَاتَ المَدْرَساَةِ في القَطَارِ The school's teachers (f.) entered the train.

If the first noun in the genitive structure is a sound feminine plural in the genitive or accusative case, it will end with a single kasra: مَعْلُومَاتَ

Accusative example: رَأِيتُ مَعْلُومَاتَ المَدْرَساَةِ في القَطَارِ I saw the school's teachers (f.) in the train.

Genitive example: جَلَستُ مَعْ مَعْلُومَاتَ المَدْرَساَةِ في القَطَارِ I sat with the school's teachers (f.) in the train.
**e) The broken plural form:**

If the first noun in the genitive structure is a broken plural in the nominative case e.g. "أولاد" (boys), it will end with a single damma: "أولاد" نون 

Nominative example: 

The school’s boys went to the playground.

If the first noun in the genitive structure is a broken plural in the accusative case it will end with a single fatha: "أولاد" 

Accusative example: 

I found the school’s boys in the playground.

If the first noun in the genitive structure is a broken plural in the genitive case it will end with a single kasra: "أولاد" 

Genitive example: 

I played with the school’s boys in the playground.

There are certain exceptions to the above rule which apply to a group of nouns known as diptotes. These will be explained later in the series.

**NOTE:**

Take note that the two nouns in a genitive of possession must not be separated by anything. As a result of this rule, if you wish to describe the first noun in the genitive construction, the adjective(s) must be written after the second noun. Compare the following:

1) I thanked the new teacher (f.) of the school. 

شكرتُ مَعْلَمَة المَدْرَسةِ الجَدِيدَةُ ['الجَدِيدَة' is an adjective for 'مَعْلَمَة' (accusative), hence it takes a fatha to agree with the noun.]

2) I thanked the teacher (f.) of the new school. 

شكرتُ مَعْلَمَة المَدْرَسةِ الجَدِيدَةُ ['الجَدِيدَة' is an adjective for 'المَدْرَسة' (genitive), hence it takes kasra to agree with the noun.]

3) I sat with the new teacher (m.) of the school. 

جلستُ مَعْلَمَة المَدْرَسةِ الجَدِيدَةُ ['الجَدِيدَة' is an adjective for 'مَعْلَم' (genitive, masculine), hence it agrees with the noun in both case and gender.]

4) However, sometimes ambiguity may occur, e.g. "جلستُ مَعْلَمَة المَدْرَسةِ الجَدِيدَةُ". This could be translated as: a) "I sat with the new teacher (f.) of the school" or b) "I sat with the teacher (f.) of the new school."

*Note how important it is to use the correct case ending in each of the above, as incorrect use may affect the meaning of the sentence.*
Study the following sentences. The translations in brackets are only included to show the word order more commonly used in English.

I took the new pen of the pupil (f.).
(I took the pupil’s new pen.)

I took the new ruler of the pupil (m.).
(I took the pupil’s new ruler.)

I took the new pen of the pupil (m.).
(I took the pupil’s new pen)

I took the pen of the new pupil (m.).
(I took the new pupil’s pen.)

I took the new ruler of the pupil (f.).
(I took the pupil’s new ruler.)

I took the new ruler of the pupil (m.).
(I took the pupil’s new ruler.)

I took the ruler of the new pupil (f.).
(I took the new pupil’s ruler.)

Examples of ambiguity:

I entered through the door of the new mosque
or I entered through the new door of the mosque.

I entered the new library of the school
or I entered the library of the new school.

Exercise 11:
Study the examples above, then translate the sentences below into English paying careful attention to the genitive construction and the agreement of adjectives.

1. شكرت معلم المدرسة الجديدة.
2. شكرت معلم الفصل الجديد.
3. أخذت المسجدة من معلم الفصل الجديد.
4. شكرت معلمة الفصل الجديدة.
5. شكرت معلمة المدرسة الجديدة.
6. دخلت في غرفة المعلمة الجديدة.
7. شكرت معلمة المدرسة الجديدة.
8. شكرت معلم الفصل الجديد.
Cardinal Numbers from 3 to 10

You may recall from Book Two (p.45) that the plural in Arabic starts from number three rather than two. You may also remember that the key rule governing the usage of numbers from 3 to 10 is that the feminine form of numbers is used when referring to masculine nouns, and the masculine form of numbers is used when referring to feminine nouns. The noun is usually written after the number describing it, and is used in the plural form. It takes a genitive ending (i.e. a kasra or two kasras). As for the number itself, it is fully declinable and can therefore take a damma, fatha or kasra depending upon its role (and hence case) within the sentence.

It is worth noting in passing that, as will be explained later, diptote nouns take a fatha instead of a kasra in the genitive form, though you need not yet concern yourself about this point of grammar.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feminine nouns</strong></td>
<td><strong>Masculine nouns</strong></td>
<td></td>
</tr>
<tr>
<td>three girls</td>
<td>three houses</td>
<td></td>
</tr>
<tr>
<td>four teachers (f.)</td>
<td>four boys</td>
<td></td>
</tr>
<tr>
<td>five clocks</td>
<td>five teachers (m.)</td>
<td></td>
</tr>
<tr>
<td>six tables</td>
<td>six doors</td>
<td></td>
</tr>
<tr>
<td>seven nurses</td>
<td>seven books</td>
<td></td>
</tr>
<tr>
<td>eight pupils (f.)</td>
<td>eight pens</td>
<td></td>
</tr>
<tr>
<td>nine cars</td>
<td>nine men</td>
<td></td>
</tr>
<tr>
<td>ten bikes</td>
<td>ten lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fem.</th>
<th>Masc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>واحد</td>
<td>١</td>
</tr>
<tr>
<td>2</td>
<td>اثنان</td>
<td>٢</td>
</tr>
<tr>
<td>3</td>
<td>ثلاث</td>
<td>٣</td>
</tr>
<tr>
<td>4</td>
<td>أربعة</td>
<td>٤</td>
</tr>
<tr>
<td>5</td>
<td>خمسة</td>
<td>٥</td>
</tr>
<tr>
<td>6</td>
<td>ستة</td>
<td>٦</td>
</tr>
<tr>
<td>7</td>
<td>سبعة</td>
<td>٧</td>
</tr>
<tr>
<td>8</td>
<td>ثمانية</td>
<td>٨</td>
</tr>
<tr>
<td>9</td>
<td>تسع</td>
<td>٩</td>
</tr>
<tr>
<td>10</td>
<td>عشر</td>
<td>١٠</td>
</tr>
</tbody>
</table>
Exercise 12: Study the numbers and associated rules given on the previous page. Then translate the phrases below on the lines provided. Where necessary, refer to the vocabulary list on pages 66 and 67 to find out the plural forms of the nouns.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>eight Malaysians (m.)</td>
<td>9</td>
<td>ten years</td>
<td>1</td>
</tr>
<tr>
<td>six beds</td>
<td>10</td>
<td>five blackboards</td>
<td>2</td>
</tr>
<tr>
<td>four stations</td>
<td>11</td>
<td>three prisons</td>
<td>3</td>
</tr>
<tr>
<td>three gates</td>
<td>12</td>
<td>nine rooms</td>
<td>4</td>
</tr>
<tr>
<td>seven criminals</td>
<td>13</td>
<td>five guards</td>
<td>5</td>
</tr>
<tr>
<td>seven Egyptians (f.)</td>
<td>14</td>
<td>nine shelves</td>
<td>6</td>
</tr>
<tr>
<td>six skirts</td>
<td>15</td>
<td>four bells</td>
<td>7</td>
</tr>
<tr>
<td>ten classrooms</td>
<td>16</td>
<td>eight friends (f.)</td>
<td>8</td>
</tr>
</tbody>
</table>

Some examples of the uses of 1 and 2

You may recall from Book Two (p.45) that the number 1 can be conveyed through the use of tanween, and the number 2 through the use of the dual. However, there are times when it will be necessary to use the numbers 1 and 2 in a sentence. Note that, unlike the numbers from 3 to 10, the numbers 1 and 2 follow the gender of the nouns they describe. The examples below illustrate various ways of expressing 1 and 2.

Masculine examples:

A boy and two teachers (m.) arrived at the station.

I found one boy in the library.

I found two teachers with the headmaster.

The headmaster thanked two of the teachers.

Feminine examples:

One girl and two teachers (f.) arrived at the station.

I found one girl in the library.

I found two teachers (f.) with the headmistress.

The headmistress thanked two of the teachers (f.).
Practice with Cardinal Numbers

Exercise 13: For each of the sentences below, take the sentence number given on the right and insert the corresponding Arabic number word in the space provided. Pay careful attention to the gender and case ending of the number. Then translate the text into English on the line below each sentence.

1. أخذ قبضًا مني جنيهاً في المدرسة.

2. قبض الشرطي علي من اللصوص في الدكان.

3. لي أخوات وأخوة.

4. في مدرستي معلمين ومعلمات.

5. الصديقى إخوة وأخوات.

6. دفعت جنيهات للبقال.

7. نجح بنات في الامتحان.

8. في بيتي عرف للنوم.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>he arrested</td>
<td>قبض (على)</td>
<td>exam, test</td>
<td>امتحان</td>
<td>brothers</td>
<td>أخوات</td>
</tr>
<tr>
<td>he took</td>
<td>أخذ</td>
<td>room</td>
<td>غرفة</td>
<td>shop, store</td>
<td>شرطي</td>
</tr>
<tr>
<td>he paid (to)</td>
<td>دفع (ل)</td>
<td>rooms</td>
<td>جنية</td>
<td>-pound (money)</td>
<td>جنيه</td>
</tr>
<tr>
<td>he succeeded,</td>
<td>نجح (في)</td>
<td>sleep</td>
<td>نوم</td>
<td>from me</td>
<td>مني</td>
</tr>
<tr>
<td>passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

35
Ordinal Numbers from 1 to 10

Ordinal numbers (e.g. first, second, third etc.) are adjectives and therefore agree with the nouns they describe. They are fully declinable, and will therefore take different case endings depending upon their function within the sentence.

<table>
<thead>
<tr>
<th>Agreement with feminine nouns</th>
<th>Agreement with masculine nouns</th>
<th>Fem.</th>
<th>Masc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first year</td>
<td>The first day</td>
<td>1st</td>
<td>1</td>
</tr>
<tr>
<td>The second year</td>
<td>The second day</td>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>The third year</td>
<td>The third day</td>
<td>3rd</td>
<td>3</td>
</tr>
<tr>
<td>The fourth year</td>
<td>The fourth day</td>
<td>4th</td>
<td>4</td>
</tr>
<tr>
<td>The fifth year</td>
<td>The fifth day</td>
<td>5th</td>
<td>5</td>
</tr>
<tr>
<td>The sixth year</td>
<td>The sixth day</td>
<td>6th</td>
<td>6</td>
</tr>
<tr>
<td>The seventh year</td>
<td>The seventh day</td>
<td>7th</td>
<td>7</td>
</tr>
<tr>
<td>The eighth year</td>
<td>The eighth day</td>
<td>8th</td>
<td>8</td>
</tr>
<tr>
<td>The ninth year</td>
<td>The ninth day</td>
<td>9th</td>
<td>9</td>
</tr>
<tr>
<td>The tenth year</td>
<td>The tenth day</td>
<td>10th</td>
<td>10</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>floor, storey</th>
<th>pupil (f.)</th>
<th>he read</th>
<th>team</th>
</tr>
</thead>
<tbody>
<tr>
<td>year</td>
<td>group</td>
<td>left</td>
<td>session</td>
</tr>
<tr>
<td>day</td>
<td>supporter</td>
<td>deleted</td>
<td>paragraph</td>
</tr>
<tr>
<td>during</td>
<td>author</td>
<td>opened</td>
<td>page</td>
</tr>
<tr>
<td>in front of</td>
<td>inspector</td>
<td>wrote</td>
<td>exercise</td>
</tr>
<tr>
<td>from</td>
<td>entrance</td>
<td>entered</td>
<td>question</td>
</tr>
<tr>
<td>in</td>
<td>station</td>
<td>edition</td>
<td>exercise book</td>
</tr>
<tr>
<td>to</td>
<td>thief</td>
<td>room</td>
<td>volume (book)</td>
</tr>
<tr>
<td></td>
<td>class</td>
<td>lesson, period</td>
<td>new</td>
</tr>
</tbody>
</table>

36
Practice with Ordinal Numbers

Exercise 14: Taking the number given on the right of each of the sentences below, insert corresponding ordinal numbers in Arabic in the two spaces provided. Each sentence requires one masculine and one feminine ordinal number. Then translate the text into English using the lines provided below each sentence.

1. قرآ ماؤن الفَقْرَةٍ من الكِتَابِ

2. دُخلت المَجْمُوعَةٌ من المُشَجِّعين من المَدْخَلِ

3. دُخل مَفْتِشٌ جَدِيدٌ في الصف أثناء الحَصَةٍ

4. هذَه هَيَ الطَّبْعَةُ للكتَابِ

5. دُخل اللَّيْص إلى الغَرْفَةٍ في الطَّالِبِ

6. جَلَس طَلَّابُ الصف في الغَرْفَةِ

7. تَرْكَت السؤال في الصفحة

8. حَذَف المؤلِفُ التَّمَيرِين من الطَّبْعَةِ للكتَابِ

9. فَتَحَت نَادِيَةُ الصفحة من المِجلِدِ

10. كَتَبَت السؤال من التَّمَيرِين في دفترٍ.
<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-9.40</td>
<td>1</td>
<td>القرآن</td>
<td>العلوم</td>
<td>الإنجليزية</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
</tr>
<tr>
<td>9.40-10.20</td>
<td>2</td>
<td>القرآن</td>
<td>إنجليزية</td>
<td>العلوم</td>
<td>التاريخ</td>
<td>التاريخ</td>
</tr>
<tr>
<td>10.20-11.00</td>
<td>3</td>
<td>التاريخ</td>
<td>الحاسوب</td>
<td>الجغرافيا</td>
<td>الإسحاحا</td>
<td>الإسحاحا</td>
</tr>
<tr>
<td>11.00-11.15</td>
<td>4</td>
<td>الدراسة</td>
<td>العلم</td>
<td>التاريخ</td>
<td>الإسحاحا</td>
<td>الإسحاحا</td>
</tr>
<tr>
<td>11.15-12.00</td>
<td>5</td>
<td>العلوم</td>
<td>اللغة</td>
<td>التاريخ</td>
<td>الدروس</td>
<td>الدروس</td>
</tr>
<tr>
<td>12.00-12.40</td>
<td>6</td>
<td>الغداء</td>
<td>الصلاة</td>
<td>اللغة</td>
<td>الطعام</td>
<td>الطعام</td>
</tr>
<tr>
<td>12.40-1.30</td>
<td>7</td>
<td>الصلاة</td>
<td>الطعام</td>
<td>الطعام</td>
<td>الطعام</td>
<td>الطعام</td>
</tr>
<tr>
<td>1.30-1.45</td>
<td>8</td>
<td>المكتبة</td>
<td>الطعام</td>
<td>الطعام</td>
<td>الطعام</td>
<td>الطعام</td>
</tr>
<tr>
<td>1.45-2.30</td>
<td>9</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
</tr>
<tr>
<td>2.30-3.15</td>
<td>10</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
<td>الرياضيات</td>
</tr>
</tbody>
</table>

**Vocabulary**

- **when?** متى؟
- **computer** حاسوب
- **Economics** الاقتصاد
- **period, lesson** حصة
- **Koran** القرآن
- **History** التاريخ
- **English** لغة
- **Computer** علوم
- **Geography** الجغرافيا
- **Language** لغة
- **Straight after** مباشرة
- **Prayer** صلاة
- **Arabic** العربية
- **Science** العلوم
- **Before** قبل
- **Noon** ظهر
- **French** الفرنسية
- **Maths** الرياضيات
- **After** بعد
- **Library** مكتبة
- **Arabic** العربية
- **Craft** اليدوية
- **Sport, P.E.** الرياضيات
- **Then** ثم
- **Subject** مادة
- **History** التاريخ
- **Islamic Studies** الدراسات الإسلامية
- **You have** لديك
- **Lunch** غداء
- **Art** الفن
- **Break** إسحاحا
- **Which?** أي؟

38
Dialogue

Working in pairs, read the conversation below. Pretend that one of you is Basim and one of you is Faisal. Then ask each other similar questions for a different day of the week, based on the timetable on the previous page.

Basim: When is the time of the noon prayer?

Faisal: In the eighth period.

Basim: And the seventh period, what is it?

Faisal: It’s lunch time.

Basim: It’s time of the noon prayer? Faisal: In the eighth period.

Basim: And what are the subjects in the last two periods?

Faisal: Computer studies in the ninth period, and P.E. in the tenth period.

Basim: What subject do you have on Monday in the first period?

Faisal: I have maths in the first period.

Basim: And what do you have after that?

Faisal: I have English language in the second and third periods.

Basim: When is the first break?

Faisal: Immediately after the third period.

Basim: The fourth period is the first break time?

Faisal: Yes. And after the break, I have Islamic studies in the fifth period, then Arabic language in the sixth period.
Comparative Adjectives

Comparative adjectives generally follow the pattern āfāl regardless of whether the nouns they are describing are masculine or feminine, singular, dual or plural. To turn an adjective into the comparative form, take the three root letters and add the prefix ّ. Then add a sukoon to the first root letter.

If the root letters include a doubled consonant, i.e. the second and third root letters are identical, then these are combined in the comparative form and a shadda is added.

e.g. جِدْدُ has the root letters أَجَدَّ and therefore becomes أَجَدَّ. قَلِيلُ has the root letters أَقَلُ and therefore becomes أَقَلُ.

We have already come across the word من as a preposition meaning 'from'. It can also be used with a comparative adjective to mean 'than'.

e.g. هذه الـبَيْت أَكَبَرَ مِن ذَلِكَ الـبَيْت This house is bigger than that house.

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Fem.</th>
<th>Masc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>smaller</td>
<td>صغيرَة</td>
<td>صغيرَة</td>
</tr>
<tr>
<td>larger</td>
<td>كبيرة</td>
<td>كبيرة</td>
</tr>
<tr>
<td>shorter</td>
<td>قصيرَة</td>
<td>قصيرَة</td>
</tr>
<tr>
<td>taller</td>
<td>طويلَة</td>
<td>طويلَة</td>
</tr>
<tr>
<td>lighter</td>
<td>خفيفَة</td>
<td>خفيفَة</td>
</tr>
<tr>
<td>heavier</td>
<td>ثقيلَة</td>
<td>ثقيلَة</td>
</tr>
<tr>
<td>newer</td>
<td>جديدة</td>
<td>جديدة</td>
</tr>
<tr>
<td>older</td>
<td>قديمة</td>
<td>قديمة</td>
</tr>
<tr>
<td>tastier</td>
<td>سريعَة</td>
<td>سريعَة</td>
</tr>
<tr>
<td>slower</td>
<td>بطيئة</td>
<td>بطيئة</td>
</tr>
<tr>
<td>narrower</td>
<td>ضيقة</td>
<td>ضيقة</td>
</tr>
<tr>
<td>wider</td>
<td>عريضة</td>
<td>عريضة</td>
</tr>
<tr>
<td>more</td>
<td>كثيرة</td>
<td>كثيرة</td>
</tr>
<tr>
<td>fewer</td>
<td>قليلَة</td>
<td>قليلَة</td>
</tr>
<tr>
<td>nearer</td>
<td>قريبة</td>
<td>قريبة</td>
</tr>
<tr>
<td>farther</td>
<td>بعيدَة</td>
<td>بعيدَة</td>
</tr>
<tr>
<td>harder</td>
<td>صعبة</td>
<td>صعبة</td>
</tr>
<tr>
<td>easier</td>
<td>سهلة</td>
<td>سهلة</td>
</tr>
<tr>
<td>higher</td>
<td>رفيعة</td>
<td>رفيعة</td>
</tr>
<tr>
<td>weaker</td>
<td>ضعيفة</td>
<td>ضعيفة</td>
</tr>
<tr>
<td>uglier</td>
<td>بشعَة</td>
<td>بشعَة</td>
</tr>
</tbody>
</table>
Exercise 15: Following the pattern shown above, write a sentence using a comparative adjective formed from the adjective shown in brackets to describe what the arrow is pointing to in each of the pictures.

5. (صعب) 

6. (جديد) 

7. ( قريب) 

1. (طويل) 

2. ( سريع) 

3. ( قصير) 

4. ( القديم)
Exercise 16: Complete the table below by filling in the comparative forms of the adjectives on the lines provided. Then try to write each comparative in a sentence of your own in your exercise book.

<table>
<thead>
<tr>
<th>Comparative forms</th>
<th>Adjectives (masculine and feminine forms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>prettier, more beautiful</td>
<td>pretty, beautiful</td>
</tr>
<tr>
<td>uglier</td>
<td>ugly</td>
</tr>
<tr>
<td>cleaner</td>
<td>clean</td>
</tr>
<tr>
<td>dirtier</td>
<td>dirty</td>
</tr>
<tr>
<td>thicker</td>
<td>thick (of an object)</td>
</tr>
<tr>
<td>cheaper</td>
<td>cheap, inexpensive</td>
</tr>
<tr>
<td>more precious</td>
<td>precious, valuable</td>
</tr>
<tr>
<td>greedier</td>
<td>greedy</td>
</tr>
<tr>
<td>happier</td>
<td>happy, fortunate</td>
</tr>
<tr>
<td>sadder</td>
<td>sad</td>
</tr>
<tr>
<td>more famous</td>
<td>famous</td>
</tr>
<tr>
<td>cleverer, more skilful</td>
<td>clever, skilful</td>
</tr>
<tr>
<td>purer</td>
<td>pure, clean</td>
</tr>
<tr>
<td>poorer</td>
<td>poor</td>
</tr>
<tr>
<td>fatter</td>
<td>fat, obese</td>
</tr>
<tr>
<td>more wicked</td>
<td>wicked, evil</td>
</tr>
<tr>
<td>deeper</td>
<td>deep</td>
</tr>
<tr>
<td>shallower</td>
<td>shallow</td>
</tr>
<tr>
<td>more merciful</td>
<td>merciful</td>
</tr>
<tr>
<td>kinder</td>
<td>kind, generous</td>
</tr>
</tbody>
</table>
Superlative Adjectives

The superlative form (e.g. the widest, the prettiest etc.) takes the same pattern as the comparative form. However, it is used as a noun, rather than as an adjective, and is followed by an indefinite singular genitive noun, a definite plural genitive noun, or an attached pronoun.

Salma is the tallest girl in the class.
Salma هي أطول بنات في الفصل.

Salma is the tallest of the girls in the class.
Salma هي أطول البنات في الفصل.

She is the tallest of them.
هي أطولهن.

Salma is one of the tallest girls in the school.
سلمى هي من أطول البنات في المدرسة.

Nabeel is the most skilful doctor in the hospital.
نبيل هو أخر طبيب في المستشفى.

Nabeel is the most skilful of the doctors in the hospital.
نبيل هو أخر الأطباء في المستشفى.

He is the most skilful of them.
هو أخرهم.

Nabeel is one of the most skilful doctors in Britain.
نبيل هو من أخر الأطباء في بريطانيا.

When comparing people in terms of their age, the word سن meaning ‘age’ is used in the accusative form i.e. سنًا. It can be written after the comparative adjective, except when the adjective is in an idafa (genitive of possession) construction which cannot therefore be split, or at the end of the sentence.

Study the following examples.

Hamza is younger than Habib.
حمرة أصغر سنًا من حبيب or حمرة أصغر من حبيب سنًا

Hamza is younger than him.
حمرة أصغر منه سنًا or حمرة أصغر منه سنًا من

Fatima is older than Salma.
قاطمة أكبر سنًا من سلمى or قاطمة أكبر من سلمى سنًا

Fatima is older than her.
قاطمة أكبر منها سنًا or قاطمة أكبر منها سنًا من

Hamza is the youngest boy in the class.
حمرة هو أصغر وردن في الفصل سنًا or حمرة هو أصغرهم سنًا

Hamza is the youngest of them.
حمرة هو أصغرهم سنًا

Fatima is the oldest girl in the class.
قاطمة هي أكبر بنات في الفصل سنًا or قاطمة هي أكبرهن سنًا

Fatima is the oldest of them.
Brothers and Sisters

Hamid: Who is this boy?

Mahir: He is my brother.

Hamid: What’s his name?

Mahir: His name is Jameel.

Hamid: Is he older than you (masc.)?

Mahir: No, he is younger than me.

Hamid: Maa shaa’ Allah! He is taller than you.

Mahir: Do you (m.) have a brother?

Hamid: Yes, I have a brother and a sister.

Mahir: Are you older than both of them?

Hamid: I am older than my brother, and my sister is older than me.
Numbers from 11 to 12

The numbers 11 and 12 are formed from the combination of two numbers. Both parts of these numbers agree with the gender of the nouns they define. The noun defined by these numbers takes the singular accusative form.

Neither part of number 11 is declinable: no matter what its role in the sentence, it takes a fatha ending. The second part of number 12 (i.e. the 'ten' part) is also indeclinable. However, the first part (i.e. the 'two' part) is declined like a dual noun or adjective. In other words, it is written with an allf ending in the nominative, and a yaa ending in the accusative and genitive.

These points are illustrated by the examples below:

<table>
<thead>
<tr>
<th>Number 11</th>
<th>Number 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feminine</strong></td>
<td><strong>Masculine</strong></td>
</tr>
<tr>
<td>Nominative</td>
<td>Nominative</td>
</tr>
<tr>
<td>وصلت أَنْتَيْ عَشْرَةٍ سجادة إلى المسجد.</td>
<td>وصلت أَنْتَيْ عشرَةٍ سجادة إلى المسجد.</td>
</tr>
<tr>
<td>Eleven prayer mats have arrived at the mosque.</td>
<td>Twelve prayer mats have arrived at the mosque.</td>
</tr>
<tr>
<td>Accusative</td>
<td>Accusative</td>
</tr>
<tr>
<td>وضعت أَنْتَيْ عشرة سجادة في المحرز.</td>
<td>وضعت أَنْتَيْ عشرة سجادة في المحرز.</td>
</tr>
<tr>
<td>I put twelve prayer mats in the storage room.</td>
<td>I put twelve prayer mats in the storage room.</td>
</tr>
<tr>
<td>Genitive</td>
<td>Genitive</td>
</tr>
<tr>
<td>وضعت الأقلام على أَنْتَيْ عشرة طاولة.</td>
<td>وضعت الأقلام على أَنْتَيْ عشرة طاولة.</td>
</tr>
<tr>
<td>I put the pens on twelve tables.</td>
<td>I put the pens on twelve tables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem.</th>
<th>Masc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>أحمد عشرة إِحْدَى عِشْرَةٍ</td>
<td>أحمد عشرة إِحْدَى عِشْرَةٍ</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>أَثَنَا عشرة إِثْنَانِي عِشْرَةٍ</td>
<td>أَثَنَا عشرة إِثْنَانِي عِشْرَةٍ</td>
</tr>
</tbody>
</table>
Numbers from 13 to 19

Masculine noun examples:

Nominative: In our school there are fourteen male teachers.

في مدرستنا أربعة عشر معلماً.

Accusative: I read thirteen small books today.

قرأت ثلاثة عشر كتاباً صغيراً اليوم.

Genitive: I sat with fifteen boys in the hall.

جلست مع خمسة عشر ولداً في القاعة.

Feminine noun examples:

Nominative: In my classroom there are eighteen tables.

في فصلتي ثمانية عشر طاولة.

Accusative: I read seventeen pages today.

قرأت سبع عشرة رسالة اليوم.

Genitive: My sister sat with sixteen girls in the hall.

جلست أختي مع ست عشرة بنتاً في القاعة.

Rules for the numbers 13 to 19

The numbers from 13 to 19 are formed from the combination of two numbers, both of which are indeclinable and take a fatha ending, no matter what the number's role is within the sentence. The 'ten' part of the number agrees with the noun in terms of gender. The first part of the number takes the opposite gender to the noun. The noun following the number takes the singular accusative form.

<table>
<thead>
<tr>
<th>Fem.</th>
<th>Masc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>ثلاثة عشر</td>
</tr>
<tr>
<td>14</td>
<td>أربعة عشر</td>
</tr>
<tr>
<td>15</td>
<td>خمسة عشر</td>
</tr>
<tr>
<td>16</td>
<td>ستة عشر</td>
</tr>
<tr>
<td>17</td>
<td>سبع عشرة</td>
</tr>
<tr>
<td>18</td>
<td>ثمانية عشر</td>
</tr>
<tr>
<td>19</td>
<td>تسع عشرة</td>
</tr>
</tbody>
</table>

Numbers (13–19) in practice

<table>
<thead>
<tr>
<th>Feminine nouns</th>
<th>Masculine nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirteen lecturers (f.)</td>
<td>ثلاثة عشر أستاذًا</td>
</tr>
<tr>
<td>fourteen engineers (f.)</td>
<td>أربعة عشر مهندسًا</td>
</tr>
<tr>
<td>fifteen headmistresses</td>
<td>خمسة عشر مديرة</td>
</tr>
<tr>
<td>sixteen doctors (f.)</td>
<td>ست عشرة طبية</td>
</tr>
<tr>
<td>seventeen girls</td>
<td>سبع عشرة بنات</td>
</tr>
<tr>
<td>eighteen women</td>
<td>ثمانية عشر امرأة</td>
</tr>
<tr>
<td>nineteen pupils (f.)</td>
<td>تسع عشرة تلميذًا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feminine nouns</th>
<th>Masculine nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirteen lecturers</td>
<td>ثلاثة عشر أستاذًا</td>
</tr>
<tr>
<td>fourteen engineers</td>
<td>أربعة عشر مهندسًا</td>
</tr>
<tr>
<td>fifteen headmasters</td>
<td>خمسة عشر مديرة</td>
</tr>
<tr>
<td>sixteen doctors</td>
<td>ستة عشرة طبية</td>
</tr>
<tr>
<td>seventeen boys</td>
<td>سبع عشرة بنات</td>
</tr>
<tr>
<td>eighteen men</td>
<td>ثمانية عشر رجلاً</td>
</tr>
<tr>
<td>nineteen pupils (m.)</td>
<td>تسع عشرة تلميذًا</td>
</tr>
</tbody>
</table>
Exercise 17: Translate the following sentences into Arabic.

1. Eleven pupils (m.) entered the race.

2. Twelve pupils (m.) got off the bus in front of the school.

3. My brother found twelve pounds in the playground of the school.

4. The teacher of sport (m.) collected thirteen balls in the basket.

5. The newspaper published fourteen articles about Islam.

6. The teacher (f.) put fifteen books on her desk.

7. In my sister’s class there are fifteen girls.

8. On the school’s bus there are sixteen seats.

9. I read the story before sixteen teachers (f.)

10. I wrote seventeen lines in the paragraph.

11. The criminal left (from) the prison after seventeen years.

12. Faisal passed in eighteen subjects.

13. In my class are nineteen pupils (m.)


15. Eighteen boys and nineteen girls attended the party.

<table>
<thead>
<tr>
<th>paragraph</th>
<th>criminal</th>
<th>prison</th>
<th>year</th>
<th>in front of, before</th>
<th>on, about a topic</th>
<th>after</th>
</tr>
</thead>
<tbody>
<tr>
<td>party</td>
<td>race, contest</td>
<td>bus</td>
<td>newspaper</td>
<td>sport</td>
<td>article</td>
<td>line</td>
</tr>
<tr>
<td>he published</td>
<td>he read</td>
<td>he put, placed</td>
<td>he got off</td>
<td>he passed, succeeded</td>
<td>he found, discovered</td>
<td>he collected, gathered</td>
</tr>
<tr>
<td>he went out, left</td>
<td>he entered</td>
<td>he attended</td>
<td>he attended</td>
<td>he attended</td>
<td>he attended</td>
<td>he attended</td>
</tr>
</tbody>
</table>
Simple Present Tense Verbs

As we have already mentioned in the section on word patterns, it is easier to demonstrate points of grammar by using the letters ﻓ ﻋ ﻝ to represent the root letters of any word. We will therefore be using this system to explain how to formulate simple present tense verbs.

As you will recall, the middle root letter in a simple past tense verb may take a fatha, a kasra or a damma. It is very important to learn the correct middle root letter vowel when formulating the present tense, because it is not necessarily the same as in the past tense. In the vast majority of cases, verbs that have a kasra on the middle root letter in the past tense will have a fatha on the middle root letter in the present tense, and verbs with a damma in the past tense will keep a damma in the present. However, verbs with a fatha on the middle root letter in the past tense may take a fatha, kasra or damma in the present, and so must be learnt by heart.

How to make the present tense of a simple verb

a) Singular Forms

1. To make the third person masculine singular present tense from the verb ﻓ ﻋ ﻝ replace the fatha on the ﻝ with a sukoon and then add the prefix ﻝ before it. Change the fatha on the ﻝ into a damma.

   Remember, the vowel on the second root letter may be a fatha, kasra or damma, depending on the verb. e.g. ﻓ ﻝ ﻝ ﻝ or ﻝ ﻝ ﻝ

2. To make the third person feminine singular present tense from the verb ﻓ ﻋ ﻝ replace the fatha on the ﻝ with a sukoon and then add the prefix ﻝ before it. Change the fatha on the ﻝ into a damma.

   Remember, the vowel on the second root letter may be a fatha, kasra or damma, depending on the verb. e.g. ﻝ ﻝ ﻝ or ﻝ ﻝ ﻝ

---

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>He studies</td>
<td>يُدْرِسُ</td>
</tr>
<tr>
<td>He drinks</td>
<td>يُشرِبُ</td>
</tr>
<tr>
<td>He sits</td>
<td>يُجُلِسُ</td>
</tr>
</tbody>
</table>

Mazin goes to school by bike.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>She studies</td>
<td>تُدْرِسُ</td>
</tr>
<tr>
<td>She drinks</td>
<td>تُشرِبُ</td>
</tr>
<tr>
<td>She sits</td>
<td>تُجُلِسُ</td>
</tr>
</tbody>
</table>

Layla goes to school by bike.
3. The second person masculine singular present tense is formed in the same way as the third person feminine singular. Starting from the verb َفعلَ فَمُعَالَةَ replace the fatha on the َفاَمْعَلاَ on with a sukoon and then add the prefix َنَفَأَشْرِبَ before it. Change the fatha on the َلاَلَ into a dama.

4. To make the second person feminine singular present tense from the verb َفعلَ فَمُعَالَةَ, replace the fatha on the َفاَمْعَلاَ on with a sukoon and add the prefix َيَنَفَأَشْرِبَ before it. Change the fatha on the َلاَلَ into kasra and then add َينَ at the end.

5. To make the first person masculine and feminine singular present tense from the verb َفعلَ فَمُعَالَةَ, replace the fatha on the َفاَمْعَلاَ on with a sukoon, add the prefix َنَافَأَشْرِبَ before it, and change the fatha on the َلاَلَ into a dama.

If the first root letter of the verb is an alif, the prefix is merged with the alif and is written as follows: َنَأَشْرِبَ (he ate) becomes َآَكَلَ (I eat) and َأَحَدَ (he took) becomes َآَخَذَ (I take).
b) Dual Forms

1. To make the **third person masculine dual**

**Present tense** from the verb **فعل َ فَعَلَ**، replace the fatha on the **ف** with a sukoon, add the prefix **إِن** before it and then add **تَفَعَّلَانُ or تَفَعَّلَان** at the end.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>They (m. dual) study</td>
<td>يُدْرِسْانِ</td>
</tr>
<tr>
<td>They (m. dual) drink</td>
<td>يُشَربُانِ</td>
</tr>
<tr>
<td>They (m. dual) sit</td>
<td>يُجِلْسِانِ</td>
</tr>
</tbody>
</table>

**e.g.** مازن و طارق يذهبان إلى المدرسة بالدراجة.

Mazin and Tariq go (masc. dual) to school by bike.

2. To make the **third person feminine dual**

**Present tense** from the verb **فعل َ فَعَلَ**، replace the fatha on the **ف** with a sukoon, add the prefix **إِن** before it and then add **تَفَعَّلَانُ or تَفَعَّلَان** at the end.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>They (f. dual) study</td>
<td>تَدْرُسُانِ</td>
</tr>
<tr>
<td>They (f. dual) drink</td>
<td>تَشرَبُانِ</td>
</tr>
<tr>
<td>They (f. dual) sit</td>
<td>تَجِلْسُانِ</td>
</tr>
</tbody>
</table>

**e.g.** نادية وليلي تذهبان إلى المدرسة بالدراجة.

Nadia and Layla go (fem. dual) to school by bike.

3. To make the **second person masculine dual**

**Present tense** from the verb **فعل َ فَعَلَ**، replace the fatha on the **ف** with a sukoon, add the prefix **إِن** before it and then add **تَفَعَّلُانُ or تَفَعَّلُان** at the end.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>You (m. dual) study</td>
<td>تَدْرُسْانِ</td>
</tr>
<tr>
<td>You (m. dual) drink</td>
<td>تَشرَبُانِ</td>
</tr>
<tr>
<td>You (m. dual) sit</td>
<td>تَجِلْسُانِ</td>
</tr>
</tbody>
</table>

**e.g.** كَيْفَ تَدْرَسُانِ إِلَى الْمَدْرَسَة؟

How do you (masc. dual) go to school?
4. To make the **second person feminine dual** present tense from the verb قَلِلَ، replace the fatha on the ف with a sukoon, add the prefix ان before it and then add ان at the end.

   e.g. تَفَعَّلَانِ، تَفَعَّلٌ or تَفَعَّلَانِ

   e.g. كَيِفْ تَذْهَبَانِ إِلَى الْمَدْرَسَةِ؟

   How do you (fem. dual) go to school?

Note that the second person masculine dual and the second person feminine dual are formed in the same way as the third person feminine dual.

5. To make the **first person masculine and feminine dual present tense** from the verb قَلِلَ، replace the fatha on the ف with a sukoon, add the prefix جُب before it, and change the fatha on the ل into a single damma ج.

   e.g. تَفَعَّلَانِ، تَفَعَّلٌ or تَفَعَّلَانِ

   e.g. نَذُهَبُ إِلَى الْمَدْرَسَةِ بالدِّرَاجَةَ

   We (dual) go to school by bike.

   c) **Plural Forms**

   1. To make the **third person masculine plural** present tense from the verb قَلِلَ، replace the fatha on the ف with a sukoon, add the prefix ين before it, change the fatha on the ل into a single damma ل and then add ون at the end.

   e.g. يَفْعَلُونَ، يَفْعَلَونَ or يَفْعَلُونَ

   e.g. أَلْوَادُ يُذْهِبُونَ إِلَى الْمَدْرَسَةِ بالحَافَلَةِ

   The boys go to school by bus.
2. To make the **third person feminine plural**

**present tense** from the verb مَعْلُوم، replace the fatha on the فُ with a sukoon, add the prefix ُ before it, change the fatha on the ل into a single a sukoon ل and then add ن at the end. e.g. مَعْلُونَ، مَعْلُونَ or مَعْلُونَ

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (f. plural) study</td>
<td>He studied</td>
</tr>
<tr>
<td>they (f. plural) drink</td>
<td>He drank</td>
</tr>
<tr>
<td>they (f. plural) sit</td>
<td>He sat</td>
</tr>
</tbody>
</table>

e.g. أَلنَاتُ يَذُهُينَ إِلَى المَدَرَسَةِ بِالحافَلةِ

The girls go to school by bus.

3. To make the **second person masculine plural**

**present tense** from the verb مَعْلُوم، replace the fatha on the فُ with a sukoon, add the prefix تُ before it, change the fatha on the ل into a single damma ل and then add ن at the end. e.g. مَعْلونُ، مَعْلونُ or مَعْلونَ

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (m. plural) study</td>
<td>He studied</td>
</tr>
<tr>
<td>you (m. plural) drink</td>
<td>He drank</td>
</tr>
<tr>
<td>you (m. plural) sit</td>
<td>He sat</td>
</tr>
</tbody>
</table>

e.g. كَيْفَ تَذُهُونَ إِلَى المَدَرَسَةِ؟

How do you (masc. plural) go to school?

4. To make the **second person feminine plural**

**present tense** from the verb مَعْلُوم، replace the fatha on the فُ with a sukoon, add the prefix تُ before it, change the fatha on the ل into a single a sukoon ل and then add ن at the end. e.g. مَعْلونَ، مَعْلونَ or مَعْلونَ

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (f. plural) study</td>
<td>He studied</td>
</tr>
<tr>
<td>you (f. plural) drink</td>
<td>He drank</td>
</tr>
<tr>
<td>you (f. plural) sit</td>
<td>He sat</td>
</tr>
</tbody>
</table>

e.g. كَيْفَ تَذُهُينَ إِلَى المَدَرَسَةِ؟

How do you (fem. plural) go to school?
5. To make the first person masculine and feminine plural present tense from the verb فَعَلَ، نَفَعَلَ or نَفَعَلَ، نَفَعَلَ, replace the fatha on the ف with a sukoon, add the prefix ل before it, and change the fatha on the ل into a single damma ل.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>they (m.) learn</td>
<td>they (two) (m.) learn</td>
<td>he learns</td>
</tr>
<tr>
<td>they (f.) learn</td>
<td>they (two) (f.) learn</td>
<td>she learns</td>
</tr>
<tr>
<td>you (pl.) (m.) learn</td>
<td>you (two) (m.) learn</td>
<td>you (m.) learn</td>
</tr>
<tr>
<td>you (pl.) (f.) learn</td>
<td>you (two) (f.) learn</td>
<td>you (f.) learn</td>
</tr>
<tr>
<td>We (m. or f.) learn</td>
<td>We (two) (m. or f.) learn</td>
<td>I (m. or f.) learn</td>
</tr>
</tbody>
</table>

---

Vocabulary for pp. 54-55

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>سنة</td>
<td>year</td>
</tr>
<tr>
<td>أخو</td>
<td>son</td>
</tr>
<tr>
<td>أختان</td>
<td>two sisters (nominative)</td>
</tr>
<tr>
<td>أحمدان</td>
<td>two brothers (nominative)</td>
</tr>
<tr>
<td>عم</td>
<td>paternal uncle</td>
</tr>
<tr>
<td>أمي</td>
<td>mother</td>
</tr>
<tr>
<td>لي</td>
<td>I have</td>
</tr>
<tr>
<td>ماذا</td>
<td>what?</td>
</tr>
<tr>
<td>أي</td>
<td>which?</td>
</tr>
<tr>
<td>نفيساً</td>
<td>same (f.)</td>
</tr>
<tr>
<td>معا</td>
<td>as well, too, also</td>
</tr>
<tr>
<td>معاك</td>
<td>with you</td>
</tr>
<tr>
<td>آخر</td>
<td>another (m.)</td>
</tr>
<tr>
<td>دراسي</td>
<td>academic (study, adjective)</td>
</tr>
<tr>
<td>هندسة</td>
<td>engineering</td>
</tr>
<tr>
<td>سياسة</td>
<td>politics</td>
</tr>
<tr>
<td>فتى</td>
<td>young man</td>
</tr>
<tr>
<td>فتى</td>
<td>young lady</td>
</tr>
</tbody>
</table>
Practice with Present Tense Verbs

Practise reading the following conversation with a partner. When you have finished, reverse your roles and read through it again.

Mazin: We are studying at London University.
Mr. Tariq: Do you have a brother?
Mazin: Yes, I have two brothers.
Mr. Tariq: Are they studying with you at the university?
Mazin: No, they are studying at Oxford University with my cousin (m.).

Mr. Tariq: What are they studying?
Mazin: They are studying political science.

Mazin: I am a student at the university.
Mr. Tariq: In which year?
Mazin: In the first year.

Mr. Tariq: What are you studying?
Mazin: I am studying engineering.

Mr. Tariq: Who is that young man?
Mazin: He is my friend at the university. His name is Marwan.

Mr. Tariq: What is he studying?
Mazin: He is studying engineering as well.

Mr. Tariq: Maa sha’ Allah! You are both studying at the same university!
Mazin: Yes. I have another friend. He is studying engineering with us at the university.
Exercise 18: Using the dialogue on the right as a model, rewrite the conversation in the feminine form, using Mrs. Hanan and Huda as the two main characters, and Fatima as the name of Huda’s friend. The vocabulary you may need is on p. 53.

Huda: Yes, I have another friend. She is studying engineering with us at the university.

Mrs. Hanan: In which year?

Huda: In the first year.

Mrs. Hanan: What are you (f.) studying?

Huda: I am studying engineering.

Mrs. Hanan: Who is that young lady?

Huda: She is my friend at the university. Her name is Fatima.

Mrs. Hanan: What is she studying?

Huda: She is studying engineering as well.

Mrs. Hanan: Maa sha’ Allah! You (f.) are both studying at the same university!
**Exercise 19:**

Complete the tables below using the correct verb forms following the rules set out on the previous pages.

<table>
<thead>
<tr>
<th>I (masc. or fem.) singular (present tense)</th>
<th>You (masc. or fem.) dual (present tense)</th>
<th>they (masc.) plural (present tense)</th>
<th>He (present tense)</th>
<th>He (past tense)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>أَكَلَٰ</td>
<td>أَكَلَٰ</td>
<td>he ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَبَسَ</td>
<td>يَبَسَ</td>
<td>he wore</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>لَعَبَ</td>
<td>لَعَبَ</td>
<td>he played</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَعْمَلُ</td>
<td>يَعْمَلُ</td>
<td>he did, worked</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَغْسَلُ</td>
<td>يَغْسَلُ</td>
<td>he washed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَنْزَلُ</td>
<td>يَنْزَلُ</td>
<td>he descended</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You (masc.) plural (present tense)</th>
<th>You (fem.) singular (present tense)</th>
<th>they (fem.) plural (present tense)</th>
<th>He (present tense)</th>
<th>He (past tense)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>رَجَعَ</td>
<td>رَجَعَ</td>
<td>he returned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَنْظَرُ</td>
<td>يَنْظَرُ</td>
<td>he looked</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَدْرَسُ</td>
<td>يَدْرَسُ</td>
<td>he studied</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَقُشُرُ</td>
<td>يَقُشُرُ</td>
<td>he peeled</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ضَحَكُ</td>
<td>ضَحَكُ</td>
<td>he laughed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>يَذْهَبُ</td>
<td>يَذْهَبُ</td>
<td>he went</td>
</tr>
</tbody>
</table>
Exercise 20:
Translate the sentences below into Arabic using the vocabulary provided. The verbs you will need are all listed on the previous page.

N.B. The vocative particle يا (Ol, oh!) is used when addressing people.

1. Where are you (f.s.) going, [O] Maryam?
2. I am going to the shop.
3. Mazin and Muhammad are going (m. dual) to the school.
4. Why are you (f. pl.) laughing, [O] girls?
5. Where are you (m. pl.) going, [O] boys?
6. What are you (f.s.) eating, [O] Sarah?
7. When is Khalil returning from the journey?
8. He is returning tomorrow, God willing.
9. Mazin is playing (m.s.) football in the garden.
10. Why are you (m. pl.) looking at the ceiling?
11. What are you (m. pl.) studying in the university, [O] guys?
12. We are studying medicine.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>أيَّنَّا</td>
</tr>
<tr>
<td>What?</td>
<td>مَاذا</td>
</tr>
<tr>
<td>Why?</td>
<td>لَمْ يَذَا</td>
</tr>
<tr>
<td>When?</td>
<td>مَتَى</td>
</tr>
<tr>
<td>Shop</td>
<td>دُكَان</td>
</tr>
<tr>
<td>School</td>
<td>مَدَرْسَة</td>
</tr>
<tr>
<td>Journey</td>
<td>سِفَر</td>
</tr>
<tr>
<td>Trip</td>
<td>سَفَرَة</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>غَدًا</td>
</tr>
<tr>
<td>God willing</td>
<td>إنَّ شَاءَ اللَّه</td>
</tr>
<tr>
<td>Newspaper</td>
<td>جَريدة</td>
</tr>
<tr>
<td>Football</td>
<td>كُرةَ الْقُدْم</td>
</tr>
<tr>
<td>Ceiling</td>
<td>سَقْف</td>
</tr>
<tr>
<td>University</td>
<td>جَامِعَة</td>
</tr>
<tr>
<td>Medicine</td>
<td>طِبَّ</td>
</tr>
<tr>
<td>Girls</td>
<td>بَنات</td>
</tr>
<tr>
<td>Boys</td>
<td>أَوَّلَاد</td>
</tr>
<tr>
<td>Garden</td>
<td>حَدِيْقَة</td>
</tr>
<tr>
<td>Youths, guys</td>
<td>شَبَابٌ</td>
</tr>
</tbody>
</table>
### What Are They Doing?

<table>
<thead>
<tr>
<th><strong>tree</strong></th>
<th><strong>شَجْرَة</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>window</strong></td>
<td><strong>نَافَذَة</strong></td>
</tr>
<tr>
<td><strong>suitcase, briefcase</strong></td>
<td><strong>حَقَبَة</strong></td>
</tr>
<tr>
<td><strong>letter</strong></td>
<td><strong>رسالة</strong></td>
</tr>
<tr>
<td><strong>newspaper</strong></td>
<td><strong>جَرِيَّة</strong></td>
</tr>
<tr>
<td><strong>pear</strong></td>
<td><strong>إِجَاص</strong></td>
</tr>
<tr>
<td><strong>sofa</strong></td>
<td><strong>أَريكة</strong></td>
</tr>
<tr>
<td><strong>dinner</strong></td>
<td><strong>عشاء</strong></td>
</tr>
<tr>
<td><strong>ladder</strong></td>
<td><strong>سَلم</strong></td>
</tr>
<tr>
<td><strong>milk</strong></td>
<td><strong>حليب</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Verbs</strong></th>
<th><strong>Present tense</strong></th>
<th><strong>Past tense</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>he drank</strong></td>
<td><strong>شرب</strong></td>
<td><strong>شرب</strong></td>
</tr>
<tr>
<td><strong>he climbed</strong></td>
<td><strong>صعد</strong></td>
<td><strong>صعد</strong></td>
</tr>
<tr>
<td><strong>he cooked</strong></td>
<td><strong>طَبخ</strong></td>
<td><strong>طَبخ</strong></td>
</tr>
<tr>
<td><strong>he typed</strong></td>
<td><strong>طَبع</strong></td>
<td><strong>طَبع</strong></td>
</tr>
<tr>
<td><strong>he opened</strong></td>
<td><strong>فتح</strong></td>
<td><strong>فتح</strong></td>
</tr>
<tr>
<td><strong>he read</strong></td>
<td><strong>قرأ</strong></td>
<td><strong>قرأ</strong></td>
</tr>
<tr>
<td><strong>he wrote</strong></td>
<td><strong>كتب</strong></td>
<td><strong>كتب</strong></td>
</tr>
<tr>
<td><strong>he ate</strong></td>
<td><strong>أكل</strong></td>
<td><strong>أكل</strong></td>
</tr>
<tr>
<td><strong>he sat</strong></td>
<td><strong>جلس</strong></td>
<td><strong>جلس</strong></td>
</tr>
<tr>
<td><strong>he carried</strong></td>
<td><strong>حمل</strong></td>
<td><strong>حمل</strong></td>
</tr>
<tr>
<td><strong>he entered</strong></td>
<td><strong>دخل</strong></td>
<td><strong>دخل</strong></td>
</tr>
<tr>
<td><strong>he pushed</strong></td>
<td><strong>دفع</strong></td>
<td><strong>دفع</strong></td>
</tr>
<tr>
<td><strong>he went</strong></td>
<td><strong>ذهب</strong></td>
<td><strong>ذهب</strong></td>
</tr>
</tbody>
</table>

**Vocabulary pp. 58–59**

| **Exercise 21**: Using the appropriate forms of the present tense, describe what the people in the pictures on this page and the following page are doing. The English translation is there to guide you. Vocabulary that may be less familiar to you is given above. The third form masculine of the present tense of the verbs you will need is also provided as a starting point.

- **He is writing a letter.**  
  ![He is writing a letter.](image)

- **She is entering the house.**  
  ![She is entering the house.](image)

- **Example: He is sitting on the table.**  
  ![Example: He is sitting on the table.](image)

- **They (f. pl.) are sitting on the bed.**  
  ![They (f. pl.) are sitting on the bed.](image)

- **She is typing on the computer.**  
  ![She is typing on the computer.](image)

- **They (m. pl.) are sitting on the carpet.**  
  ![They (m. pl.) are sitting on the carpet.](image)
She is eating a pear.

They (m. dual) are sitting on the desk.

He is reading a newspaper.

They (m. dual) are sitting under the tree.

They (f. dual) are sitting on the sofa.

He is pushing the car.

He is climbing the ladder.

They (m.) are sitting around the table.

They (f.) are eating the dinner.

They (f. pl.) are cooking the dinner.

They (m. dual) are going to school.

She is opening the window.

They (f. pl.) are playing football.

He is riding the bike.

She is drinking the milk.
Imperatives

So far we have covered simple regular verbs in the past and present tenses. We will now explain how to give orders using simple regular verbs. The basis for the imperative is the present tense verb form. Obviously, the imperative only applies to the second person singular, dual or plural, masculine or feminine forms.

1. To make the second person masculine singular imperative from the verb تَمْلِعْ
remove the damma from the third root letter and put a sukoon in its place. Remove the present tense prefix, in this case تَمْلِعُ and replace it with an alif اَلْي. If the vowel on the second root letter is damma, e.g. تَمْلِعُ then the imperative alif prefix will also take a damma i.e. تَمْلِعُ changes into اَلْي تَمْلِعُ
If, however, the vowel on the second root letter is fatha or kasra, e.g. or تَمْلِعُ then the imperative alif prefix will take a kasra. i.e. تَمْلِعُ changes into اَلْي تَمْلِعُ and تَمْلِعُ changes into اَلْي تَمْلِعُ

2. To make the second person feminine singular imperative from the verb تَفْعَلَيْنَ
remove the present tense prefix تَفْعَلَيْنَ and replace it with an alif اَلْي. Remove the final noon ن. The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

i.e. تَفْعَلَيْنَ changes into اَلْي تَفْعَلَيْنَ
تَفْعَلَيْنَ changes into اَلْي تَفْعَلَيْنَ
تَفْعَلَيْنَ changes into اَلْي تَفْعَلَيْنَ
3. To make the second person masculine and feminine dual imperative from the verb 
remove the present tense prefix and replace it with an alif. Remove the final noon.
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

\[\text{I.e.} \quad \text{changes into } \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \quad \text{افعلان تفعلان} \]

e.g. Come in and sit down! (m./f. dual)

\[
\begin{array}{|c|c|c|}
\hline
\text{Imperative tense} & \text{Present tense} \\
\hline
\text{Studyl (m./f. dual)} & \text{ادرسا} & \text{تدرسان} \\
\text{Drinkl (m./f. dual)} & \text{شربن} & \text{تشربان} \\
\text{Sitl (m./f. dual)} & \text{اجلسنا} & \text{تجلسنا} \\
\hline
\end{array}
\]

4. To make the second person masculine plural imperative from the verb 
remove the present tense prefix and replace it with an alif. Remove the final noon and replace it with a silent alif.
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

\[\text{I.e.} \quad \text{changes into } \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \quad \text{افعلون تفعلون} \]

e.g. Come in and sit down! (m. plural)

\[
\begin{array}{|c|c|c|}
\hline
\text{Imperative tense} & \text{Present tense} \\
\hline
\text{Studyl (m. plural)} & \text{درسون} & \text{تدرسون} \\
\text{Drinkl (m. plural)} & \text{شربون} & \text{تشربون} \\
\text{Sitl (m. plural)} & \text{جلسون} & \text{جلسون} \\
\hline
\end{array}
\]

5. To make the second person feminine plural imperative from the verb 
remove the present tense prefix and replace it with an alif.
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

\[\text{I.e.} \quad \text{changes into } \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \quad \text{افعلن تفعلن} \]

e.g. Come in and sit down! (f. plural)

\[
\begin{array}{|c|c|c|}
\hline
\text{Imperative tense} & \text{Present tense} \\
\hline
\text{Studyl (f. plural)} & \text{درسهن} & \text{تدرسن} \\
\text{Drinkl (f. plural)} & \text{شرهن} & \text{تشربن} \\
\text{Sitl (f. plural)} & \text{جلسن} & \text{جلسن} \\
\hline
\end{array}
\]

N.B. As you will note from the examples given above, the alif imperative prefix is a weak alif and only takes a vowel when it occurs at the beginning of a sentence. However, if it is preceded by any letter, it will become silent. Hence in the sentence the alif prefix of the second imperative is silent because it is preceded by \( \text{و} \).
Do not!

There is no negative imperative as such in Arabic. To say “Do not (do something)” we use the word لا which means “no” followed by a second person present tense verb. However, the ending of the verb changes to resemble the imperative ending.

<table>
<thead>
<tr>
<th>Negative instruction</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't laugh! (masculine singular)</td>
<td>لا تضحكَكَ</td>
</tr>
<tr>
<td>Don't laugh! (feminine singular)</td>
<td>لا تضحكَكَينَ</td>
</tr>
<tr>
<td>Don't laugh! (masculine dual)</td>
<td>لا تضحكَكَانَ</td>
</tr>
<tr>
<td>Don't laugh! (feminine dual)</td>
<td>لا تضحكَكانَ</td>
</tr>
<tr>
<td>Don't laugh! (masculine plural)</td>
<td>لا تضحكَكونَ</td>
</tr>
<tr>
<td>Don't laugh! (feminine plural)</td>
<td>لا تضحكَكنَ</td>
</tr>
</tbody>
</table>

Vocabulary for exercise 23 on pages 64 and 65. Remember that imperatives are formed from the present tense. Please refer to the list of verbs on page 68 to obtain the present tense of the verbs given below.

<table>
<thead>
<tr>
<th>voice</th>
<th>صوت</th>
<th>entering</th>
<th>دخول</th>
<th>he opened</th>
<th>فتح</th>
<th>he was tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud, raised</td>
<td>مرتفع</td>
<td>carpet</td>
<td>سجادة</td>
<td>he read</td>
<td>قرأ</td>
<td>he sat</td>
</tr>
<tr>
<td>on</td>
<td>على</td>
<td>board</td>
<td>سورة</td>
<td>he wrote</td>
<td>كتب</td>
<td>he took off (e.g. shoes)</td>
</tr>
<tr>
<td>from</td>
<td>من</td>
<td>table</td>
<td>طاولة</td>
<td>he got down</td>
<td>نزل</td>
<td>he went</td>
</tr>
<tr>
<td>in, with</td>
<td>ب</td>
<td>classroom</td>
<td>قسط</td>
<td>he looked</td>
<td>نظر</td>
<td>he returned</td>
</tr>
<tr>
<td>before</td>
<td>قبل</td>
<td>chair</td>
<td>كرسي</td>
<td>door</td>
<td>باب</td>
<td>he hurried</td>
</tr>
<tr>
<td>I (am)</td>
<td>أنا</td>
<td>mosque</td>
<td>مسجد</td>
<td>wall</td>
<td>حائط</td>
<td>he hurries</td>
</tr>
<tr>
<td>there</td>
<td>هنا</td>
<td>playground</td>
<td>ملعب</td>
<td>shoe</td>
<td>حذاء</td>
<td>he drank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>window</td>
<td>نافذة</td>
<td>milk</td>
<td>حليب</td>
<td>he knocked at</td>
</tr>
</tbody>
</table>
Exercise 22: Complete the table below by writing the Arabic imperative and negative imperative forms of the verbs shown on the left. Make sure the verbs you write agree in both gender and number with the present tense verbs provided.

<table>
<thead>
<tr>
<th>Present tense form</th>
<th>Negative imperative (Don’t!)</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. you (m. pl.) request, ask</td>
<td>طلبوا Don’t ask! (m. pl.) لا طلبوا Ask! (m. pl.)</td>
<td>طلبوا</td>
</tr>
<tr>
<td>1. you (f. s.) go out</td>
<td>تخرجين</td>
<td>تخرجين</td>
</tr>
<tr>
<td>2. you (m. dual) wipe</td>
<td>تمسحان</td>
<td>تمسحان</td>
</tr>
<tr>
<td>3. you (m. s.) shave</td>
<td>تحلقان</td>
<td>تحلقان</td>
</tr>
<tr>
<td>4. you (f. pl.) draw</td>
<td>ترسمان</td>
<td>ترسمان</td>
</tr>
<tr>
<td>5. you (f. dual) raise</td>
<td>ترفعان</td>
<td>ترفعان</td>
</tr>
<tr>
<td>6. you (m. pl.) swim</td>
<td>تسبحون</td>
<td>تسبحون</td>
</tr>
<tr>
<td>7. you (f. s.) return</td>
<td>ترجعين</td>
<td>ترجعين</td>
</tr>
<tr>
<td>8. you (m. dual) shout</td>
<td>تصرخان</td>
<td>تصرخان</td>
</tr>
<tr>
<td>9. you (m. s.) knock</td>
<td>تطرقون</td>
<td>تطرقون</td>
</tr>
<tr>
<td>10. you (m. pl.) cross</td>
<td>تعبرون</td>
<td>تعبرون</td>
</tr>
<tr>
<td>11. you (m. s.) chase away</td>
<td>تطردون</td>
<td>تطردون</td>
</tr>
<tr>
<td>12. you (f. s.) sit</td>
<td>يتجلسين</td>
<td>يتجلسين</td>
</tr>
<tr>
<td>13. you (m. pl.) leave</td>
<td>تتركون</td>
<td>تتركون</td>
</tr>
<tr>
<td>14. you (f. pl.) open</td>
<td>تفتحن</td>
<td>تفتحن</td>
</tr>
<tr>
<td>15. you (m. s.) spread</td>
<td>تفرشون</td>
<td>تفرشون</td>
</tr>
<tr>
<td>16. you (m. dual) thank</td>
<td>تشكران</td>
<td>تشكران</td>
</tr>
<tr>
<td>17. you (f. pl.) do</td>
<td>تعملن</td>
<td>تعملن</td>
</tr>
<tr>
<td>18. you (f. dual) type</td>
<td>تطبعان</td>
<td>تطبعان</td>
</tr>
</tbody>
</table>
Exercise 23: Study the rules governing the positive and negative imperative forms. Then translate the English sentences into Arabic on the lines provided. The vocabulary you may need for this exercise is listed on page 62.

Examples:

Open the door. [O] Fatimah

Do not play (masc. plural) in the road! Play in the garden!

Do not (m. sing.) write on the wall! Write on the board!

Sit (f. sing.) on the chair, and do not sit on the table!

Sit (m. pl.) on the carpet and do not stand there!

Do not (m. sing.) look at the window! Look at the board!

Open (f. sing.) the door and do not open the window!

Do not sit (m. dual) on the table! Sit on the chairs!
Read (f. sing.) in a loud voice!

Get down (m. sing.) from the window!

Knock (m. sing.) at the door before entering!

Return (f. sing.) to the classroom! Do not go to the playground!

Return (f. pl.) to your classroom!

Sit down (m. sing.) and drink the milk!

Don't hurry (m. sing.)! I'm tired.

Take off (m. sing.) your shoes before entering the mosque!
## Nouns and Their Plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>dolls</td>
<td>dolls</td>
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<td>newspapers</td>
<td>sons</td>
<td>sons</td>
</tr>
<tr>
<td>sessions, courses</td>
<td>sessions, courses</td>
<td>pounds</td>
<td>pounds</td>
<td>brothers</td>
<td>others</td>
</tr>
<tr>
<td>trips</td>
<td>trips</td>
<td>socks</td>
<td>socks</td>
<td>sisters</td>
<td>sisters</td>
</tr>
<tr>
<td>shelves</td>
<td>shelves</td>
<td>guards</td>
<td>guards</td>
<td>sofas</td>
<td>sofas</td>
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<td>sports</td>
<td>computers</td>
<td>computers</td>
<td>names</td>
<td>names</td>
</tr>
<tr>
<td>questions</td>
<td>questions</td>
<td>attendees</td>
<td>attendees</td>
<td>breaks, rests</td>
<td>breaks, rests</td>
</tr>
<tr>
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<td>blackboards</td>
<td>buses</td>
<td>buses</td>
<td>exams, tests</td>
<td>exams, tests</td>
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<td>carpets</td>
<td>scarves</td>
<td>scarves</td>
<td>doors</td>
<td>doors</td>
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<td>prisons</td>
<td>gardens</td>
<td>gardens</td>
<td>oranges</td>
<td>oranges</td>
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<td>beds</td>
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<td>lines</td>
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<td>crafts</td>
<td>girls</td>
<td>girls</td>
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<td>subjects</td>
<td>caretakers</td>
<td>caretakers</td>
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<td>dining tables</td>
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<td>horses</td>
<td>gates</td>
<td>gates</td>
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<td>roofs, ceilings</td>
<td>roofs, ceilings</td>
<td>parties</td>
<td>parties</td>
<td>houses</td>
<td>houses</td>
</tr>
<tr>
<td>knives</td>
<td>knives</td>
<td>news</td>
<td>news</td>
<td>dates</td>
<td>dates</td>
</tr>
<tr>
<td>baskets</td>
<td>baskets</td>
<td>bad, evil</td>
<td>bad, evil</td>
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<td>apples</td>
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<tr>
<td>well-being</td>
<td>well-being</td>
<td>good, best</td>
<td>good, best</td>
<td>pupils (m.)</td>
<td>pupils (m.)</td>
</tr>
<tr>
<td>years</td>
<td>years</td>
<td>studies</td>
<td>studies</td>
<td>pupils (f.)</td>
<td>pupils (f.)</td>
</tr>
<tr>
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<td>cars</td>
<td>bikes</td>
<td>bikes</td>
<td>exercises</td>
<td>exercises</td>
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<td>trees</td>
<td>trees</td>
<td>drawers</td>
<td>drawers</td>
<td>skirts</td>
<td>skirts</td>
</tr>
<tr>
<td>policemen</td>
<td>policemen</td>
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<td>lessons</td>
<td>fridges</td>
<td>fridges</td>
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<td>months</td>
<td>exercise books</td>
<td>exercise books</td>
<td>universities</td>
<td>universities</td>
</tr>
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<td>friends (m.)</td>
<td>shops</td>
<td>shops</td>
<td>belts</td>
<td>belts</td>
</tr>
<tr>
<td>Nouns and Their Plurals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
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<td><strong>Plural</strong></td>
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<td><strong>Plural</strong></td>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
<td><strong>Singular</strong></td>
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<td>فقَارَةٌ</td>
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<td>paragraphs</td>
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<td>فنون</td>
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<td>فائِعَاتٌ</td>
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<td>balls</td>
<td>كِرَات</td>
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<td>طالِبٍ</td>
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<td>صُوْصٍ</td>
<td>طبيب</td>
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<td>مخازن</td>
<td>فستعين</td>
<td>فساتين</td>
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<tr>
<td>presents, gifts</td>
<td>هدايا</td>
<td>teachers (m.)</td>
<td>مدرسون</td>
<td>فصول</td>
<td>فصول</td>
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<td>أوقات</td>
<td>schools</td>
<td>مدارس</td>
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<td>مداخل</td>
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</tbody>
</table>
Past and Present Tense Verbs

For easy reference we present below a table listing all the verbs introduced in this book in their third person masculine singular past and present tense forms.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Present tense</th>
<th>Past tense</th>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>he stood (up)</td>
<td>he lived</td>
<td>he took</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he opened</td>
<td>he fell</td>
<td>he ate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he was happy</td>
<td>he heard</td>
<td>he left</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he spread</td>
<td>he was full (of food)</td>
<td>he was tired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he did, he made</td>
<td>he drank</td>
<td>he sat</td>
<td></td>
<td>he collected, gathered</td>
<td></td>
</tr>
<tr>
<td>he understood</td>
<td>he explained</td>
<td>he went out</td>
<td></td>
<td>he deleted</td>
<td></td>
</tr>
<tr>
<td>he read</td>
<td>he thanked</td>
<td>he went out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he peeled</td>
<td>he was patient</td>
<td>he went out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he wrote</td>
<td>he shouted</td>
<td>he shaved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he grew (in size)</td>
<td>he climbed</td>
<td>he studied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he wore, he put on (clothing)</td>
<td>he laughed</td>
<td>he pushed; he paid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he played</td>
<td>he hit, struck</td>
<td>he entered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he wiped</td>
<td>he cooked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he slept</td>
<td>he typed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he succeeded, passed</td>
<td>he chased (away)</td>
<td>he went</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he went down; he got off (a vehicle)</td>
<td>he knocked (at a door)</td>
<td>he returned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he published</td>
<td>he requested, asked for</td>
<td>he drew</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>he found</td>
<td>he crossed</td>
<td>he raised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he arrived</td>
<td>he discovered, found</td>
<td>he rode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he put, placed</td>
<td>he did, made, worked</td>
<td>he swim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he stood; he stopped</td>
<td>he washed</td>
<td>he was quiet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>