LESSON 16

In this lesson we learn the following: 1) The verb ثيريْدُ بله wants', with *isnâd* to all the pronouns, e.g.: (المَانَّ تُرِيْدُ يَا بلالُ؟ (المَانَ تُرِيْدُوْنَ يَا إِخُوانَ؟ (المَانَ تُرِيْدُوْنَ يَا إِخُوانَ؟ (We want pens.' (المَانَ تُرِيْدِيْنَ يَا لَيْلَى؟ Note that the initial letters denoting the *mudâri* ' نَ, نَ مَا يَا يَعْدَى المَا

Note that the initial letters denoting the *mudâri* ' \mathcal{O} , ' $\mathcal{$

The *mâdi* of the verb is أَرَادَ 'he wanted'. And 'I wanted' is أَرَدْتُ, and 'you wanted' is أَرَدْتَ

2) We have learnt the interrogative and the negative , e.g.:

"What is your name?" مَا اسْمُكَ؟

'I did not understand the lesson.' مَا فَهِمْتُ الدَّرْسَ

Another kind of is the relative is which means 'what', or 'that which', e.g.:

'I forgot what you told me.' نَسِيْتُ مَا قُلْتَ لِي

'I will drink what you drink.' أَشْرَبُ هَا تَشْرَبُ

'I don't worship what you worship ! لاَ أَعْبُدُ هَا تَعْبُدُوْنَ

. مَا المَوْصُوْلَةُ In Arabic this is called

3) We have learnt $\dot{\dot{c}}$. In the accusative case it becomes $\dot{\dot{c}}$, e.g.:

ن العَبْرُ طَوِيْلِ 'In our class there is a student with long hair.' ن رَأَيْتُ طَالِبًا ذَا شَعْرُ طَوِيْلِ 'I saw a student with long hair.' رَأَيْتُ طَالِبًا ذَا شَعْرُ طَوِيْلِ 'I want a copy of the Qur'ân with large letters.' (A) Proper nouns on the same pattern of فُعَلُ are diptotes (مُنُوعٌ مِنَ الصَّرْفِ كَبَيْرُ (A) Proper nouns on the same pattern of فُعَلُ is the name of a pre-Islamic deity , زُخَدُ مُعَبَلُ means Saturn, and زُخَلُ , is a name. This pattern of proper names is called أُو فُدُولُ أُو فُدُولُ أُو فُدُولُ مُعَبَلُ Note the *i* '*râb* (declension) of this type of nouns: 'Umar went out.' خَرَجَ عُمَرُ 'I asked Umar.'

5) We have learnt in Book I some words denoting colours, e.g., أَسْوَدُ, أَصْفَرُ, أَصْفَرُ, أَصْفَرُ آبْيَضُ This is the masculine singular form. The feminine singular form is on the pattern of فَعْلاَءُ

Both the masculine as well as the feminine forms are diptotes. Here are some examples of the feminine form:

َ سَعْرُ رَأْسِي ٱَسْوَدُ ، وَلِحْيَتِي بَيْضَاءُ 'The hair of my head is black, and my beard is white.' ' هَذِهِ الشَّجَرَةُ خَضْرَاءُ 'This tree is green.'

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'.The sky is blue' السَّمَاءُ زَرْقَاءُ

There is only one plural for both the masculine and the feminine forms. It is on the pattern of نُعُلُ , e.g.:

'the red Indians.' الْهُنُوْدُ الْحُمْرُ

Who are these black men, and من هَــؤُلاَءِ الرِّجَـالُ السُّوْدُ، وأُولِئِكَ النِّساءُ السُّمْرُ؟ those brown women?

6) The proper name \vec{a} is written with a $w\hat{a}w$ which is not pronounced. This is done to differentiate it from \vec{a} . This $w\hat{a}w$ is, however, omitted in the accusative case because in this case their spellings are different:

('Amr-**an**) is written with *alif*, while سَـاَّلْتُ عَمَرَ ('Umar-**a**) is written without it because it is a diptote, and diptotes have no *tanwîn*.

Here, the noun الحُسَيْنُ is called *badal* البَدَلُ It is a substitute for أَخُوْكَ. The *badal* is in the same case as the *mubdal minhu* المُبْدَلُ مِنْهُ i.e. the noun for which it is the substitute. Here are some more examples:

''His daughter, Zainab is a doctor.' بُنْتُهُ زَيْنَبُ طَبِيْبَةٌ

'I saw your classmate, Abbas.' رَأَيْتُ زَمِيْلَكَ عَبَّاسًا

'We wrote to our professor, Dr. Bilal.' كَتَبْنَا إِلَى أُسْتَاذِنَا الدُّكْتُوْر بِلاَل

8) أُخْرَى means 'another'. Its feminine is آخَرُ e.g. :

َ حَابَ اليَوْمَ إِبْرَاهِيْمُ وَطَالِبٌ آخَرُ 'Today Ibrahim and another student were absent' عَابَ المَوْمَ ا

'. I asked our teacher and another one' سَأَلْتُ مُدَرِّسَنَا وَمُدَرِّسًا آخَرَ

, Zainab is from America َزَيْنَبُ مِنْ أَمْرِيْكَا ، وَفِي الفَصْلِ طَالِبَةٌ أُخْرَى مِنْ أَمْرِيْكَا , and there is another student from America in the class.'

I memorised sûrat al-Rahmân and another حَفِظْتُ سُوْرَةَ الرَّحْمَن وَسُوْرَةً أُخْرَى sûrah ' Both أُخْرَى and أُخْرَى are diptotes. is a diptote. أَشْيَاءُ fis a diptote. A copy of the Qur'ân is called : المُصْحَـفُ and القُرْآنُ A copy of the Qur'ân is called I have two copies of the عِنْدِي مُصْحَفَان : That is why we can say المُصْحَفَ Qur'ân.' "This is an Indian edition of the Qur'an, هَذَا مُصْحَفٌ هِنْدِيٍّ، وَذَاكَ مُصْحَفٌ مَصْرِيٌّ and that is an Egyptian edition.' But it is wrong to use the word تُوْآَنُ in the above contexts. 11) الما أَكُلْتُ شَيْئًا (11 means 'I did not eat anything', or 'I ate nothing.' Here are some more examples: 'I saw nothing.' ما رأَيْتُ شَبْئًا '.We read nothing' ما قَرَأْنَا شَيْئًا 12) وَرَقٌ غَيْرُ مُسَطَّرٍ 'inruled paper' وَرَقٌ مَسَطَّرٌ (12) 'unruled paper' وَرَقٌ مَسَطَّرٌ (12) 'incorrect' مَحِيْحٌ 'incorrect' non-Muslim عَيْرُ مَسْلِم Muslim

Note that the word غَيْرُ is *mudâf*, and so the following word is *majrûr*.

≰ Exercises

- 1. Answer the following questions.
- 2. Correct the following statements.

3. Fill in the blanks with the verb يُريدُ with *isnâd* to suitable pronouns.

4. The teacher asks every student these two questions:

- 5. Fill in the blank in each of the following sentences with the feminine form of the colour word used in the sentence corresponding to it as shown in the example.
- 6. Underline the words denoting colours in the following sentences.

- 7. Fill in the blanks with suitable words denoting colours.
- 8. Learn the examples of مَعْدُول words.
- . عَمْرو Learn the orthography of .

. أُخْرَى and آخَرَى and آخَرَى and آخرَ

- أُخْرَى or آخَرُ II.Fill in the blanks with
- . ذًا or ذُو I2.Fill in the blanks with

13. Read the following examples of the relative .

. ما 14. Learn the three kinds of

15. Learn the following.

المُصْحَفُ and القُرْآنُ 16. Learn the difference between

. غَيْر 17. Learn the use of

WVocabulary

مُسَطَّرٌ ruled (a-i) to be absent ن غَابَ يَغِيْبُ to buy file ملَفٌ file ن َهْرَةٌ flower ن َهْرَةٌ ن َهْرَةٌ Satum