

LESSON 9

In this lesson we learn the following:

1) The accusative ending of the sound feminine plural : We have learnt earlier that the normal accusative ending of a noun is ‘-a’, e.g. :

إِنَّ الْبَيْتَ جَدِيدَ
قَرَأْتُ الْكِتَابَ

Now we learn that the accusative ending of a noun in the sound feminine plural form is ‘-i’ instead of ‘-a’, e.g. :

رَأَيْتُ الْأَبْنََاءَ وَالْبَنَاتِ ‘I saw the sons and the daughters.’

In this sentence both الْأَبْنََاءَ and الْبَنَاتِ are objects of the verb رَأَيْتُ, and so they are in the accusative case (*mansûb*). The noun الْأَبْنََاءَ has the regular ‘-a’ ending but the noun الْبَنَاتِ has the ‘-i’ ending because it is sound feminine plural ending in ‘-ât’.

Here are some more examples:

خَلَقَ اللَّهُ السَّمَوَاتِ وَالْأَرْضَ ‘Allâh created the heavens and the earth.’ (as-samâwât-i wa l-ard-a).

قَرَأْتُ الْكُتُبَ وَالصُّحُفَ وَالْمَجَلَّاتِ ‘I read the books, the newspapers, and the magazines.’ (al-kutub-a wa s-suhuf-a wa l-majallât-i)

إِنَّ الْإِخْوَةَ وَالْأَخَوَاتِ فِي الْبَيْتِ ‘Indeed the brothers and sisters are at home.’ (al-ikhwat-a al-akhawât-i)

Remember that the accusative and genitive endings are the same in the sound feminine plural form, e.g. :

إِنَّ الطَّالِبَاتِ فِي الْحَافِلَاتِ ‘Indeed the female students are in the buses.’ Here الطَّالِبَاتِ is *mansûb* because of إِنَّ and الْحَافِلَاتِ is *majrûr* because of the preposition فِي, but both have the -i ending.

2) We have learnt that رَأَيْتُكَ means ‘I saw you’ and رَأَيْتُهُ means ‘I saw him’.

Now we learn the use of the pronoun of the first person ‘me’. Note the following:

رَأَيْتَنِي ‘You saw me.’

خَلَقَنِي اللهُ 'Allâh created me.'

سَأَلَنِي الْمَدْرَسُ 'The teacher asked me.'

The pronoun of the first person is only '-î,' but an '-n' is added between the verb and the pronoun '-î' so that the final vowel of the verb may not be affected due to '-î'. As we know 'you saw' is رَأَيْتَ (ra'aita) for masculine and رَأَيْتِ (ra'aiti) for feminine.

If we say 'ra'aita-î' or 'ra'aiti-î' the Arabic phonetic system requires the omission of the vowel 'a' or 'i' before the pronoun '-î'. So the verb in both cases will become 'ra'ait-î' and the difference between the masculine and feminine will be lost. That is why an '-n' is inserted between the verb and the pronoun '-î' (ra'aita-n-î, 'ra'aiti-n-î').

This *nûn* is called 'the *nûn* of protection' نُونُ الْوَقَايَةِ because it protects the final vowel of the verb from omission.

3) How to say in Arabic 'How beautiful is this car!', 'What a beautiful car this is!'

This is expressed in Arabic by مَا أَجْمَلَ هَذِهِ السَّيَّارَةَ! This is called فِعْلُ التَّعَجُّبِ

(i.e. Verb of Wonder) and has the form مَا أَفْعَلَهُ! One can use the pronoun هُوَ or any other pronoun in the accusative, or replace it by a noun in the accusative case, e.g. :

مَا أَطْيَبَكَ! 'How good you are!'

مَا أَفْقَرَهَا! 'How poor she is!'

مَا أَكْثَرَ النُّجُومَ! 'How numerous the stars are!'

مَا أَسْهَلَ هَذَا الدَّرْسَ! 'How easy this lesson is!'

4) We have learnt in Book 1 that the noun after يَا takes only one *dammah*, e.g.:

يَا حَامِدُ! يَا بِلَالُ! يَا أَسْتَاذُ! يَا وَكَدُ! Now if the noun after يَا is *mudâf*, it is *mansûb*, e.g.:

يَا بِنْتَ بِلَالٍ! 'O daughter of Bilâl!'

يَا أُخْتَ مُحَمَّدٍ! 'O sister of Muhammad!'

يَا ابْنَ أَخِي! 'O son of my brother!'

يَا رَبَّ الْكَعْبَةِ! 'O Lord of the Ka'bah!'

يا عَبْدَ اللَّهِ! 'O servant of Allâh!'

يا أَبَا بَكْرٍ! 'O Abu Bakr!' (Literally 'O Father of Bakr'. Note that the accusative form of أَبُو is أَبَا).

يا رَبَّنَا! 'O our Lord!'

5) We have learnt in Book 1 that the noun after كَمْ (how many?) is singular and *mansûb*. But if the word كَمْ is preceded by a preposition, the noun following it may be *majrûr* or *mansûb*, e.g.:

كَمْ رِيالاً عِنْدَكَ؟ 'How many riyals have you?'

بِكَمْ رِيالاً / رِيالٍ هَذَا؟ 'How many riyals does it cost?'

Here both رِيالاً and رِيالٍ are permissible because of the preposition بِ. In the same way we can say فِي كَمْ يَوْمًا / يَوْمٍ؟ 'in how many days?'

6) When the interrogative مَا is preceded by a preposition, the *alif* of مَا is dropped, e.g.:

بِمَ + مَا → بِمَ 'with what?'

لِمَ + مَا → لِمَ 'for what?' 'why?'

مِمَّ + مَا → مِمَّ 'from what?' Note that the *nûn* of مِمَّ has been assimilated to the *mîm* of مَا (min+mâ → mimma).

عَمَّ + مَا → عَمَّ 'about what?' Note that the *nûn* of عَمَّ has been assimilated to the *mîm* of مَا ('an+mâ → 'amma)

7) We have learnt the relative pronouns الَّذِي (mas. sing.) and الَّتِي (fem. sing.). Now we learn their plural forms. The plural of الَّذِي is الَّذِينَ, and that of الَّتِي is اللَّاتِي. Here are some examples:

Mas. sing.: الرَّجُلُ الَّذِي خَرَجَ مِنْ مَكْتَبِ الْمُدِيرِ مُدْرَسٌ جَدِيدٌ

‘The man who left the headmaster’s office is a new teacher.’

Masc. pl.: الرَّجَالُ الَّذِينَ خَرَجُوا مِنْ مَكْتَبِ الْمَدِيرِ مَدْرُسُونَ جُدُدٌ

‘The men who left the headmaster’s office are new teachers.’

Fem. sing.: الطَّالِبَةُ الَّتِي جَلَسَتْ أَمَامَ الْمُدْرَسَةِ بِنْتُ الْمُدِيرَةِ

‘The female student who sat in front of the lady teacher is the headmistress’ daughter.’

Fem. pl.: الطَّالِبَاتُ الَّتِي جَلَسْنَ أَمَامَ الْمُدْرَسَةِ بَنَاتُ الْمُدِيرَةِ

‘The female students who sat in front of the lady teacher are the headmistress’ daughters.’

8) We have learnt the particle أ which turns a statement into a question. If the noun following it has ال the أ changes to آ, e.g. :

المُدْرَسُ قَالَ لَكَ؟ → الْمُدْرَسُ قَالَ لَكَ (âl-mudarris-u?)

أَلْيَوْمَ رَأَيْتَهُ؟ → الْيَوْمَ رَأَيْتَهُ (âl-yaum-a?)

But :

أَهَذَا الطَّالِبُ سَأَلَكَ؟ → هَذَا الطَّالِبُ سَأَلَكَ (a hâdha?)

9) The final ي which is pronounced *alif* is written *alif* when a genitive or accusative pronoun is attached to the word, e.g. :

مَعْنَى ‘meaning’ → مَعْنَاهُ ‘its meaning.’

كَوَى ‘he ironed’ → كَوَاهُ ‘he ironed it.’

10) الطُّلَابُ الْجُدُدُ الْخَمْسَةُ (10) ‘the five new students’: here the number is used as an adjective and so it comes after the *ma’dûd*. Here are some more examples:

الْكَتُبُ الْأَرْبَعَةُ ‘the four books’.

الرِّجَالُ الْعَشْرَةُ ‘the ten men’.

الصِّحَاحُ السِّتَةُ ‘the Six Authentic Books’ of hadîth.

الْأَخَوَاتُ الْخَمْسُ ‘the five sisters’.

11) إلى المدير ذهبتم؟ : here إلى المدير has been brought forward for the sake of emphasis. Note the following:

رَأَيْتُ بِلَالًا 'I saw Bilâl' without emphasis.

رَأَيْتُ بِلَالًا 'It was Bilâl that I saw' with emphasis.

The second construction is used in case of doubt or denial.

Exercises

1. Answer the following questions.
2. Read the ayah and answer the following questions.
3. Mark the correct statements with (✓), and the incorrect ones with (x).
4. Write the meanings of these words in Arabic.
5. Fill in the blanks with suitable words.
6. Read the examples and then rewrite the following sentences using فعلُ التعجب.
7. Read the following words with the correct endings.
8. Read the examples and then read the words in the sound feminine plural form with the correct ending.
9. Rewrite the following sentences using the interrogative hamzah.
10. Answer the following questions.
11. Learn the following.
12. Learn the omission of the alif of ابن.
13. Rewrite the following sentences after changing the underlined words to the plural as shown in the example.
14. Rewrite the following sentences after changing the underlined words to plural as shown in the example.
15. Use each of the following words in a sentence.

Vocabulary:

قَائِمَةٌ list

عِلَاقَةٌ connection

مَعْنَى meaning

لَحْظَةٌ moment

طِينٌ mud

جَرَسٌ bell

نَارٌ fire

عِدَّةٌ كُتُبٍ a number of books

عَدَّةُ أَسْئَلَةٍ a number of questions

حَضَرَ he attended, he was present

رَنَّ it rang

خَلَقَ he created

رَفَعَ he raised

أَحْسَنْتَ You have done well, well done!

عَاصِمَةٌ capital city

مُخْتَلِطٌ mixed

كَذَلِكَ like that

جَانٌّ jinn

حَدِيدٌ iron (metal)

هَكَذَا like this, so