THE UNITED ARAB REPUBLIC BROADCASTING CORPORATION

اَلْعَـــرَبِيَّـــةُ بِالـــرَّادْيُو

ARABIC BY RADIO

BOOK TWO - PART ONE

اَلْقَاهِرَةُ
CAIRO
1973

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مقدمة الكتاب الثانى

تعلمت فى الكتاب الأول طرفاً من أساليب اللغة العربية، وألممت ببعض مفرداتها ، ولاحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على ألسنة المتعلمين من العرب فى حياتهم اليومية . وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة ، فلم نخض فى التفاصيل النحوية ، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى ؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة أو سمعتها ملفوظة ، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال فى الحياة اليومية .

والآن نريد فى هذا الكتاب بأجزائه الأربعة* أن نعرض عليك القواعد النحوية الأساسية للغة العربية فى نسق متصل ومنهج متماسك ، وأن نزيد ثروتك اللغوية زيادة كبيرة، فتتمكن من التعمق فى فهم العربية ومن كتابة بعض الجمل العربية المركبة . وفى سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية ، ولكن دون أن نبتعد عن شئون الحياة اليومية . وفى سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس لدراسة موضوع نحوى معين ؛ وذلك فى نطاق منهج نحوى عام وضعناه منذ البداية ، فيكون كل درس مكملا للدرس السابق ومهداً للدرس اللاحق .

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء : مادة القراءة ، والملاحظات النحوية ، والتمرينات . وموضوع مادة القراءة هو عنوان الدرس ، وتجده دائماً فى رأس كل درس . وقد راعينا فى مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التى نريدها من الدرس . وهذه القاعدة النحوية هى مادة الملاحظات النحوية التى تأتى عقب ذلك . ومنهجنا فى هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة ، ثم نبين ما تنطوى عليه من قواعد نحوية . وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية ؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك فى هذه المرحلة . وتأتى التمرينات فى آخر الدرس ، وهى مستقاة أولا من مادة القراءة الخاصة بالدرس ، ثم من الدروس التى مرت بك فى الكتاب الأول ؛ ولهذا أحلناك فى بعض هذه التمرينات إلى دروس معينة فى الكتاب الأول لترجع إليها .

* يبدأ هذا الكتاب بالدرس الثانى والخمسين، لأنه استكمال للكتاب الأول .

وقد التزمنا فى هذا الكتاب ضبط كل كلمة ضبطاً كاملا (سواء أكانت فى مادة القواعد أم فى الملاحظات النحوية أم فى التمرينات) . أما الكتابة الصوتية فقد التزمناها فى مادة القراءة فقط ، وأسقطناها فى الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلا إما فى الدرس نفسه وإما فى الكتاب الأول ، فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ؛ فالحركات العربية كفيلة بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربى ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزءين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملا . وقد ساعدناك بالكتابة الصوتية فى ستة أجزاء كاملة (الأجزاء الأربعة التى يتكون منها الكتاب الأول ، والجزءان الأول والثانى من الكتاب الحالى) ، وعليك فى الجزءين الباقيين (الجزءين الثالث والرابع من الكتاب الحالى) أن تعتمد على نفسك فى قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربى .

وتجد فى أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوى الذى يتناوله . وفى آخر كل جزء قاموس أبجدى للكلمات الجديدة التى وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملا ، فأغنيناك عن كتابتها الصوتية . وستلاحظ أننا أوردنا الأسماء وهى فى حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التى وردت فعلا فى الدروس . والتزمنا إسقاط أداة التعريف إلا فى الحالات التى تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولى التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in in the exercises, is given with complete diacritical marks (*i.e.* marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (*viz.* the four parts of *Book One,* and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite artical « ال » is not indicated except in those words which change form when the article is not prefixed to them.

اَلرُّمُوزُ الصَّوْتِيَّةُ

SOUND SYMBOLS

الهمزة	ʔ	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ḍ̣
ث	θ	ع	ʕ
ج	j	غ	ɣ
ح	ħ	ف	f
خ	x	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	š	و	w
ص	ṣ	ى	y

ـْـ السكون	absence of vowel	
ـَـ الفتحة	a	short « *a* »
ـَا الفتحة الطويلة	aa	long « *a* »
(آ الهمزة محركة بفتحة طويلة)	ʔaa	ʔ followed by long « *a* »
ـِـ الكسرة	i	short « *i* »
ـِي الكسرة الطويلة	ii	long « *i* »
ـُـ الضمة	u	short « *u* »
ـُو الضمة الطويلة	uu	long « *u* »
ـًا الفتحة مع التنوين	an	« *a* » with nunation
ـٍـ الكسرة مع التنوين	in	« *i* » with nunation
ـٌـ الضمة مع التنوين	un	« *u* » with nunation
ـَّـ الشدة مع الفتحة		doubling with « *a* »
ـِّـ الشدة مع الكسرة		doubling with « *i* »
ـُّـ الشدة مع الضمة		doubling with « *u* »
ـًّا الشدة مع الفتحة والتنوين		doubling with « *an* »
ـٍّـ الشدة مع الكسرة والتنوين		doubling with « *in* »
ـٌّـ الشدة مع الضمة والتنوين		doubling with « *un* »

الكتاب الثانى

الجزء الأول

فهرس

BOOK TWO - PART ONE

TABLE OF CONTENTS

اَلدَّرْسُ الثَّانِي والْخَمْسُونَ

ʔaddarsu ⁀ θθaanii walxamsuuna

Lesson Fifty Two

نَحْنُ نَسْتَمِعُ وَنَتَعَلَّمُ

nahnu nastamiʕu wanataʕallamu

We Listen (in) and Learn.

أَحْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔahḍara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi
and sat at his desk.

وَأَحْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔahḍarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book,

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ .

haana mawʕidu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادْيُو ،

maajidun yastamiʕu ʔila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادْيُو .

wafaatimatu tastamiʕu ʔila rraadyoo
and Fatimah listens to the radio.

اَلْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

ʔalmuʕallimu yantiqu kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiqu waraaʔahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ .

wafaatimatu tantiqu waraaʔahu
and Fatimah repeats after him.

اَلْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

ʔalmuʕallimu yaqraʔu jumlatan jadiidatan
The teacher reads a new sentence,

وَمَاجِدٌ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqraʔu waraaʔahu
and Maged reads after him,

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaaṭimatu taqraʔu waraaʔahu
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِى الدَّرْسِ .

taqaddama ͡lmuʕallimu fi ͡ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

naṭaqa ʻwašaraha waqaraʔa
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمَلَ .

naṭaqa ͡lkalimaati ͡ljadiidata wašaraha maʕnaahaa waqaraʔa ͡ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَاسْتَمَعَ مَاجِدٌ ، وَنَطَقَ ، وَقَرَأَ .

wastamaʕa maajidun wanaṭaqa waqaraʔa
And Maged listened, pronounced and read.

وَاسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ .

wastamaʕat faaṭimatu wanaṭaqat waqaraʔat
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

ϑumma ͡ntaha ͡ddarsu
Then the lesson came to an end.

رَاجَعَ مَاجِدٌ الدَّرْسَ .

raajaʕa maajidunu ͡ddarsa
Maged revised the lesson.

نَظَرَ فِى الْكِتَابِ وَقَرَأَ الْجُمَلَ .

naðara fi ͡lkitaabi waqaraʔa ͡ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ .

ɵumma ʔaxaðaˁ lqalama wakatabaˁ ttamriinaati.
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

ɵumma naadaa faaṭimata waqaala
Then he called Fatimah and said (to her);

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

ʔanaa raajaʕtuˁ ddarsa wakatabtuˁ ttamriinaati
"I have revised the lesson and written the exercises."

وَقَالَتْ فَاطِمَةُ :

waqaalat faaṭimatu
And Fatimah said;

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

waʔanaa raajaʕtuˁ ddarsa wakatabtuˁ ttamriinaati
"And I have revised the lesson and written the exercises.

أَنْتَ تَسْتَمِعُ إِلَى الرَّادْيُو وَتَتَعَلَّمُ .

ʔanta tastamiʕu ʔilaˁ rraadyoo watataʕallamu
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادْيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʕu ʔilaˁ rraadyoo waʔataʕallamu
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

nahnu nataʕallamuˁ llugataˁ lʕarabiyyata minaˁ rraadyoo
We learn the Arabic Language by radio."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

Read the following words:

faaṭimatu	فَاطِمَةُ	maajidun	مَاجِدٌ
ʔalkitaabu	اَلْكِتَابُ	kitaabun	كِتَابٌ
ʔaddarsu	اَلدَّرْسُ	darsun	دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu اَلدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

fataḥa	فَتَحَ	jalasa	جَلَسَ
šaraḥa	شَرَحَ	naṭaqa	نَطَقَ
		qaraʔa	قَرَأَ
tastamiʕu	تَسْتَمِعُ	yastamiʕu	يَسْتَمِعُ
tanṭiqu	تَنْطِقُ	yanṭiqu	يَنْطِقُ
taqraʔu	تَقْرَأُ	yaqraʔu	يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

fii	فِي	?ilaa	إِلَى
wa	وَ	min	مِنْ
		θumma	ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun اِسْمٌ , a verb فِعْلٌ or a particle حَرْفٌ.

EXERCISES تمرينات

1. Underline the nouns in the following words:

أَحْضَرَ ـ كَلِمَةٌ ـ اَلْمُعَلِّمُ ـ وَرَاءَ ـ تَنْطِقُ ـ جُمْلَةٌ .

2. Underline the verbs in the following words:

اَلْجُمَلُ ـ اِنْتَهَى ـ اَلْكَلِمَاتُ ـ اِسْتَمَعَ ـ رَاجَعَ ـ اَللُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَاجِدٌ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .

نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

4. Supply three more examples of each of the following parts of speech:

a particle حَرْفٌ	a verb فِعْلٌ	a noun اِسْمٌ
إِلَى	قَالَ	اَلْكِتَابُ

اَلدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ

Paddarsu ͡ eeaalieu walxamsuuna
Lesson Fifty Three

تَعَلَّمِ النُّطْقَ الصَّحِيحَ

taʕallami ͡ nnuṭqa ͡ ṣṣaħiiħa
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faaṭimatu limaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiʕna ͡ ddarsa waraajaʕnaahu wakatabna ͡ ttamriinaati
"We have listened to the lesson, revised it and written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ .

ʔaʕid nuṭqa ͡ lkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ .

ʔanta tanṭiqu waʔanaa ʔasmaʕu
You pronounce and I'll listen.

أَرْجُو أَنْ تُحْسِنَ النُّطْقَ .

ʔarjuu ʔan tuħsina͡ nnuṭqa.
I hope you pronounce well."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِعُ .

maajidun yanṭiqu wafaaṭimatu tastamiʕu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

اِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

ʔinṭiqi͡ lkalimata marratan ʔuxraa
"Pronounce the word once more.

اَلنُّطْقُ خَطَأٌ .

ʔannuṭqu xaṭaʔun
The pronunciation is incorrect."

مَاجِدٌ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

ʔanaa samiʕtu haaða͡ nnuṭqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضاً .

waʔanaa samiʕtuhu ʔayḍan.
"I have heard it, too.

اِقْرَأْ الْكَلِمَةَ مِنَ الْكِتَابِ .

ʔiqraʔi ͡lkalimata mina ͡lkitaabi
Read the word from the book."

مَاجِدٌ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ .

maajidun yuraajiʕu ͡nnuṭqa wayaʕrifu ͡lxaṭaʔa
Maged checks the pronunciation (of the word) and finds out the error.

مَاجِدٌ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaškuru faaṭimata wayaquulu
Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . اِنْطِقِي مَعِي .

yajibu ʔan nuraajiʕa ͡nnuṭqa ʔinṭiqii maʕii
"We should revise the pronunciation. Let's pronounce together."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ .

maajidun yanṭiqu wafaaṭimatu tanṭiqu maʕahu
Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَاجِدٌ وَفَاطِمَةُ الْقِرَاءَةَ .

ʔatamma maajidun wafaaṭimatu ͡lqiraaʔata
Maged and Fatimah have finished reading.

تَعَلَّمَ مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

taʕallama maajidun wafaaṭimatu ͡nnuṭqa ͡ssaḥiiḥa
Maged and Fatimah have learnt the correct pronunciation.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

samiʕa	سَمِعَ	qaala	قَالَ
kataba	كَتَبَ	naṭaqa	نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « اَلْفِعْلُ الْمَاضِي ».

B. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

nuraajiʕu	نُرَاجِعُ	ʔasmaʕu	أَسْمَعُ
taquulu	تَقُولُ	yanṭiqu	يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « اَلْفِعْلُ الْمُضَارِعُ ».

Note that the present tense begins by one of these letters:

أ – ن – ي – ت

C. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

ʔintiq	اِنْطِقْ	ʔaʕid	أَعِدْ
		ʔiqraʔ	اِقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « فِعْلُ الْأَمْرِ ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES **تمرينات**

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(١) ظَهَرَ الْفَجْرُ .

(٢) اَلْمُؤَذِّنُ يَذْهَبُ إِلَى الْجَامِعِ .

(٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .

(٤) قَالَ مَحْمُودٌ لِأَخِيهِ :

(٥) قُمْ وَصَلِّ مَعِي .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ – اُنْظُرِي – أُرِيدُ – نَرْجِعْ – شَاهَدَتْ

(١) أَنَا . . . . . رُؤْيَةَ الطُّيُورِ .

(٢) نَحْنُ . . . . . الْآنَ إِلَى مَكَانِ الطُّيُورِ .

(٣) . . . . . يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .

(٤) . . . . . نِهَادُ الطُّيُورَ.

(٥) هَيَّا . . . . . إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B) :

(A)	(B)
(١) سَالِمٌ	يَبِيعُ
(٢) اَلْخُضَرِيُّ	حَرَثَ
(٣) اَلْبَطَّةُ	يَجْلِسُ
(٤) اَلْفَلَّاحُ	سَبَحَتْ

4. Fill in the blanks with suitable verbs:

(١) مَاجِدٌ يَنْطِقُ ، وَفَاطِمَةُ . . . . . .

(٢) يَا مَاجِدُ . . . . . الْكَلِمَةَ مَرَّةً أُخْرَى .

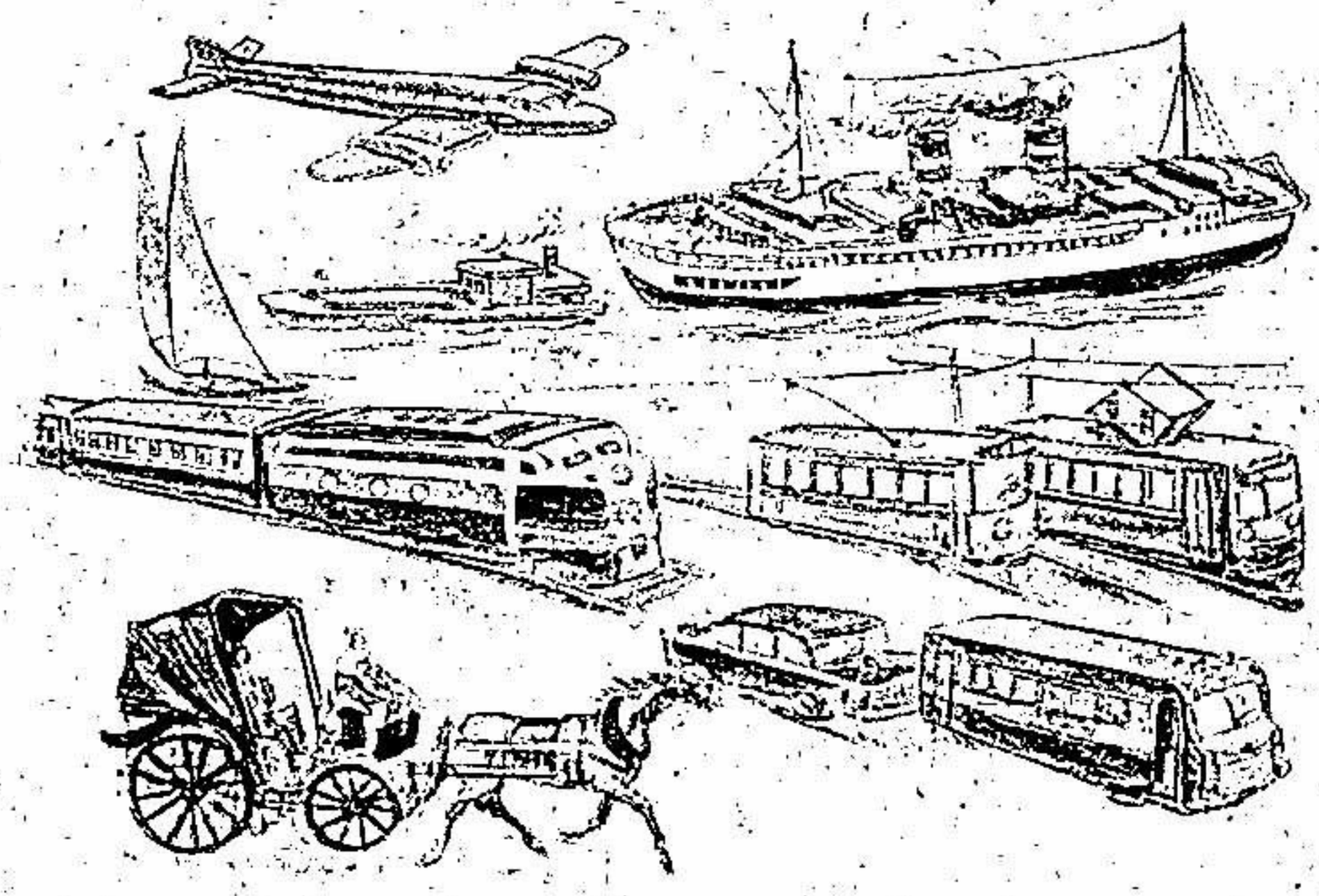
(٣) مَاجِدٌ يَقُول : أَنَا . . . . . هَذَا النُّطْقَ .

(٤) . . . . . مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

اَلدَّرْسُ الرَّابِعُ والْخَمْسُونَ

ʔaddarsu ̀rraabiʕu walxamsuuna

Lesson Fifty Four



وَسَائِلُ الْمُوَاصَلَاتِ

wasaaʔilu ̀lmuwaaṣalaati

Means of Communication

أَحْمَدُ يَعِيشُ فِى الْقَرْيَةِ .

ʔaħmadu yaʕiišu fi ̀lqaryati

Ahmad lives in the village.

مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ .

madrasatu ʔaħmada baʕiidatun ʕani ̀lqaryati

Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَّاجَةَ ، وَيَذْهَبُ إِلَى الْمَدْرَسَةِ .

ʔaħmadu yarkabu ̀ddarraajata wayaðhabu ʔila ̀lmadrasati

Ahmad rides the bicycle and goes to school.

وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu ʔaħmadá qaala laħu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِى الْقَاهِرَةِ .

satazuuru ʕammaka fi ͡lqaahirati
"You will visit your uncle in Cairo."

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ .

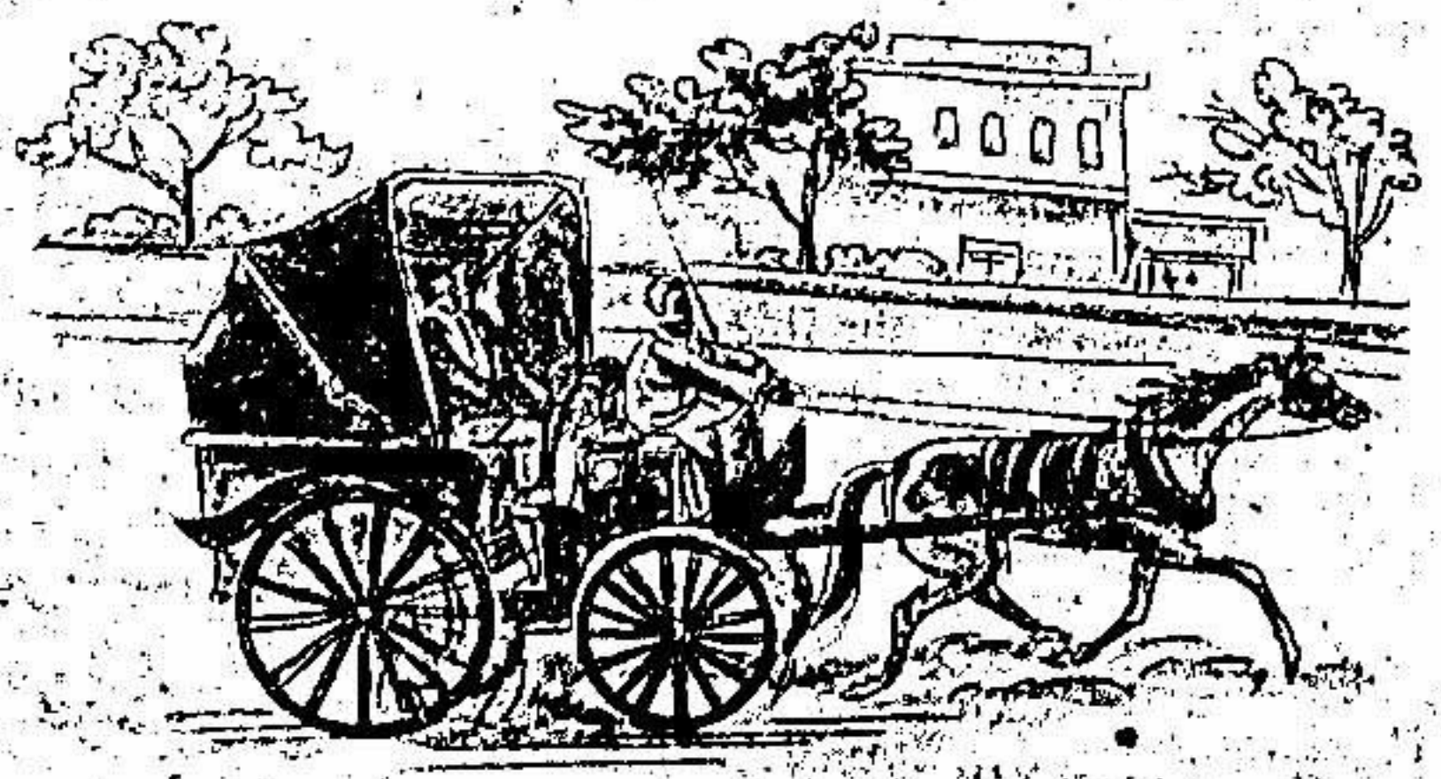
ʔaħmadu masruurun biziyaarati ʕammihi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضاً .

waʔuxtuhu suʕaadu masruuratun ʔaydan
And his sister Suad is happy, too.

اَلأُسْرَةُ رَكِبَتْ عَرَبَةً .

ʔalʔusratu rakibat ʕarabatan
The family got in a carriage.



اَلْعَرَبَةُ يَجُرُّهَا حِصَانٌ قَوِيٌّ .

ʔalʕarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

اَلْعَرَبَةُ وَصَلَتْ إِلَى الْمَحَطَّةِ .

ʔalʕarabatu wasalat ʔilaa lmahattati
The carriage arrived at the (railway) station.

اَلْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

ʔalʔusratu rakibati lqitaara
The family got on the train.

اَلْقِطَارُ سَرِيعٌ .

ʔalqitaaru sariiʕun
It is an express train.

اَلْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ .

ʔalqitaaru wasala ʔilaa lqaahirati
The train arrived in Cairo.

اَلْأُسْرَةُ رَكِبَتْ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ .

ʔalʔusratu rakibat sayyaaratan ʔilaa manzili saalimin
The family took a car to Salim's house.

اَلسَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ .

ʔassayyaaratu tasiiru fii šawaariʕi lqaahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ :

ʔahmadu šaahada fi ššawaariʕi
In the streets Ahmad saw:

اَلتِّرَامَ – وَالْمِتْرُو – وَالْأُتُوبِيسَ .

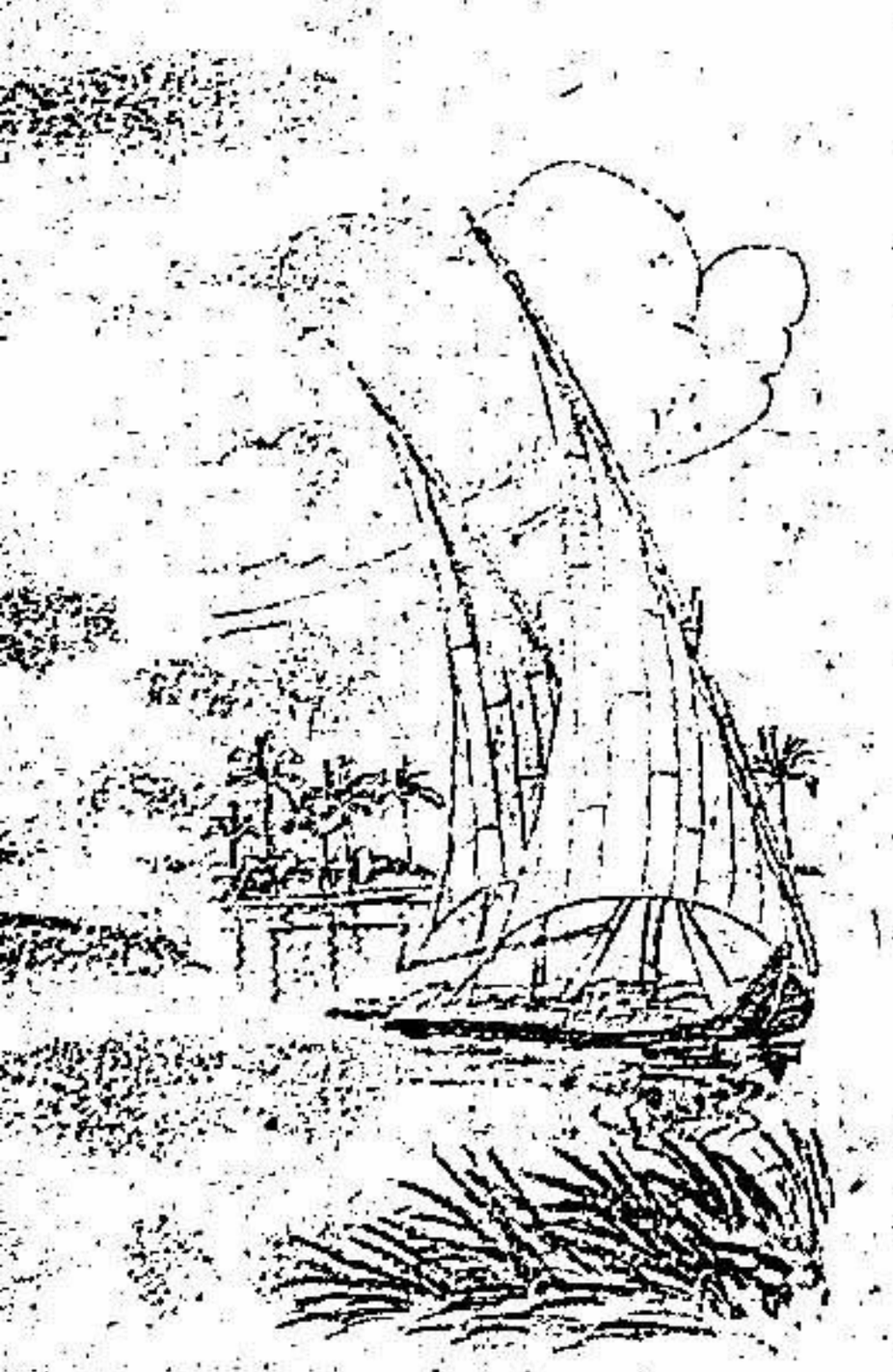
ʔattiraama walmetroo walʔotoobiisa
The tram, the metro and the bus.

اَلسَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ .

Passayyaaratu wasalat ʔilaa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

manzilu saalimin ʕalaa šaaṭiʔi nniili
Salim's house is by the Nile.



أَحْمَدُ رَأَى فِى النِّيلِ :

ʔahmadu raʔaa fi nniili
On the Nile Ahmad saw:

اَلْقَارِبَ الشِّرَاعِيَّ ، وَالْقَارِبَ الْبُخَارِيَّ .

ʔalqaariba šširaaʕiyya
walqaariba lbuxaariyya
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِى الْهَوَاءِ .

wašaahada ttaaʔirata taṭiru fi lhawaaʔi
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ .

ʔahmadu masruurun biziyaarati lqaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمُوَاصَلَاتِ .

ʔahmadu raʔaa baʕḍa wasaaʔili lmuwaaṣalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

ʔalqaaribu	اَلْقَارِبُ	ħiṣaanun	حِصَانٌ	ʔaħmadu	أَحْمَدُ
ʔalhawaaʔu	اَلْهَوَاءُ	ʔalqiṭaaru	اَلْقِطَارُ	waalidun	وَالِدٌ
		manzilun	مَنْزِلٌ	ʕammun	عَمٌّ

Each of these words is a noun indicating a *masculine singular* « مُفْرَدٌ مُذَكَّرٌ ».

B. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

maħaṭṭatun	مَحَطَّةٌ	ʔalqaahiratu	اَلْقَاهِرَةُ	ʔalqaryatu	اَلْقَرْيَةُ
sayyaaratun	سَيَّارَةٌ	ʔalʔusratu	اَلْأُسْرَةُ	madrasatun	مَدْرَسَةٌ
ʔaṭṭaaʔiratu	اَلطَّائِرَةُ	ʕarabatun	عَرَبَةٌ	ʔaddarraajatu	اَلدَّرَّاجَةُ

Each of these words is a noun indicating a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ ».

Note that a feminine singular noun ends with « ـَةٌ – ـَةً » which is pronounced « ه » in pause. This feminine ending is called « اَلتَّاءُ الْمَرْبُوطَةُ ».

Thus nouns in Arabic fall into two groups: *masculine* and *feminine.*

EXERCISES — تمرينات

1. Indicate the masculine and the feminine nouns in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .

(٢) اَلطَّائِرَةُ تَطِيرُ فِي الْجَوِّ .

(٣) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .

(٤) اَلْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .

(٥) اَلزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

مَدْ (١) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ . . . . .

(٢) . . . . . سَرِيعٌ .

(٣) . . . . . سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

(٤) . . . . . يَجُرُّهَا . . . . . قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

فَا (١) فَاكِهَةُ الْمَطْعَمِ . . . . . (طَازَجَةٌ – طَازَجٌ)

أَ (٢) اَلْمِلْعَقَةُ . . . . . (نَظِيفٌ – نَظِيفَةٌ)

أَ (٣) اَلطَّبَّاخُ . . . . . (مَاهِرٌ – مَاهِرَةٌ)

أَ (٤) اَلطَّبَقُ . . . . . (وَاسِعٌ – وَاسِعَةٌ)

أَ (٥) اَلْمَائِدَةُ . . . . . (مُرَتَّبٌ – مُرَتَّبَةٌ)

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

	A أَحْمَدُ	B فَاطِمَةُ
(١)	. . . . .	. . . . .
(٢)	. . . . .	. . . . .
(٣)	. . . . .	. . . . .
(٤)	. . . . .	. . . . .

اَلدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

ʔaddarsu ̯lxaamisū walxamsuuna

Lesson Fifty Five

اَلصُّحُفُ

ʔaṣṣuḥufu

Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ .

ʔaḥmadu fii bayti ʕammihi saalimin

Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادَ وَسُعَادَ .

yajlisu ʔaḥmadu maʕa nabiilin wanihaada wasuʕaada

Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسُ الْبَابِ يَدُقُّ .

jarasu ̯lbaabi yaduqqu

The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi
Who is at the door?

هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ .

huwa baaʔiʕu ‿ṣṣuḥufi ʔaḥḍara ṣuḥufa ‿ṣṣabaaḥi
It's the newspaper man. He has brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ ، وَيَأْخُذُ الصُّحُفَ .

nabiilun yaftaḥu ‿lbaaba wayaʔxuðu ‿ṣṣuḥufa
Nabil opens the door and takes the newspapers.

نَبِيلٌ يَعْرِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ .

nabiilun yaʕriḍu ‿ṣṣuḥufa ʕalaa ʔaḥmada wanihaada wasuʕaada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ » .

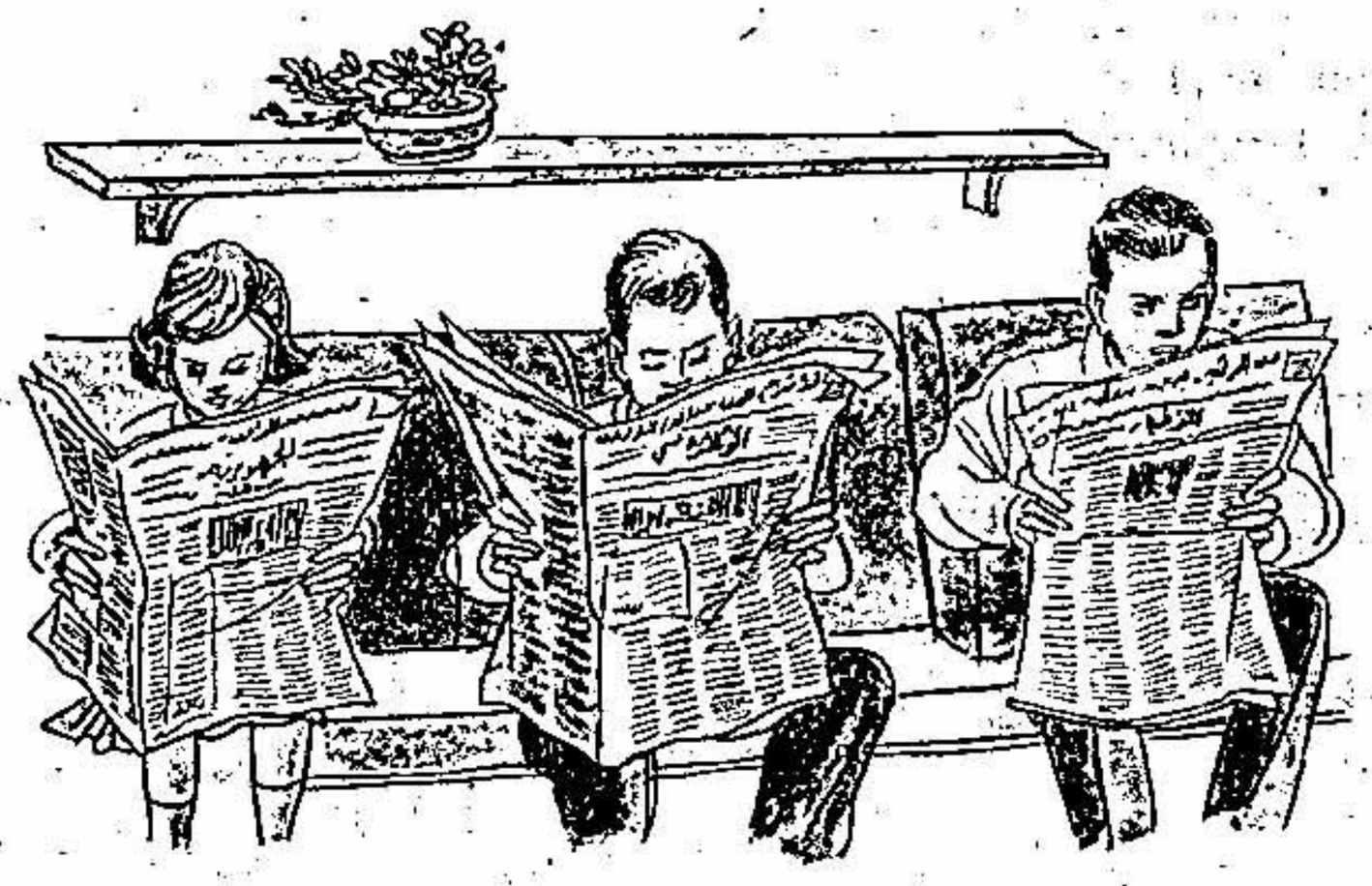
ʔaxaða ʔaḥmadu ṣaḥiifata ‿lʔaxbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ » .

waʔaxaðat nihaadu ṣaḥiifata ‿ljumhuuriyyati
And Nihad took the Al-Jumhouriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ » .

waʔaxaða nabiilun ṣaḥiifata ‿lʔahraami
And Nabil took the Al-Ahram newspaper.



نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ .

nabiilun yaqraʔu ʔaxbaara͡ rriyaaḍati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التِّلِيفِزْيُونِ .

waʔaḥmadu yaqraʔu barnaamaja͡ ttiliivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادُ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ .

wanihaadu taqraʔu͡ nnašrata͡ ljawwiyyata
And Nihad reads the weather bulletin.

نِهَادُ تَقُولُ : حَظُّنَا سَعِيدٌ .

nihaadu taquulu ḥaḏḏunaa saʕiidun
Nihad says, " We are lucky.

اَلْجَوُّ دَافِئٌ الْيَوْمَ ، وَالسَّمَاءُ صَافِيَةٌ ، وَالشَّمْسُ سَاطِعَةٌ .

ʔaljawwu daafiʔunu͡ lyawma wassamaaʔu ṣaafiyatun waššamsu saatiʕatun
The weather is warm to-day. the sky is clear and the sun is shining brightly."

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastaṭiiʕu ʔan naxruja ͡lyawma
"We can go out to-day,

وَنَتَفَرَّجَ فِى شَوَارِعِ الْقَاهِرَةِ .

wanatafarraja fii šawaariʕi ͡lqaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔaḥmadu waqaala
Ahmad was pleased and said,

وَفِى الْمَسَاءِ نَرَى فِى التِّلِيفِزْيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi ͡lmasaaʔi naraa fi ͡ttiliivizyuuni masraḥiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal ʕaraftum faaʔidata ͡ssuḥufi
Nabil said, "Do you know now how useful newspapers are?"

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

nihaadu	نِهَادُ
suʕaadu	سُعَادُ
ʔassamaaʔu	اَلسَّمَاءُ
ʔaššamsu	اَلشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ ».

Note that they do not have the feminine ending « ة — ة ».

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye)	ʕaynun	عَيْنٌ
(an ear)	ʔuðunun	أُذُنٌ
(a hand)	yadun	يَدٌ
(a leg)	rijlun	رِجْلٌ
(a foot)	qadamun	قَدَمٌ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* « مُؤَنَّثٌ حَقِيقِيٌّ ». A few examples are:

suʕaadu	سُعَادُ	faaṭimatu	فَاطِمَةُ
baqaratun	بَقَرَةٌ	nihaadu	نِهَادُ
		wazzatun	وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُؤَنَّثٌ مَجَازِيٌّ ». A few examples are:

ṣahiifatun	صَحِيفَةٌ	šajaratun	شَجَرَةٌ
ʿayun	عَيْنٌ	sayyaaratun	سَيَّارَةٌ
		šamsun	شَمْسٌ

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending « تْ » but does not have it when used with the masculine noun (أَحْمَدُ) .

D. Read the following:

يَقْرَأُ نَبِيلٌ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النَّشْرَةَ الْجَوِّيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلٌ) has the prefix « يَ » whereas it has the prefix « تَ » *i.e.* تَقْرَأُ when used with the feminine noun (نِهَادُ) .

Thus : نَبِيلٌ يَقْرَأُ

نِهَادُ تَقْرَأُ

تمرينات — *EXERCISES*

1. Indicate the masculine and the feminine nouns in the following:

مِصْبَاحٌ – يَدٌ – مَسْرَحٌ – مَسْرَحِيَّةٌ – طَبَقٌ – غُرَابٌ – يَمَامَةٌ – ذِئْبٌ – بَطَّةٌ – وَزَّةٌ – فِيلٌ – صَقْرٌ – جَرَسٌ .

2. Write three more feminine nouns that do not end by « ة – ة » below the example given:

سُعَادُ

(١) . . . . . .

(٢) . . . . . .

(٣) . . . . . .

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below:

(١) . . . . . سَاطِعَةٌ .

(٢) . . . . . دَافِئٌ .

(٣) . . . . . تَسْبِقُ الْقِطَارَ .

(٤) . . . . . وَقَفَ فِي الْمَحَطَّةِ .

(٥) . . . . . يَحْمِلُ حَقَائِبَهُ .

(٦) . . . . . تُحِبُّ الْقِصَصَ .

اَلْجَوُّ – اَلطَّائِرَةُ – اَلشَّمْسُ – نِهَادُ – اَلْقِطَارُ – اَلْمُسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

(١) اَلْغُرَابُ . . . . . فَوْقَ الشَّجَرَةِ .

(٢) اَلْخُضَرِىُّ . . . . . أَمَامَ الدُّكَّانِ .

(٣) اَلْبِنْتُ . . . . . السَّيَّارَةَ

(٤) اَلطَّائِرَةُ . . . . . فِى الْجَوِّ .

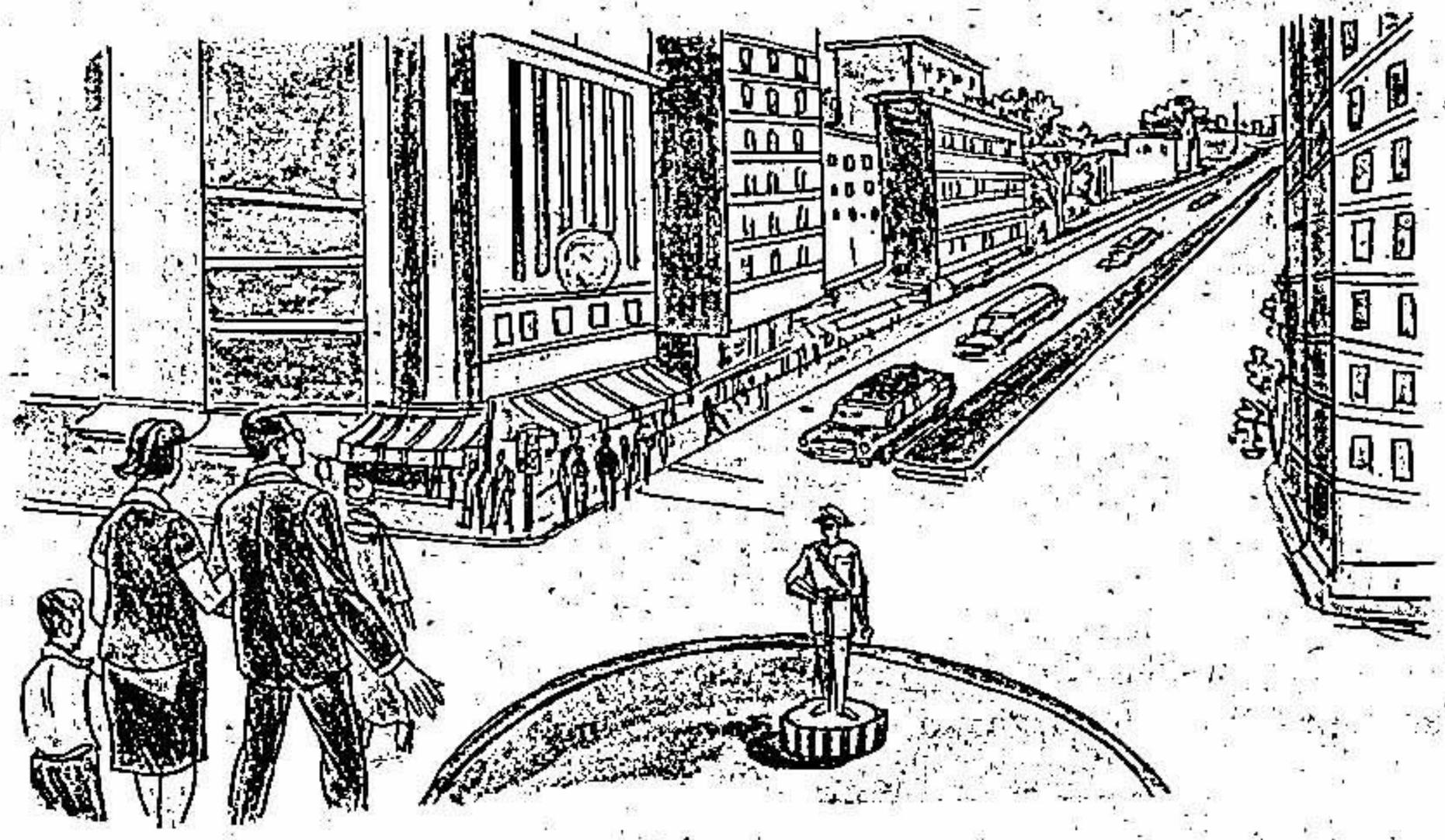
(٥) فَاطِمَةُ . . . . . الدَّرْسَ مِنَ الرَّادْيُو .

وَقَفَ ـ طَارَتْ ـ يَجْلِسُ ـ تَرْكَبُ ـ سَمِعَتْ

اَلدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna

Lesson Fifty Six



اَلشُّرْطِيُّ

ʔaššurṭiyyu

The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

xarajat ʔusratu maħmuudin tušaahidu lmadiinata. xaraja maʕahaa saalimun

Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

qaala maħmuudun haaðaa šaariʕun waasiʕun šawaariʕu lmadiinati waasiʕatun

Mahmud said, "This is a large street; the city streets are large."

وَصَلَتِ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شُرْطِيٌّ .

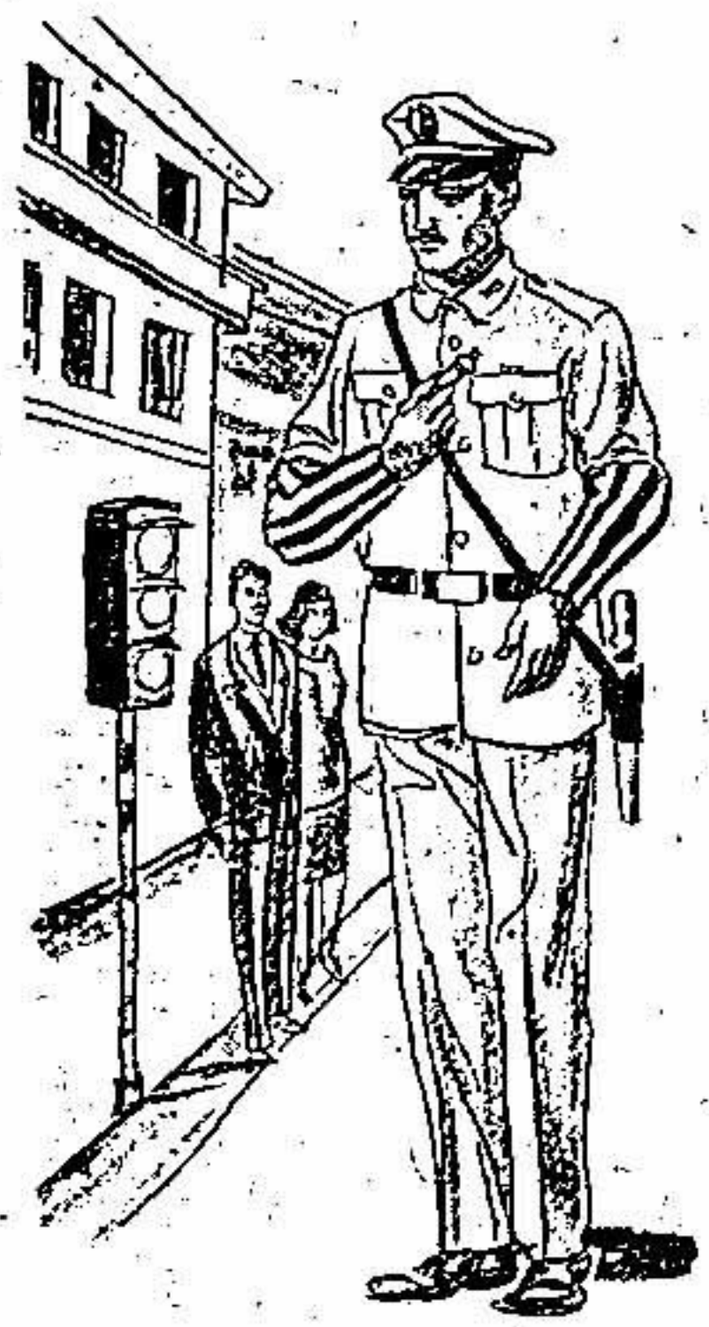
waṣalati ljamaaʕatu ʔilaa maydaanin fasiiħin yaqifu fiihi šurṭiyyun

The group (family) arrived at a big square where a policeman was standing.

سَالِمٌ : اَلشُّرْطَةُ يُنَظِّمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمَيَادِينِ .

saalimun ʔaššurṭatu yunaẓẓimuuna lmuruura fi ššawaariʕi walmayaadiini

Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودٌ : فِى يَدِ الشُّرْطِىِّ صَفَّارَةٌ .

mahmuudun fii yadi ššurṭiyyi ṣaffaaratun
Mahmud: "The policeman has a whistle in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِىُّ فِى الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun ħiina yanfuxu ššurṭiyyu fi ṣṣaffaarati yastaṭiiʕu ssaaʔiruuna lʔubuura
Salim: "When the policeman blows the whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaðaa laa yaʕburu ssaaʔiruuna lʔaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ʔannuru lʔaħmaru ʔamaama ssaaʔiriina yaʕburuuna ʕindamaa yaðharu nnuuru lʔaxḍaru
Salim: "The red light is on (in front of the pedestrians). They will cross when the light turns green."

مَحْمُودٌ : اَلسَّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِى فِى طَرِيقِهَا .

mahmuudun ʔassayyaaraatu walʕarabaatu tamḍii fii ṭariiqihaa
Mahmud: "The cars and carriages are running along."

سَالِمٌ : اَلطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ʔaṭṭariiqu ʔamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودٌ : اِنْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ʔinṭafaʔa nnuuru lʔaħmaru waðahara nnuuru lʔaxḍaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِىُّ فِى صَفَّارَتِهِ .

wanafaxa ššurṭiyyu fii ṣaffaaratihi
The policeman blew his whistle.

سَالِمٌ : اَلْآنَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu ssayyaaraatu walʕarabaatu wayaʕburu ssaaʔiruuna

Salim: " Now the cars and the carriages will stop and the pedestrians will cross. "

وَعَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waʕabarati ljamaaʕatu lmaydaana waʕabarat kaðaalika jamaaʕaatu nnaasi

Salim's family as well as the other pedestrians crossed.

سَالِمٌ : اَلشُّرْطِيُّ فِي الْمَدِينَةِ كَالْخَفِيرِ فِي الْقَرْيَةِ . اَلشُّرْطَةُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْمُدُنِ .

saalimun ʔaššurṭiyyu fi lmadiinati kalxafiiri fi lqaryati ʔaššurṭatu saahiruuna ʕala lʔamni fi lmuduni

Salim: " The policeman in town is like the village guard (khafir) in the village. Policemen maintain security in cities. "

مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْقَرْيَةِ .

mahmuuduh walxufaraaʔu saahiruuna ʕala lʔamni fi lqaryati

Mahmud: " And the khafirs maintain security in the village. "

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ — GRAMMATICAL NOTES

1. Read the following: اِقْرَأِ الْآتِيَ :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ — يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ — النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ .

The word اَلسَّائِرُ is masculine singular and it has two plural forms: اَلسَّائِرُونَ — اَلسَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix *-uuna* « ـُونَ » or the suffix *-iina* « ـِينَ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called *'sound masculine plurals'* « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

اَلسَّائِرُونَ = اَلسَّائِرُ + ونَ

اَلسَّائِرِينَ = اَلسَّائِرِ + ينَ

2. Read the following: اِقْرَأِ الْآتِيَ :

عَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ جَمَاعَاتُ النَّاسِ الْمَيْدَانَ .

The word جَمَاعَات is the plural form of the feminine singular word جَمَاعَة.

It is formed from the singular by adding the suffix *-aat* « ـات » after dropping the feminine singular ending « ـة ».

It is called *'sound feminine plural'* « جَمْعُ مُؤَنَّثٍ سَالِمٌ ».

Other examples are :

اَلسَّيَّارَةُ — اَلسَّيَّارَاتُ

اَلْعَرَبَةُ — اَلْعَرَبَاتُ

3. Read the following: اِقْرَأِ الْآتِيَ :

هَذَا شَارِعٌ وَاسِعٌ – شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِعٌ. It is formed from the singular by internal change. It is called *'broken plural'* « جَمْعُ تَكْسِيرٍ ».

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شُرْطِيٌّ	شُرْطَةٌ
مَيْدَانٌ	مَيَادِينُ
خَفِيرٌ	خُفَرَاءُ
مَدِينَةٌ	مُدُنٌ
اَلْقَرْيَةُ	اَلْقُرَى

EXERCISES — تمرينات

1. Give the singular form of each of the following words:

طَائِرَاتٌ ـ أَشْجَارٌ ـ مُدَرِّسُونَ ـ صَيْدَلِيَّاتٌ ـ فَلَّاحُونَ ـ مَعَامِلُ ـ مَرِيضَاتٌ
تَلَامِيذُ ـ مُسَافِرُونَ ـ رُفُوفٌ ـ عُمَّالٌ ـ مَنَادِيلُ ـ مَكْرُوهُونَ ـ مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

(ا) تَطِيرُ . . . . . فِي الْهَوَاءِ .
(ب) يَحْمِلُ الْمُسَافِرُونَ . . . . . .
(ج) . . . . . الطَّعَامِ لَذِيذَةٌ .
(د) . . . . . الْحَدِيقَةِ جَمِيلَةٌ .
(هـ) يَعْمَلُ . . . . . بِنِظَامٍ .
(و) هَذِهِ عُلْبَةٌ . . . . . .

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ ـ النَّشِيطُونَ ـ رِوَايَاتُ ـ الْبَقَرَاتُ ـ ذَاهِبُونَ ـ مُؤَدَّبُونَ

(ا) الْفَلَّاحُونَ . . . . . مَحْبُوبُونَ .
(ب) أَحْضَرَتِ . . . . . الطَّعَامَ .
(ج) . . . . . فِي الْحَظِيرَةِ .
(د) هُمْ . . . . . إِلَى الْمَدْرَسَةِ .
(هـ) . . . . . الْمَسْرَحِ جَمِيلَةٌ .
(و) أَنْتُمْ . . . . . ، أَنَا مَسْرُورٌ مِنْكُمْ .

اَلدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

ʔaddarsu ssaabiʕu walxamsuuna

Lesson Fifty Seven

مُبَارَاةٌ فِى كُرَةِ الْقَدَمِ

mubaaraatun fii kurati lqadami

A Footbool Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala lfariiqu lʔawwalu ʔila lmalʕabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِى .

wabaʕda qaliilin nazala lfariiqu θθaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara lfariiqaani ħawla lmalʕabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣaffaqa ͡ nnaasu lilfariiqayni
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِى جَانِبِهِ .

waqafa kullu fariiqin fii jaanibihi
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرْمَى أَمَامَ مَرْمَاهُ .

waqafa ħaarisu ͡ lmarmaa ʔamaama marmaahu
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa ͡ ððahiiraani ʔamaama ͡ lħaarisi
The two backs stood in front of the goalkeeper.

وَفِى الْوَسَطِ وَقَفَ الْمُهَاجِمُونَ .

wafi ͡ lwasaṭi waqafa ͡ lmuhaajimuuna
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

waʕala ͡ lyamiini walyasaari waqafa ͡ ljanaaħaani
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna ͡ lfariiqayni waqafa ͡ lħakamu
The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ .

ṣaffara ͡ lħakamu wabadaʔati ͡ lmubaaraatu
The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهُجُومَ .

badaʔa ͡lfariiqu ͡lʔawwalu ͡lhujuuma
The first team started to attack,

وَتَنَاقَلَ الْكُرَةَ بِسُرْعَةٍ .

watanaaqala ͡lkurata bisurʕatin
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَيْنِ .

waʔaflata ͡lmuhaajimuuna mina ͡ððahiirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأَحْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفاً .

waʔahraza ͡ljanaahu ͡lʔaymanu hadafan
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

taħammasa ͡lfariiqu ͡θθaani wahaajama bišiddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَحْرَزَ هَدَفاً آخَرَ .

walaakinna ͡lfariiqa ͡lʔawwala ʔaħraza hadafan ʔaaxara
But the first team scored another goal.

وَانْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ͡ššawṭu ͡lʔawwalu
The first halftime came to an end.

وَفِي الشَّوْطِ الثَّانِي أَحْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ͡ššawṭi ͡θθaani ʔaħraza ͡lfariiqu ͡θθaanii hadafayni
In the second halftime the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتِ الْمُبَارَاةُ .

fataʕaadala ͡lfariiqaani wantahati ͡lmubaaraatu
So the two teams drew and the match came to an end.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ – دَارَ الْفَرِيقَانِ – صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word اَلْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word اَلْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word اَلْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « اَنِ » or the suffix *-ayni* « يْنِ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .

وَقَفَ الْجَنَاحَانِ . أَحْرَزَ الْفَرِيقُ هَدَفَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

اَلْوَرْدَتَانِ جَمِيلَتَانِ . — ʔalwardataani jamiilataani — The two roses are beautiful.

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ . — qaṭafat suʕaadu wardatayni — Suad picked two roses.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ . — kataba nabiilun risaalatayni — Nabil wrote two letters.

EXERCISES تمرينات

1. Give the dual of each of the following words, first by adding « اَنِ » and then by adding « يْنِ » . Follow the examples given:

وَلَدٌ	وَلَدَانِ	وَلَدَيْنِ	غُرْفَةٌ	غُرْفَتَانِ	غُرْفَتَيْنِ
مُهَنْدِسٌ	. . . . .	. . . . .	شَجَرَةٌ	. . . . .	. . . . .
فَلَّاحٌ	. . . . .	. . . . .	نَافِذَةٌ	. . . . .	. . . . .

2. Underline the dual in each of the following sentences:

(ا) أَكَلَتْ هِنْدٌ تُفَّاحَتَيْنِ .

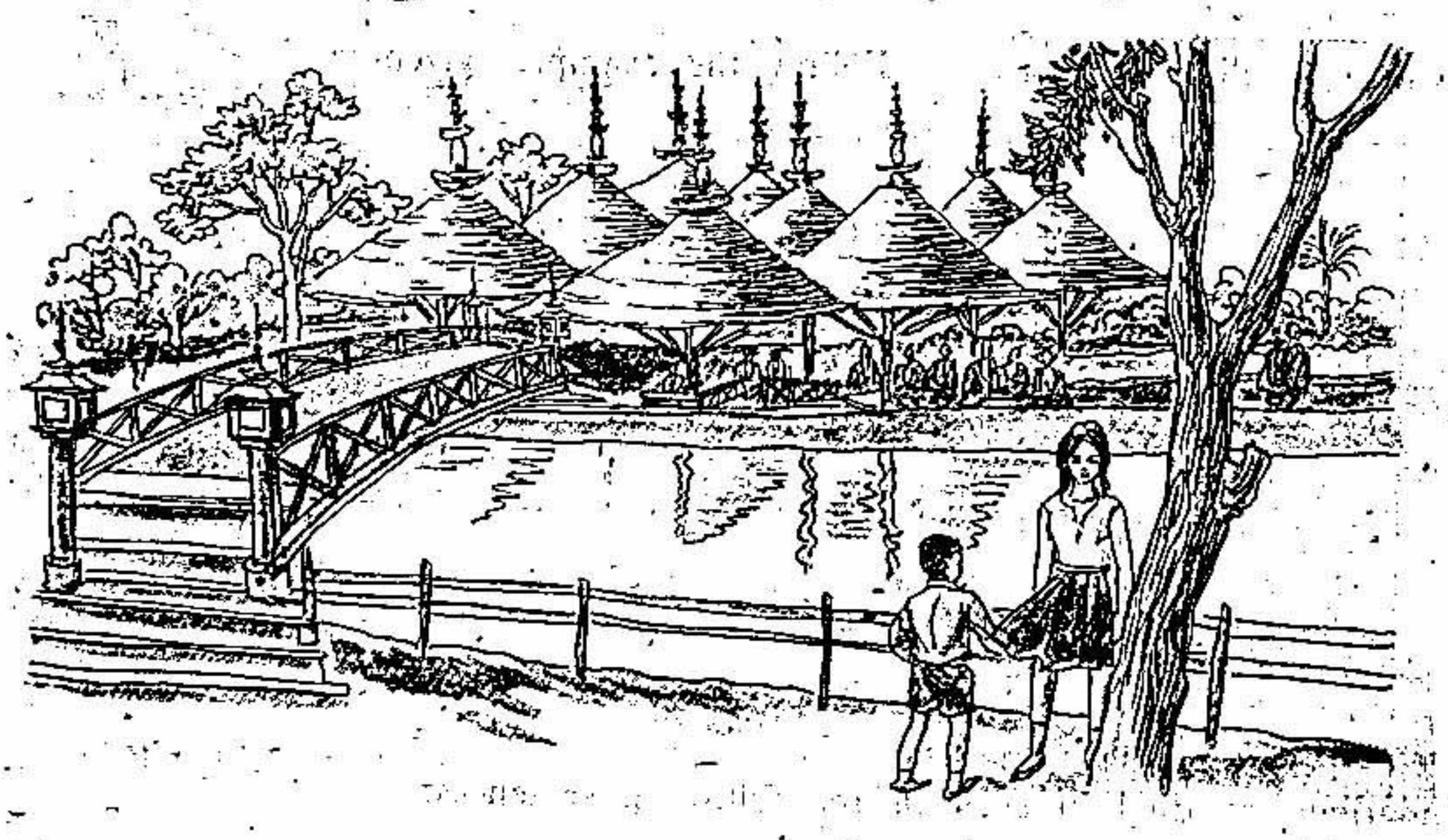
(ب) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التِّينِ .

(ج) نَبِيلٌ وَأَحْمَدُ تِلْمِيذَانِ مُجْتَهِدَانِ .

(د) قَرَأَ التِّلْمِيذُ الدَّرْسَيْنِ .

اَلدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ

Paddarsu ⌒ θθaaminu walxamsuuna
Lesson Fifty Eight



حُلْوَانُ

hulwaanu
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

qaala Pahmadu linabiilin hal raPayta hulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam Parahaa
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

Pahmadu yajibu Pan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatun jamiilatun šamsuhaa mušriqatun
"Helwan is a beautiful city. It is always sunny.

وَجَوُّهَا دَافِئٌ ، وَهَوَاؤُهَا جَافٌّ .

wajawwuhaa daafiʔun wahawaaʔuhaa jaaflun
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِي يَا أَحْمَدُ ؟

nabiilun hal taðhabu maʕii yaa ʔahmadu
Nabil: "Will you go with me, Ahmad ?"

أَحْمَدُ : نَعَمْ ، وَسَأُحْضِرُ مَعِي أُخْتِي سَمِيرَةَ .

ʔahmadu naʕam wasaʔuhdiru maʕii ʔuxtii samiirata
Ahmad: "Yes, and I'll bring my sister Samira, along with me."

نَبِيلٌ : وَأَنَا أُحْضِرُ مَعِي أُخْتِي نِهَادَ .

nabiilun waʔanaa ʔuhdiru maʕii ʔuxtii nihaada
Nabil: "And I'll bring my sister Nihad along with me."

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ ، وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضاً .

nihaadu wasamiiratu ṣadiiqataani waʔanaa waʔanta ṣadiiqaani ʔaydan
Nihad and Samira are friends; and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحَطَّةِ بَابِ اللُّوقِ .

ʔahmadu naltaqii yawma ʃjumuʕati ʕinda mahaṭṭati baabi ʃluuqi
Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ .

rakiba ʃʔaṣdiqaaʔu ʃqiṭaara ʔilaa ḥulwaana
The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafii ḥulwaana šaahaduu šawaariʕaha ʃwaasiʕata
In Helwan they saw its big streets,

وَمَبَانِيَهَا الْجَمِيلَةَ ، وَحَدَائِقَهَا الْمُنَسَّقَةَ .

wamabaaniyaha ʃjamiilata wahadaaʔiqaha ʃmunassaqata
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waðahabuu ʔilaa ʕuyuuni ‿lmiyaahi ‿maʕdiniyyati walmarṣadi
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʕinda ‿ððuhri qaalat nihaadu
At noon Nihad said,

تَعِبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʕibnaa mina ‿ssayri ʔayna nastariihu
" We are tired of walking. Where shall we rest ? "

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِى الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔaħmadu nastariihu fi ‿lħadiiqati ‿lyaabaaniyyati
Ahmad said, " Let's rest in the Japanese Garden.

فِى الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٌ ، وَتَمَاثِيلُ بَدِيعَةٌ ، وَأَشْجَارٌ ظَلِيلَةٌ .

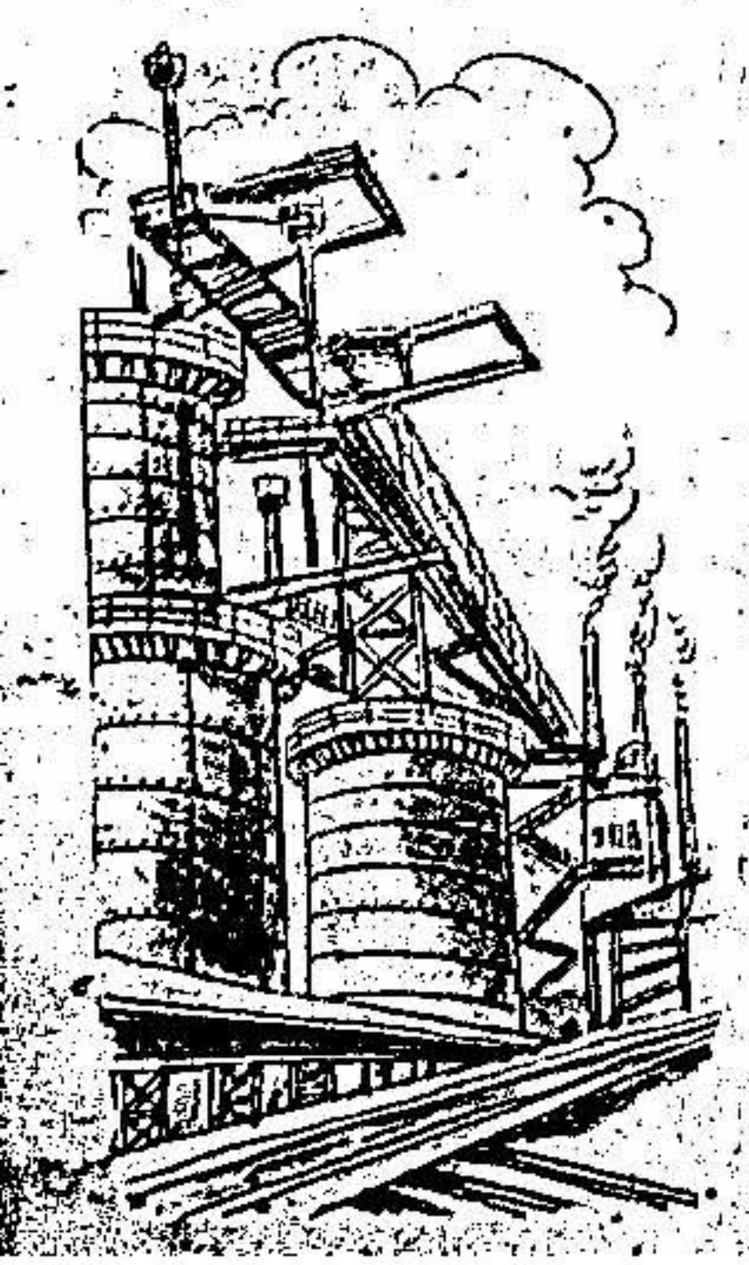
fi ‿lħadiiqati maqaaʕidu muriiħatun watamaaθiilu badiiʕatun waʔašjaarun ðaliilatun
In the garden there are comfortable seats, beautiful statues and shady trees. "

اِسْتَرَاحَتِ الصَّدِيقَتَانِ فِى ظِلِّ شَجَرَةٍ .

ʔistaraaħati ‿ssadiiqataani fii ðilli šajaratin
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ :

wajalasa ‿ssadiiqaani ʕalaa maqʕadayni muriiħayni
The two friends (Nabil and Ahmad) sat on two comfortable seats.



وَفِى الْعَصْرِ قَالَ أَحْمَدُ :

wafi ‿lʕaṣri qaala ʔaħmadu
In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانَ كَثِيرَةٌ ، وَفِيهَا عُمَّالٌ مَاهِرُونَ ،

maṣaaniʕu ħulwaana kaθiiratun wafiihaa ʕummaalun maahiruuna
"Helwan has many factories, where there are skilfull workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafiihaa ʕaamilaatun našiiṭaatun
and active women workers."

سَمِيرَةُ : هَيَّا نُشَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nušaahid maṣnaʕa ʔlhadiidi waṣṣulbi
Samira: " Let's go and see the Iron and Steel Factory ."

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla ʔlguruubi rakibu ʔlqiṭaara ʔila ʔlqaahirati
Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

ɵumma rajaʕuu ʔilaa manaazilihim wahum yaquuluuna
They returned home saying.

حُلْوَانُ مَشْتًى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْعَمَلِ .

ħulwaanu maštan jamiilun ħulwaanu madiinatu ʔlmutʕati walʕamali
" Helwan is a beautiful winter resort; Helwan is the city of pleasure and (hard) work. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, an animal, or a thing.

Examples :

نَبِيلٌ — نِهَادُ — شَجَرَةٌ — مَرْصَدٌ — بَقَرَةٌ

b - A verb denotes an action at a certain time.

Examples:

شَرِبَ — يَشْرَبُ — اِشْرَبْ

c - A word which is not a noun or a verb is a particle.

Examples:

مِنْ — إِلَى — هَلْ — فِى

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples:

رَكِبَ — رَجَعَ

b - The present (verb) denotes an action that takes place in the present or the future.

Examples:

يَرْكَبُ — يَرْجِعُ

c - The imperative expresses a request or an order.

Examples:

اِرْكَبْ — اِرْجِعْ

3. A noun is either *masculine* or *feminine*.

masculine ..... رَجُلٌ — حِصَانٌ — طَائِرٌ — مَرْصَدٌ

feminine ..... سَمِيرَةٌ — نَعَامَةٌ — شَجَرَةٌ — مَائِدَةٌ

Feminine nouns generally have the feminine ending « ة ـة » اَلتَّاءُ الْمَرْبُوطَةُ.
Some feminine nouns however do not have the feminine ending.

Examples:

نِهَادُ — أُذُنٌ — عَيْنٌ — قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ – قِطَارٌ – مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ – قِطَارَانِ – مَصْنَعَانِ

The dual is formed by adding « ـانِ » or « ـيْنِ » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءُ – فَلَّاحُونَ – فَلَّاحَاتٌ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « ـونَ » or « ـينَ » to the masculine singular.

فِي الْمَصَانِعِ عُمَّالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding « ـاتٌ » to the feminine singular.

فَلَّاحَاتٌ – شَجَرَاتٌ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءُ – شَجَرَةٌ ← أَشْجَارٌ .

تمرينات

EXERCISES

1. Indicate the nouns, the verbs and the particles in the following sentences:

ا ـ نَسْتَرِيحُ فِى الْحَدِيقَةِ الْيَابَانِيَّةِ .

ب ـ جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .

ج ـ شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

د ـ عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

ا ـ رَكِبَ الْأَصْدِقَاءُ . . . . . إِلَى . . . . . .

ب ـ . . . . . الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .

ج ـ . . . . . نِهَادُ فِى . . . . . شَجَرَةٍ .

د ـ هَيَّا نُشَاهِدْ . . . . . الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

ا ـ حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ .

ب ـ شَمْسُهَا مُشْرِقَةٌ .

ج ـ جَوُّهَا دَافِئٌ .

د ـ هَوَاؤُهَا جَافٌّ .

هـ ـ حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

ا ـ نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ .

ب ـ أَنَا وَأَنْتَ صَدِيقَانِ .

ج ـ جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

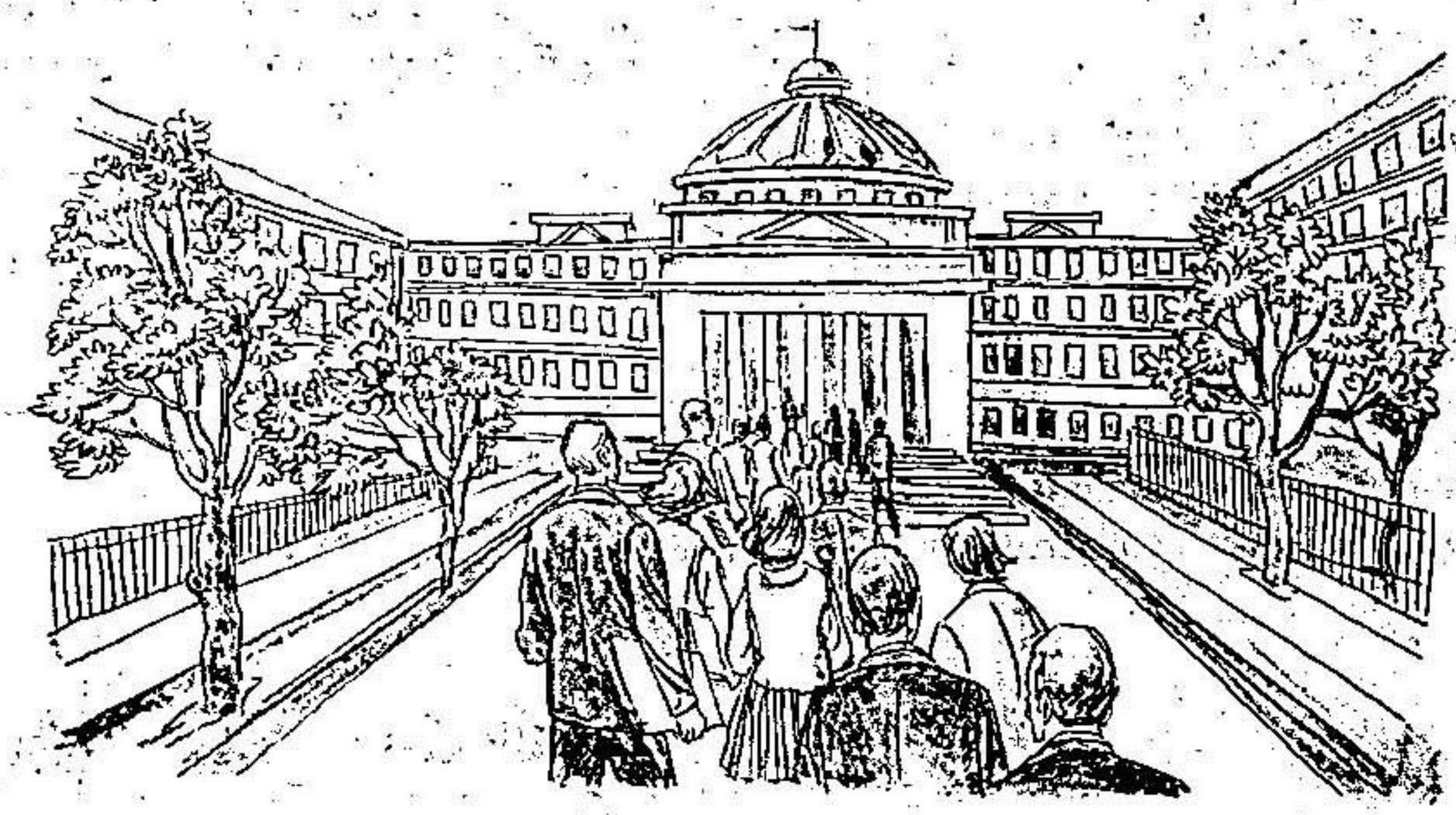
د ـ مَصَانِعُ حُلْوَانَ كَثِيرَةٌ .

هـ ـ فِيهَا عُمَّالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

اَلدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

ʔaddarau ͡ttaasiʕu walxamsuuna

Lesson Fifty Nine



اَلْجَامِعَةُ

ʔaljaamiʕatu

The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ .

haatimun ʔatamma ͡ddiraasata ͡θθaanawiyyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ .

daxala haatimunu ͡ljaamiʕata
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجِوَارِ نَبِيلٍ .

haatimun yaskunu bijiwaari nabiilin
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأُخْتِهِ نِهَادَ :

nabiilun qaala liʔuxtihi nihaàda:
Nabil said to his sister Nihad,

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

haatimun ʔaqbala saʔaðhabu ʔilayhi
"Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fii ʔayyi jaamiʕatin daχala
and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

nabiilun fii ʔayyi jaamiʕatin ʔanta yaa haatimu
Nabil: "In which University are you Hatem?"

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fii jaamiʕati ʔlqaahirati
Hatem: "I am in Cairo University."

نَبِيلٌ : فِي أَيِّ كُلِّيَّةٍ دَخَلْتَ ؟

nabiilun fii ʔayyi kulliyyatin daχalta
Nabil: "Which college have you joined?"

حَاتِمٌ : دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

haatimun daχaltu kulliyyata ʔlhandasati
Hatem: "I have joined the College of Engineering."

نَبِيلٌ : كَمْ كُلِّيَّةً فِي الْجَامِعَةِ ؟

nabiilun kam kulliyyatan fi ʔljaamiʕati
Nabil: "How many colleges are there in the University?"

حَاتِمٌ : فِي الْجَامِعَةِ كُلِّيَّاتٌ كَثِيرَةٌ .

haatimun fi ʔljaamiʕati kulliyyaatun kaθiiratun
Hatem: "The University has many colleges."

فِيهَا كُلِّيَّةُ الطِّبِّ ، وَكُلِّيَّةُ الصَّيْدَلَةِ ، وَكُلِّيَّةُ الطِّبِّ الْبَيْطَرِيِّ .

fiihaa kulliyyatu ttibbi wakulliyyatu ssaydalati wakulliyyatu ttibbi lbaytariyyi
There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine.

وَكُلِّيَّةُ الْعُلُومِ ، وَكُلِّيَّةُ الاِقْتِصَادِ ، وَكُلِّيَّةُ التِّجَارَةِ ،

wakulliyyatu lʔuluumi wakulliyyatu liqtisaadi wakulliyyatu ttijaarati
the College of Science, the College of Economics, the College of Commerce,

وَكُلِّيَّةُ الآدَابِ ، وَكُلِّيَّةُ الْحُقُوقِ.

wakulliyyatu lʔaadaabi wakulliyyatu lhuquuqi
the College of Arts and the College of Law.

وَفِي كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafii kulli- kulliyyatin ʔaqsaamun muxtalifatun,
Each college has various departments.

نَبِيلٌ : كَمْ جَامِعَةً فِي جُمْهُورِيَّتِنَا ؟

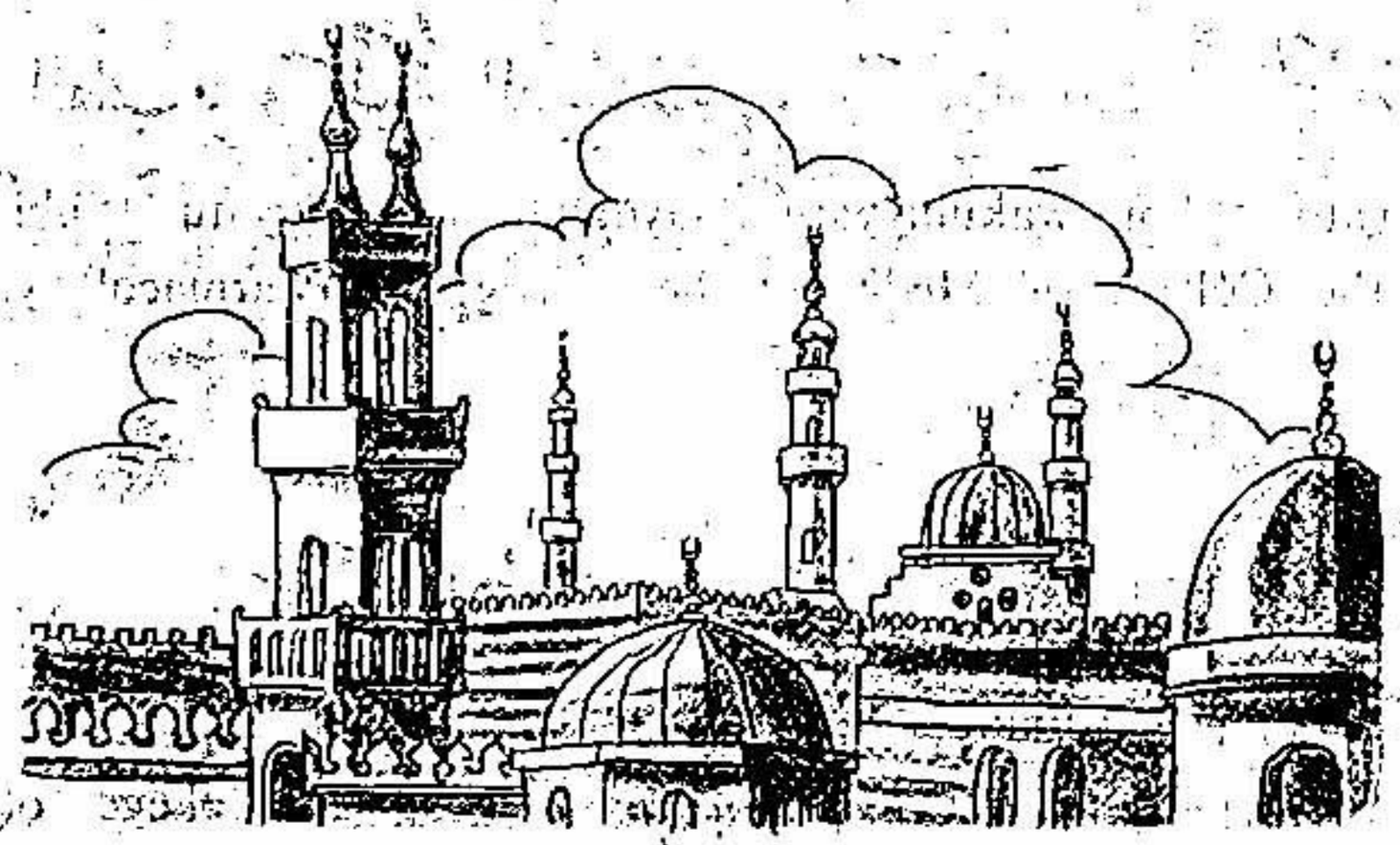
nabiilun kam jaamiʕatan fii jumhuuriyyatinaa
Nabil : " How many Universities are there in our Republic ? "

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fii jumhuuriyyatinaa jaamiʕaatun kaθiiratun
Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الأَزْهَرِ ، وَجَامِعَةُ الإِسْكَنْدَرِيَّةِ ،

fiihaa jaamiʕatu ʕayni šamsin wajaamiʕatu lʔazhari wajaamiʕatu lʔiskandariyyati
There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria,



وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaamiʕatu ʔasyuuṭa wajaamiʕatu lmanṣuurati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaamiʕati ṭalabatun min bilaadin ʔuxraa
Nabil: " Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

haatimun naʕam biljaamiʕati ṭalabatun min ʔanhaaʔi lʕaalami
Hatem : " Yes, there are students from all parts of the world in the University.

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ .

wajaamiʕaatunaa turahhibu bikulli ṭaalibin
Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمُ .

nabiilun šukran laka yaa haatimu
Nabil: " Thank you, Hatem.

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا .

ʔanta lʔaana tataʕallamu wagadan takuunu muhandisan ʔaḏiiman
Now you are studying and in the future you will be a great engineer. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following words:

دَرْسٌ	قِسْمٌ	كُلِّيَّةٌ	جَامِعَةٌ
darsun	qismun	kulliyyatun	jaamiʕatun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكِرَةٌ ».

2. Read the following words:

ħaatimun (Hatim - a person's name)	حَاتِمٌ
nabiilun (Nabil - « « «)	نَبِيلٌ
nihaadu (Nihad - « « «)	نِهَادُ
ʔaljaamiʕatu (the university)	اَلْجَامِعَةُ
kulliyyatu ssaydalati (the College of Pharmacology)	كُلِّيَّةُ الصَّيْدَلَةِ
ʔanaa (I)	أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرِفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

تمرينات — *EXERCISES*

1. Fill in the blanks with suitable nouns:

(ا) أَقْبَلَ . . . . . سَأَذْهَبُ إِلَيْهِ .

(ب) أَنَا فِى . . . . . الْقَاهِرَةِ .

(جـ) دَخَلَ حَاتِمٌ كُلِّيَّةَ . . . . .

(جـ) أَرْجُو أَنْ تَكُونَ مُهَنْدِساً . . . . .

2. Rearrange the words on each line to form a complete sentence:

(ا) نِهَادَ – قَالَ – لِأُخْتِهِ – نَبِيلٌ .

(ب) حَاتِمٌ – سَأَذْهَبُ – أَقْبَلَ – إِلَيْهِ .

(جـ) أَنَا – الْقَاهِرَةِ – جَامِعَةِ – فِى .

3. Indicate the indefinite nouns in the following sentences:

(ا) دَخَلَ حَاتِمٌ الْجَامِعَةَ .

(ب) فِى كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

(جـ) فِى الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

4. Indicate the definite nouns in the following sentences:

(ا) فِى أَىِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

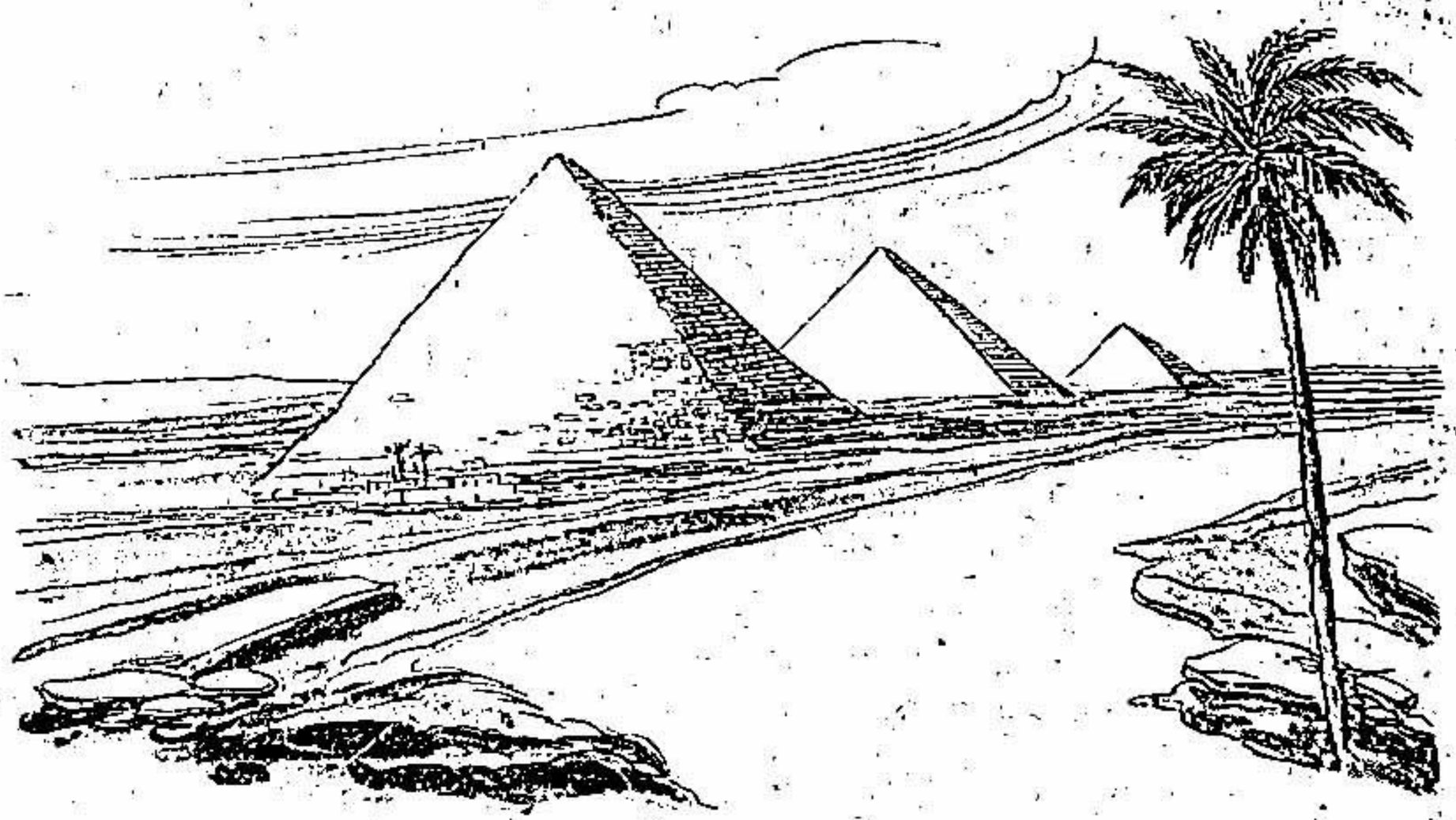
(ب) أَنَا فِى جَامِعَةِ الْقَاهِرَةِ .

(جـ) دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

اَلدَّرْسُ السِّتُّونَ

Paddarsu ssittunna

Lesson Sixty



أَهْرَامُ الْجِيزَةِ

Pahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

Pátamma haatimun diraasatahu fi ljaamiʕati

Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baʕθatin diraasiyyatin Pila lxaariji

And went abroad on a study mission.

فَعَرَفَ كَثِيراً مِنَ الْأَصْدِقَاءِ .

faʕarafa kaθiiran mina lPaṣdiqaaPi

He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʕda ʕawdatihi ʔilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانَ .

zaarahu ṣadiiqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْآثَارِ .

waragiba ṣadiiquhu fii ziyaarati baʕḍi ʔaaθaari
He wished to visit some monuments .

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu ḥaatimun sanara lyawma ʔahraama ljiizati
So Hatem told him , " We are going to see the Pyramids of Guiza today. "

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ṣṣadiiqaani ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa fii šaariʕi lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʕda muddatin waṣalati ssayyaaratu ʔila lʔahraami
After a while the car arrived at the Pyramids,

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ṣṣadiiqu ʔaraa θalaaθata ʔahraamin.
Hatem's friend said, " I see three Pyramids. "

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

faqaala ħaatimun hiya ʔahraamu ͡ljiizati
Hatem said, "They are the Pyramids of Guiza.

اَلْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

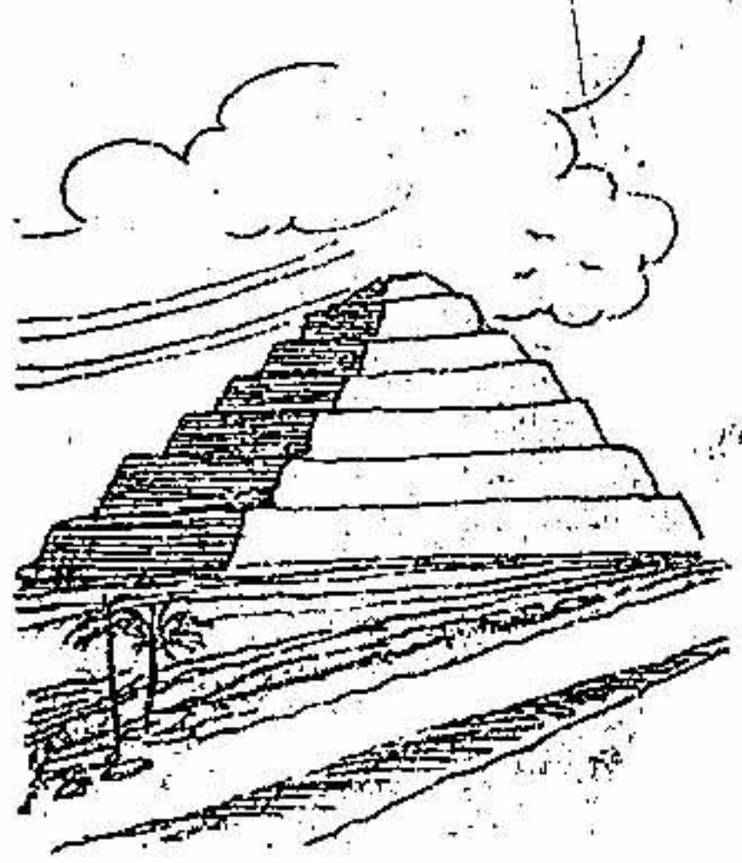
ʔalharamu ͡lʔakbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu ͡lʔawsaṭu banaahu xafraʕu
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعُ .

walharamu ͡lʔaṣgaru banaahu manqaraʕu
The small Pyramid was built by Menkaure.



وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu zuusaru
At Sakkara there is the Step Pyramid built by Zoser."

مَا هَذَا الْأَسَدُ يَا حَاتِمُ ؟

maa haaða ͡lʔasadu yaa ħaatimu
What's that lion, Hatem?

هَذَا تِمْثَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaðaa timθaalu ʔabi ͡lhawli yaa ṣadiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsuhu raʔsu ʔinsaanin
It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʿu ṣawtahu
At night you hear it talk (hear its voice).

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التِّمْثَالُ ؟

ʿajiibun kayfa yatakallamu ttimeaalu
Strange ! How can a statue talk ?

اِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

ʔintaðir wasataraa watasmaʿu
Wait and see.

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔadaaʔati lʔahraamu waʔabu lhawli
In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqaṣṣa kullu haramin taariiɣahu
Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqaṣṣa taariiɣahu
The Sphinx talked and told its history, too.

وَانْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ʿardu ṣṣawti waḍḍawʔi
The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala ‿ṣṣadiiqu liħaatimin
Hatem's friend said to him,

بِلَادُكُمْ جَمِيلَةٌ وَآثَارُهَا عَظِيمَةٌ .

bilaadukum jamiilatun waʔaaθaaruhaa ʕaðiimatun
"Your country is beautiful and its monuments are great."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1.

مَنْقَرَعُ	خَفْرَعُ	خُوفُو	حَاتِمٌ
manqaraʕu	xafraʕu	xuufuu	haatimun
أَبُو الْهَوْلِ	سَقَّارَةُ	اَلْجِيزَةُ	زُوسَرُ
ʔabu ̄lhawli	saqqaaratu	ʔaljiizatu	żuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun.*

2.

أَسَدٌ	سَيَّارَةٌ	صَدِيقٌ	جَامِعَةٌ
ʔasadun	sayyaaratun	ṣadiiqun	jaamiʕatun
a lion	a car	a friend	a university
اَلْأَسَدُ	اَلسَّيَّارَةُ	اَلصَّدِيقُ	اَلْجَامِعَةُ
ʔalʔasadu	ʔassayyaaratu	ʔaṣṣadiiqu	ʔaljaamiʕatu
the lion	the car	the friend	the University

Each noun on the first line is indefinite. But with the definite article ʔal « اَلْ » attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal « اَلْ ».

EXERCISES **تمرينات**

1. Fill in the blanks with suitable proper nouns:

ا — أَتَمَّ . . . . . دِرَاسَتَهُ فِى الْجَامِعَةِ .

ب — اَلْهَرَمُ الْأَكْبَرُ بَنَاهُ . . . . . .

ج — اَلْهَرَمُ الْأَوْسَطُ بَنَاهُ . . . . . .

د — . . . . . جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

هـ — اَلْأَهْرَامُ الثَّلَاثَةُ فى . . . . . .

2. Fill in the blanks with nouns defined by « ال » :

(١) عَرَفَ حَاتِمٌ كَثِيراً مِنْ . . . . . .

(٢) مَا هَذَا . . . . . يَا حَاتِمُ ؟

(٣) . . . . . الْأَكْبَرُ بَنَاهُ خُوفُو .

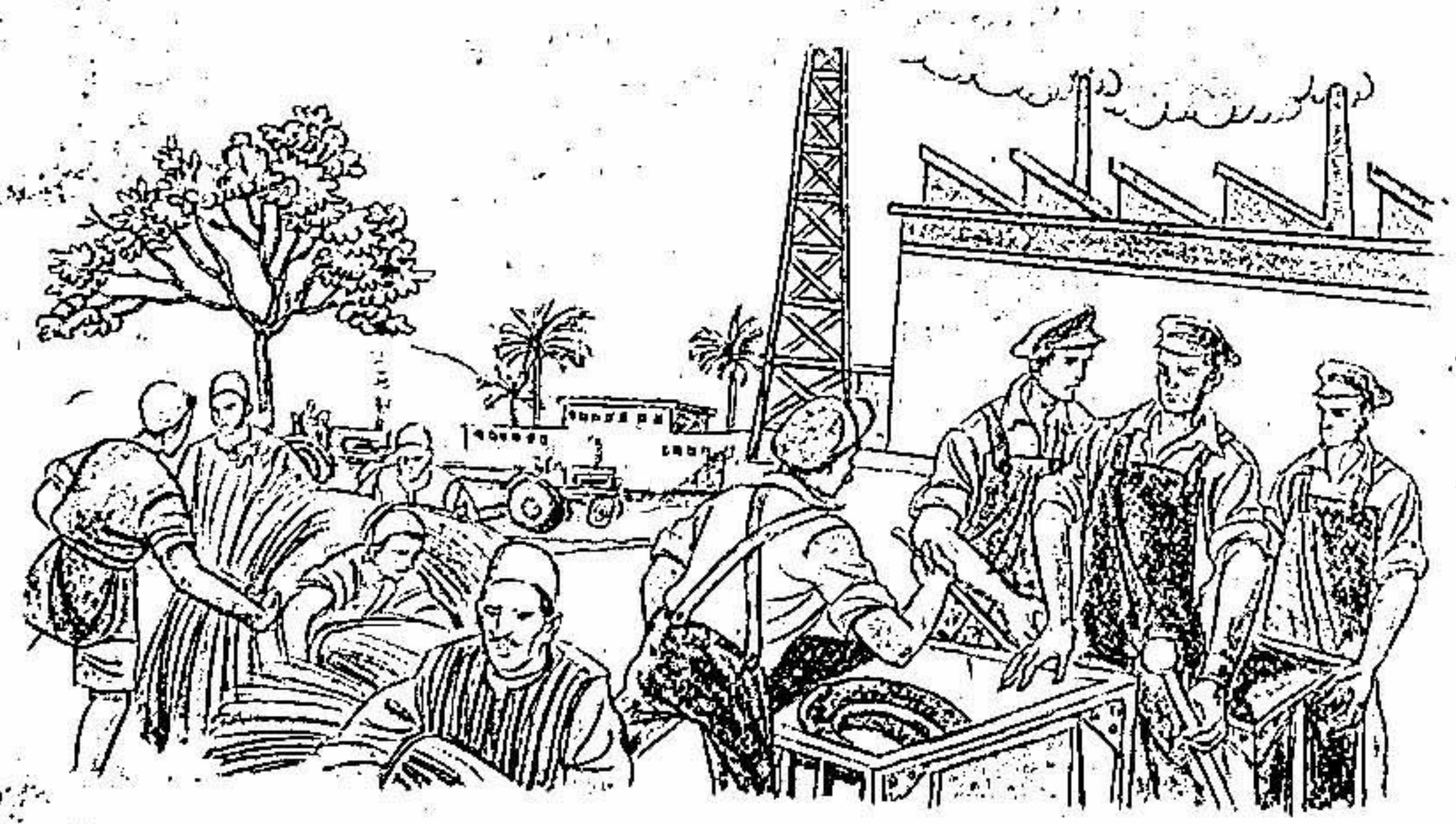
3. Prefix « ال » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ — مَكْتَبَةٌ — مُدَرِّسٌ — جَامِعٌ — فَلَّاحٌ

اَلدَّرْسُ الْحَادِى وَالسِّتُّونَ

ʔaddarsu ʃhaadii wassittuuna

Lesson Sixty One



اَلْعَمَلُ

ʔalʕamalu

Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala ʃfallaahu libnihi
The farmer said to his son,

أَنَا أَعْمَلُ فِى الْحَقْلِ .

ʔanaa ʔaʕmalu fi ʃhaqli
"I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِى الْمَدْرَسَةِ .

waʔanta tataʕallamu fi ʃmadrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

nahnu naʕmalu wanataʕallamu
We work and learn."

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati ˜lbintu liʔuxtihaa
The girl said to her sister,

أَنَا عَامِلَةٌ فِى الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ فِى الْمُسْتَشْفَى .

ʔanaa ʿaamilatun fi ˜lmaṣnaʿi waʔanti tabiibatun fi ˜lmustašfaa
"I am a worker at the factory and you are a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

nahnu naʿmalu wanaxdumu waṭananaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala ˜lwaladu liwaalidayhi
The boy said to his parents,

أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma ˜lʔaana tastariihaani
"You (two) are resting now.

وَأَنَا وَإِخْوَتِى نَخْدُمُكُمَا .

waʔanaa waʔixwatii naxdumukumaa
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

nahnu naʕmalu min ʔajli ʔusratinaa wawaṭaninaa
We work for our family and country."

قَالَ النَّاقِدُ لِلْمُمَثِّلِينَ :

qaala ͡ nnaaqidu lilmumaθθiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

ʔantum tastaḥiqquuna ͡ ttahniʔata
"You deserve to be congratulated,

كُلُّ وَاحِدٍ مِنْكُمْ بَذَلَ جُهْدَهُ .

kullu waaḥidin minkum baðala juhdahu
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaaḥin
and played his part successfully."

ثُمَّ الْتَفَتَ إِلَى الْمُمَثِّلَاتِ وَقَالَ :

θumma ͡ ltafata ʔila ͡ lmumaθθilaati waqaala
Then he turned to the actresses, and said,

أَنْتُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ .

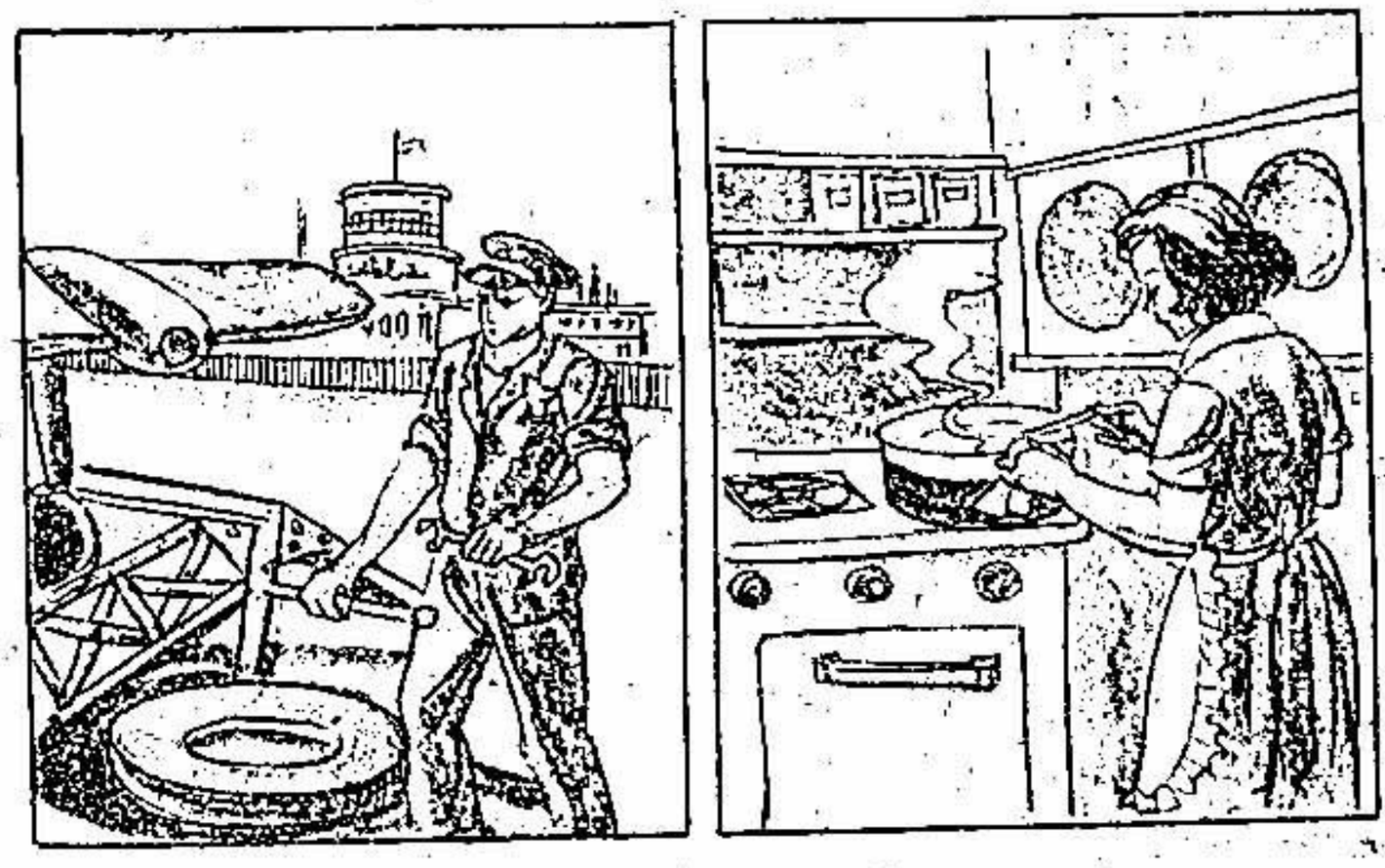
ʔantunna jadiiraatun bittaṣfiqi
"And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبَرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمْ يَسْتَحِقُّونَ التَّهْنِئَةَ .

qaala ʃmuxriju naʕam hunna jadiiraatun bittaṣfiiqi wahum yastahiqquuna ttahniʔata
The director said, "Yes, they (the actresses) are worthy of applause, and they (the actors) deserve to be congratulated."



اَلزَّوْجَةُ تَعْمَلُ فِى الْبَيْتِ .

ʔazzawjatu taʕmalu fi ʃbayti
The housewife works at home.

هِىَ تَغْسِلُ وَتَكْنِسُ وَتَطْبُخُ وَتُرَبِّى الْأَوْلَادَ

hiya tagsilu wataknisu wataṭbuxu waturabbi ʃʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِى الْمَطَارِ : وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʕmalu fi ʃmaṭaari wahuwa yaʕmalu ṭuula ʃnnahaari.
The husband works at the airport. He works all day long.

وَفِى الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi ʃmasaaʔi yaʕuudu ʔila ʃbayti
In the evening he returns home.

وَبَعْدَ الْعَشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادْيُو .

wabaʕda ʕašaaʔi yajlisu ʔlwaalidaani ħawla ʔrraadyoo
After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَ وَالْأَحَادِيثَ .

humaa yuħibbaani ʔlʔagaaniya walʔaħaadiiθa.
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaðhabu ʔlʔawlaadu ʔilaa ħujratihim
The children go to their room.

هُمْ يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

hum yuħibbuuna ʔlaʕiba billuʕabi
They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaðihi ʔusratun saʕiidatun
This is a happy family.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Personal pronouns are of two kinds: *separate* and *suffixed.*
2. Following is a table containing the separate pronouns in Arabic.

	المتكلم *First Person*	المخاطب *Second Person*	الغائب *Third Person*
	المذكر ـ المؤنث *feminine - masculine*	المذكر ـ المؤنث *feminine - masculine*	المذكر ـ المؤنث *feminine - masculine*
المفرد *Singular*	أَنَا I	أَنْتَ أَنْتِ you you	هُوَ هِيَ he she
المثنى *Dual*	نَحْنُ we	أَنْتُمَا you	هُمَا they
الجمع *Plural*	نَحْنُ we	أَنْتُمْ أَنْتُنَّ you you	هُمْ هُنَّ they they

3. Note that the first person personal pronouns « أَنَا ـ نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُمَا ـ هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES

تمرينات

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

ا ـ أَنَا مُهَنْدِسٌ .

ب ـ هُمُ اسْتَمَعُوا إِلَى الرَّادْيُو .

جـ ـ نَحْنُ طُلَّابٌ فِى كُلِّيَّةِ الطِّبِّ .

د ـ أَنْتِ عَامِلَةٌ مَاهِرَةٌ .

هـ ـ أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أَنْتُنَّ ـ نَحْنُ ـ هُمَا ـ أَنْتُمَا ـ هُمْ)

ا ـ . . . . . يُحِبَّانِ الْأَغَانِىَ وَالْأَحَادِيثَ .

ب ـ . . . . . يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

جـ ـ . . . . . نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

د ـ قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : . . . . . جَدِيرَاتٌ بِالتَّصْفِيقِ .

هـ ـ قَالَ الْوَلَدُ لِوَالِدَيْهِ : . . . . . الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

ا ـ . . . . . زَوْجَانِ سَعِيدَانِ .

ب ـ . . . . . نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

جـ ـ . . . . . تَعْمَلِينَ فِى الْمُسْتَشْفَى .

د ـ . . . . . يَجْلِسَانِ حَوْلَ الرَّادْيُو .

هـ ـ . . . . . يَعْمَلُ فِى الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتَ مُمَثِّلٌ مَاهِرٌ .

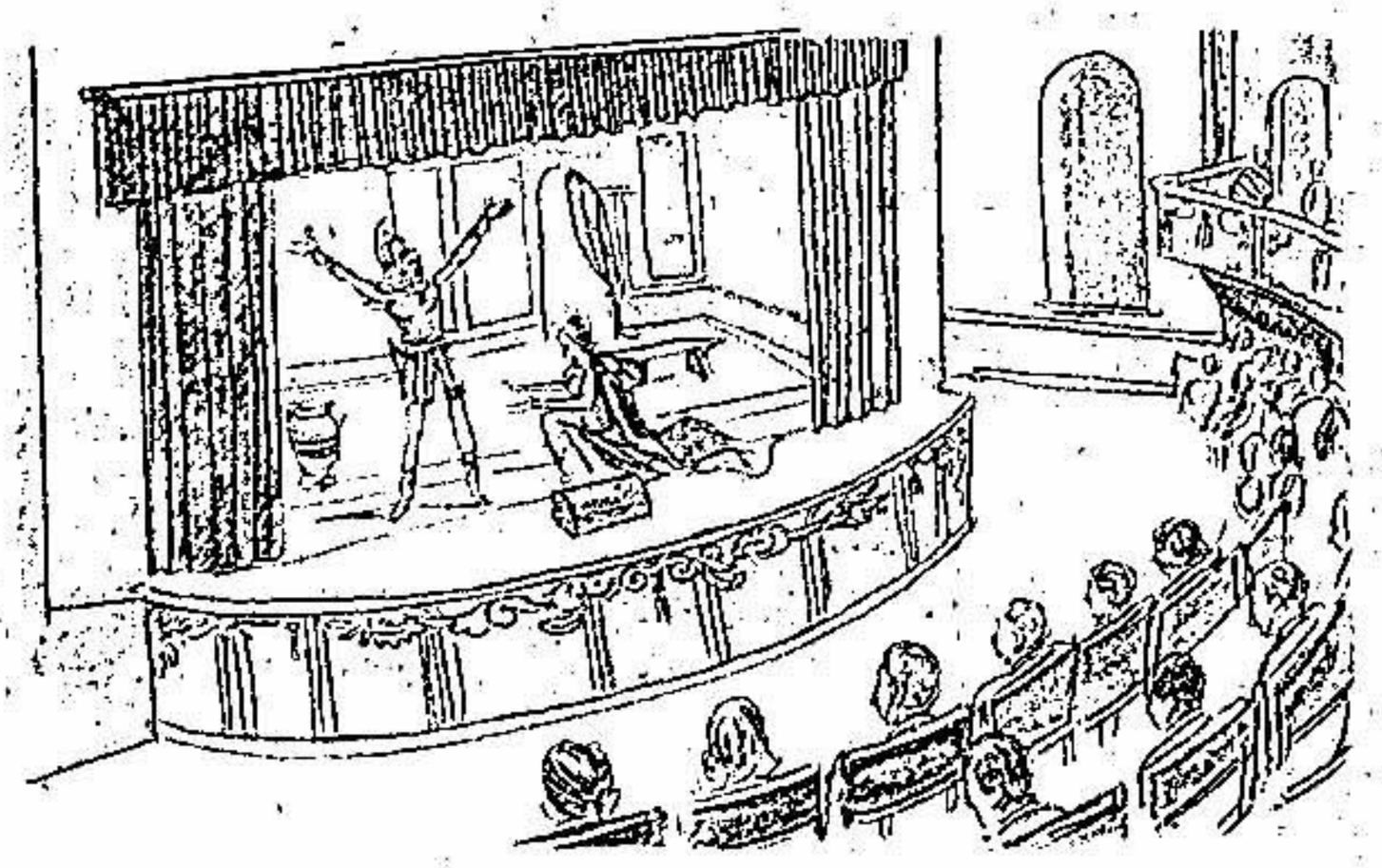
5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ .

اَلدَّرْسُ الثَّانِي وَالسِّتُّونَ

ʔaddarsu ⁀ θθaanii wassittuuna

Lesson Sixty Two



فِي الْمَسْرَحِ

fi ⁀ lmasrahi

At the Theatre.

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

daxala saalimun wanabiilunu ⁀ lmasraha
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasaa fii maqʕadayni mutajaawirayni
and sat next to each other.

وَامْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaʔati ⁀ lmaqaaʕidu bilmutafarrijiina
The seats were occupied by the spectators.

قَرَأَ نَبِيلٌ الْبَرْنَامَجَ الَّذِى فِى يَدِهِ .

qaraʔa nabiilunu ͡lbarnaamaja ͡llaðii fii yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرِّوَايَةِ الَّتِى سَيُشَاهِدُهَا .

waʕarafa ͡sma ͡rriwaayati ͡llatii sayušaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ ،

waʕarafa ͡lmumaθθila ͡llaðii yaquumu bidawri ͡lbaṭali
He knew the actor who was going to play the part of the hero,

وَالْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

walmumaθθilata ͡llatii taquumu bidawri ͡lbaṭalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa ͡lmumaθθiliina ͡llaðiina yaquumuuna biʔadwaari ͡rrijaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ اللَّاتِى يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaθθilaati ͡llaatii yaqumna biʔadwaari ͡nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِى فِى الْقَاعَةِ .

waba͡ʕda qaliilin ͡intafaʔati ͡lʔanwaaru ͡llatii fi ͡lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa ͡ttamθiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتِ الْمَسْرَحِيَّةُ .

waba͡ʕda θalaaθi saaʕaatin ͡intahati ͡lmasraḥiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ .

waxaraja saalimun wanabiilun mina ͡lmasrahi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِى الْمَسْرَحِيَّةِ ؟

maaðaa ʔaʕjabaka fi ͡lmasrahiyyati
" What did you like in the play? "

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

أَعْجَبَتْنِى الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِى الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni ͡lmumaθθilataani ͡llataani ðaharataa fi ͡lfaṣli ͡lʔawwali
" I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِى الْفَصْلِ الْأَخِيرِ .

walmuġanniyaani ͡llaðaani kaanaa fi ͡lfaṣli ͡laxiiri
and the two singers who took part in the last act. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. ʔallaðii — اَلَّذِى
   ʔallatii — اَلَّتِى
   ʔallaðaani — اَللَّذَانِ
   ʔallataani — اَللَّتَانِ
   ʔallaðiina — اَلَّذِينَ
   ʔallaatii — اَللَّاتِى

'The words listed above are the *relative pronouns* in Arabic.

2. ʔallaðii اَلَّذِى is the relative pronoun for the masculine singular (both human and non- human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ .

الذى is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِى فِى يَدِهِ .

الذى is related to البرنامج (a thing).

3. ʔallatii اَلَّتِى is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

التى is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرِّوَايَةِ الَّتِى سَيُشَاهِدُهَا .

التى is related to الرواية (a thing).

4. a - ?allaðaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِى الْمُغَنِّيَانِ اللَّذَانِ كَانَا فِى الْفَصْلِ الْأَخِيرِ .

اللذان is related to المغنيان (human dual).

أَعْجَبَنِى الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا .

اللذان is related to الكتابان (non-human dual).

b - ?allataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَتْنِى الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِى الْفَصْلِ الْأَوَّلِ .

اللتان is related to الممثلتان (human dual).

أَعْجَبَتْنِى الْمَسْرَحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللتان is related to المسرحيتان (non-human dual).

5. ?allaðiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ .

6. ?allaatii اللَّاتِى is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلَاتِ اللَّاتِى يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

7. Pallatii اَلَّتِى is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِى فِى الْقَاعَةِ .

	الجمع Plural		المثنى Dual		المفرد Singular
النوع Gender	عاقل Human	غير عاقل Non-human	عاقل وغير عاقل Human & Non-human		عاقل وغير عاقل Human & Non-human
المذكر Masculine	اَلَّذِينَ	اَلَّتِى	اَللَّذَيْنِ	اَللَّذَانِ	اَلَّذِى
المؤنث Feminine	اَللَّاتِى	اَلَّتِى	اَللَّتَيْنِ	اَللَّتَانِ	اَلَّتِى

EXERCISES تمرينات

1. Fill in the blanks with suitable relative pronouns:

(ا) اَلرِّوَايَةُ . . . . . شَاهَدَهَا سَالِمٌ وَنَبِيلٌ جَمِيلَةٌ .

(ب) أَعْجَبَنِي الْمُمَثِّلُ . . . . . قَامَ بِدَوْرِ الْبَطَلِ .

(جـ) ضَحِكَ الْمُتَفَرِّجُونَ . . . . . شَاهَدُوا الرِّوَايَةَ .

(د) أَعْجَبَتْنِي الْمُمَثِّلَةُ . . . . . قَامَتْ بِدَوْرِ الْبَطَلَةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

(ا) اَلْحَقِيبَةُ . . . . . يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (اللذان . التى . اللذين)

(ب) اَلْخُبْزُ . . . . . يُصْنَعُ مِنَ الْقَمْحِ لَذِيذٌ . (اللاتى . اللتان . الذى)

(جـ) اَلْفَلَّاحَاتُ . . . . . يَحْلُبْنَ الْبَقَرَةَ نَشِيطَاتٌ . (اللتان . اللاتى . التى)

(د) اَلطَّائِرَةُ . . . . . تَطِيرُ فِي الْهَوَاءِ سَرِيعَةٌ . (التى . الذى . الذين)

(هـ) اَلتِّلْمِيذَانِ . . . . . ذَاكَرَا دُرُوسَهُمَا نَاجِحَانِ . (التى . اللتان . اللذان)

3. اَلْمُمَثِّلَةُ الَّتِي عَلَى الْمَسْرَحِ بَطَلَةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4. اَلْفَلاَّحُ الَّذِى فِى الْحَقْلِ مُجْتَهِدٌ .

a - Replace the noun الفلاح by its dual form and make other necessary changes .

b - Replace the noun الفلاح by its plural form and make other necessary changes.

اَلدَّرْسُ الثَّالِثُ وَالسِّتُّونَ

ʔaddarsu ɵɵaalieu wassittuuna

Lesson Sixty Three

مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِى مَجَلَّتَهُ كُلَّ أُسْبُوعٍ .

nabiilun yaštarii majallatahu kulla ʔusbuuʕin
Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِى مَجَلَّتَهَا كُلَّ أُسْبُوعٍ .

wanihaadu taštarii majallatahaa kulla ʔusbuuʕin
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِى .

haaðaa huwa ʔlʕadadu ʔljadiidu min majallatii
"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لِوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اِشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaðihi majallatii ʔištaraytuhaa haaðaa ṣṣabaaħa
" This is my magazine. I bought it this morning. "

سَأَلَ سَالِمٌ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَعْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʕjabaka lʕadadu ljadiidu
" Did you like the new issue ? "

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أُفَضِّلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhu ʕalaa ʕadadi lʔusbuuʕi lmaadii
" Yes, father. I prefer it to last week's issue.

هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaðaa lʕadadu xayrun min ðaalika lʕadadi
This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِى لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِىَ لَطِيفَةٌ أَيْضاً هَذَا الْأُسْبوعَ.

kaanat majallatii laṭiifatan ðaalika ʔusbuuʕa wahiya laṭiifatun ʔayḍan haaða ʔusbuuʕa

"Last week's magazine was nice. This week's magazine is nice, too.

هِىَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya laṭiifatun tilka lmarrata wahaaðihi lmarrata

It was nice that time and it is nice this time."

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكِ هَذَا الْأُسْبُوعَ ؟

man ʔabṭaalu majallatiki haaða ʔusbuuʕa

"What heroes (characters) are in this week's magazine ?"

فَتَحَتْ نِهَادُ مَجَلَّتَهَا وَقَالَتْ :

fatahat nihaadu majallatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطَلٌ ، وَهَذَا بَطَلٌ ، وَهَذِهِ بَطَلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِى .

haaðaa baṭalun wahaaðaa baṭalun wahaaðihi baṭalatun haaʔulaaʔi ʔabṭaalu majallatii

"This is a hero and this a hero and this is a heroine. These are the heroes of my magazine."

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasaʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِى مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qiṣṣatan fii majallatika haaðihi lmarrata

"How many stories are there in your magazine this time ?"

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ؛ هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi qiṣṣatun wahaaðihi qiṣṣatun wahaaðihi qiṣṣatun haaðihi qiṣaṣun ɵalaaɵun
"This is a story and this a story and this is a story. These are three stories."

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal ʔaʕjabatka haaðihi ʃqiṣaṣu yaa nabiilu
"Did you like these stories, Nabil ?"

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي . أُفَضِّلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhaa ʕalaa qiṣaṣi ʃʔusbuuʕi ʃmaaḍii
"Yes, father. I prefer them to last week's (stories).

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haaðihi ʃqiṣaṣu xayrun min tilka ʃqiṣaṣi
These stories are better than those (last week's)."

هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .

haaʔulaaʔi ʃʔabṭaalu ʔaʕðamu min ʔulaaʔika ʃʔabṭaali
These heroes are greater than those (last week's) heroes."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. haáðaa هَذَا , haaðihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

(a) هَذَا بَطَلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .
هَذِهِ بَطَلَةٌ . هَذِهِ مَجَلَّتِي .

haaðaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).
haaðihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human (مجلتي).

(b) هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتُ مَجَلَّتِي .

haaʔulaaʔi هَؤُلَاءِ denotes human plurals, either masculine (أبطال) or feminine (بطلات).

(c) هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or feminine (قصص).

2. ðaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a) ذَلِكَ بَطَلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .
تِلْكَ بَطَلَةٌ . كَانَتِ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ðaalika ذَلِكَ denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بطلة) or non-human (المرة).

(b) هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .
هَؤُلَاءِ الْبَطَلَاتُ أَعْظَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

ʔulaaʔika أُولَئِكَ denotes human plurals, either masculine (الأبطال) or feminine (البطلات).

(c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ .
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصص).

	للقريب *near*	للبعيد *distant*
المفرد المذكر *masculine singular*	هَذَا this	ذَلِكَ that
المفردة المؤنثة *feminine singular*	هَذِهِ this	تِلْكَ that
الجمع العاقل *plural (human)*	هَؤُلَاءِ these	أُولَئِكَ those
الجمع غير العاقل *plural (non-human)*	هَذِهِ these	تِلْكَ those

EXERCISES — تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

(ا) . . . . . هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

(ب) . . . . . مَجَلَّتِي اشْتَرَيْتُهَا . . . . . الصَّبَاحَ .

(ج) هَذَا الْعَدَدُ خَيْرٌ مِنْ . . . . . الْعَدَدِ .

(د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ . . . . . الْقِصَص .

(ه) . . . . . أَبْطَالُ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

(ا) اَلْغُرَابُ يَشْرَبُ مِنْ . . . . . الْقَنَاةِ .

(ب) . . . . . غُرَابٌ ، وَ . . . . . حَمَامَةٌ .

(ج) . . . . . بَطَّةٌ ، وَ . . . . . وَزَّةٌ .

(د) . . . . . أَعْمِدَةُ التِّلِيفُونِ وَالتِّلِغْرَافِ .

(ه) . . . . . الْبَيْتُ صِحِّيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

(ا) . . . . . الْقَصْرُ جَمِيلٌ .

(ب) أَغْلِقُوا . . . . . النَّوَافِذَ عِنْدَ النَّوْمِ .

(ج) . . . . . السُّورُ مُرْتَفِعٌ .

(د) . . . . . نَافُورَةٌ جَدِيدَةٌ .

(ه) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ . . . . . سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « أُولَئِكَ » or « تِلْكَ » ، « ذَلِكَ » :

ا – تَقِفُ . . . . الطَّائِرَةُ فِى الْمَطَارِ .

ب – . . . . الْمُسَافِرُونَ يَجْلِسُونَ فِى الطَّائِرَةِ .

جـ – . . . . الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » by « هَؤُلَاءِ » and make other necessary changes:

ا – يَسْتَرِيحُ هَذَا الْعَامِلُ .

ب – يُلَوِّحُ هَذَا الصَّدِيقُ بِمِنْدِيلِهِ .

جـ – يُمَثِّلُ هَذَا التِّلْمِيذُ عَلَى الْمَسْرَحِ .

اَلدَّرْسُ الرَّابِعُ وَالسِّتُّونَ

ʔaddarsu ̯rraabiʕu wassittuuna

Lesson Sixty Four

جَمْعُ الطَّوَابِعِ

jamʕu ̯ṭṭawaabiʕi

Collecting Stamps

نَبِيلٌ وَنِهَادُ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamʕa ̯ṭṭawaabiʕi

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادَ .

haaðihi majmuuʕatu nabiilin wahaaðihi majmuuʕatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuuʕataani min ṭawaabiʕi ̯lbariidi

These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادَ :

fataha nabiilun majmuuʕatahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ ،

haaðihi ṣṣafhatu liṭawaabiʕi ʔurdunni
"This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ .

wahaaðihi ṣṣafhatu liṭawaabiʕi ʕiraaqi
and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

haataani ṣṣafhataani liṭawaabiʕi ʔurdunni walʕiraaqi
These two pages are for Jordanian and Iraqi stamps.

اُنْظُرِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

ʔunðurii ʔilaa haaðaa ṭṭaabaʕi waʔilaa haaðaa ṭṭaabaʕi
Look at this stamp and at this stamp.

هَذَانِ طَابَعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaðaani ṭaabaʕaani naadiraani ʔarsalahumaa ṣadiiqaani min haaðayni lbaladayni lʕarabiyyayni
These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرَّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

ʔanaa ʔatabaadalu rrasaaʔila maʕa haaðayni ṣṣadiiqayni
I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنٍ طَوِيلٍ .

ʔaktubu ʔilayhimaa wayaktubaani ʔilayya munðu zamanin ṭawiilin
We have been corresponding with each other for a long time.

أُرْسِلُ إِلَيْهِمَا طَوَابِعَ الْجُمْهُورِيَّةِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ وَيُرْسِلَانِ إِلَيَّ طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

ʔursilu ʔilayhimaa ṭawaabiʕa ljumhuuriyyati lʕarabiyyati lmuttaḥidati wayursilaani ʔilayya ṭawaabiʕa lʕiraaqi walʔurdunni
I send them United Arab Republic stamps and they send me Jordanian and Iraqi stamps."

قَالَتْ نِهَادُ :

qaalat nihaadu
Nihad said,

وَأَنَا أَتَبَادَلُ الرَّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِى الْحَبَشَةِ وَصَدِيقَةٍ فِى السُّودَان .

waʔanaa ʔatabaadalu ͡rrasaaʔila waṭṭawaabiʕa maʕa ṣadiiqatin fi ͡lḥabaš̌ati waṣadiiqatin fi ͡ssuudaani
"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl) friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مُنْذُ زَمَنٍ قَصِيرٍ .

ʔaʕrifu haatayni ͡ssadiiqatayni munðu zamanin qaṣiirin
I have known these two friends for a short time.

فِى مَجْمُوعَتِى طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيقِيَّيْنِ .

fii majmuuʕatii ṭawaabiʕu min haaðayni ͡lbaladayni ͡lʔifriiqiyyayni
In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat
Nihad opened her stamp collection (stamps album) and said,

أُنْظُرْ إِلَى هَذَا الطَّابَعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابَعِ الْحَبَشِيِّ .

ʔunður ʔilaa haaðaa ṭṭaabaʕi ssuudaaniyyi waʔilaa haaðaa ṭṭaabaʕi lhabašiyyi.

" Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

haaðaani ṭṭaabaʕaani ʔaħdaθu ṭṭawaabiʕi fii majmuuʕatii

These two stamps are the latest in my collection."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. هَذَا طَابَعٌ وهَذَا طَابَعٌ . هَذَانِ طَابَعَانِ .
أُنْظُرْ إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ . أُنْظُرْ إِلَى هَذَيْنِ الطَّابَعَيْنِ .

هَذَانِ and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةُ نَبِيلٍ . وَهَذِهِ مَجْمُوعَةُ نِهَادَ . هَاتَانِ مَجْمُوعَتَانِ .
أَكْتُبُ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبُ إِلَى هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

ا – هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَ . . . . . مَجْمُوعَةُ نِهَادَ .

ب – . . . . . الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

ج – . . . . . الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي.

د – . . . . . الطَّابَعَانِ نَادِرَانِ .

هـ – أَعْرِفُ . . . . . الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

ا – . . . . . الزَّهْرِيَّتَانِ مِنَ الزُّجَاجِ .

ب – . . . . . الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ.

ج – . . . . . الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .

د – . . . . . صُورَتَانِ مُلَوَّنَتَانِ .

هـ – . . . . . قَلَمَانِ رَخِيصَانِ .

و – . . . . . جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .

ز – . . . . . الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هذين » or « هاتين » :

ا – هِنْدٌ تَضَعُ الْخُضَرَ فِي . . . . . السَّلَّتَيْنِ .

ب – يَحْمِلُ الْمُسَافِرَانِ . . . . . الْحَقِيبَتَيْنِ .

ج – فِي . . . . . الصُّنْدُوقَيْنِ أُرْزٌ وَسُكَّرٌ .

د – قَطَفَتْ وِدَادُ . . . . . الْوَرْدَتَيْنِ .

هـ ـ نَبِيلٌ يَضَعُ . . . . . الطَّابَعَيْنِ فِى مَجْمُوعَتِهِ.

و ـ يَقْرَأُ التِّلْمِيذَانِ فِى . . . . . الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

ا ـ هَذَا حَيَوَانٌ مُفْتَرِسٌ .

ب ـ هَذَا فَلَّاحٌ كَسْلَانُ .

جـ ـ هَذَا الطَّبَقُ لَذِيذٌ .

د ـ هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هذه » by « هاتان » and change the rest of each sentence accordingly:

ا ـ هَذِهِ رِوَايَةٌ جَمِيلَةٌ.

ب ـ هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .

د ـ هَذِهِ سَلَّةٌ لِلْمُهْمَلَاتِ .

جـ ـ هَذِهِ الشَّجَرَةُ عَالِيَةٌ .

اَلدَّرْسُ الْخَامِسُ وَالسِّتُّونَ

Paddarsu ‿lxaamisu wassittuuna

Lesson Sixty Five

مُجَلِّدُ الْكُتُبِ

mujallidu ‿lkutubi

The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

haaðihi majallatu nabiilin watilka majallatu nihaada

This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabiilun majallatahu wawaḍaʕahaa ʕalaa maktabihi

Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادُ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawaḍaʕathaa ʕalaa maktabihaa

Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

haaðaa maktabu nabiilin waðaalika maktabu nihaada

This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala ‿lwaalidu linabiilin

Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعْ أَعْدَادَ مَجَلَّتِكَ فِى مُجَلَّدَاتٍ .

yaa nabiilu ʔijmaʕ ʔaʕdaada majallatika fii mujalladaatin
"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادَ :

waqaala linihaada
And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِى أَعْدَادَ مَجَلَّتِكِ فِى مُجَلَّدَاتٍ .

waʔanti yaa nihaadu ʔijmaʕii ʔaʕdaada majallatiki fii mujalladaatin
"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala ˜lwaalidu linabiilin wanihaada
He said to Nabil and Nihad,

اِجْمَعَا أَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِى مُجَلَّدٍ وَاحِدٍ .

ʔijmaʕaa ʔaʕdaada ˜ssanati ˜lwaaḥidati fii mujalladin waaḥidin
"Put the issues of each year together in one volume."

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

فَكَّرْتُ فِى هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fii haaðaa min qablu saʔaðhabu ʔila ˜lmujallidi ġadan
"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

saʔalat nihaadu
Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

ʔayna dukkaanu haaða ˜lmujallidi yaa nabiilu
"Where is this bookbinder's shop, Nabil ?"

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ الْأَصْدِقَاءِ .

ʔajaaba nabiilun dukkaanuhu fii šaariʕin qariibin ðahabtu ʔilayhi marratan maʕa ʔaħadi ʔaṣdiqaaʔi

Nabil answered, "It's in a nearby street. I have been there once with one of my friends."

قَالَتْ نِهَادُ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saʔaðhabu ʔilayhi maʕaka

Nihad said, "I'll go to it with you."

وَفِي صَبَاحِ الْغَدِ جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafii ṣabaaħi lgadi jamaʕa nabiilun wanihaadu ʔaʕdaada ssanati lmaaḍiyati

Next morning Nabil and Nihad collected last year's issues,

وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

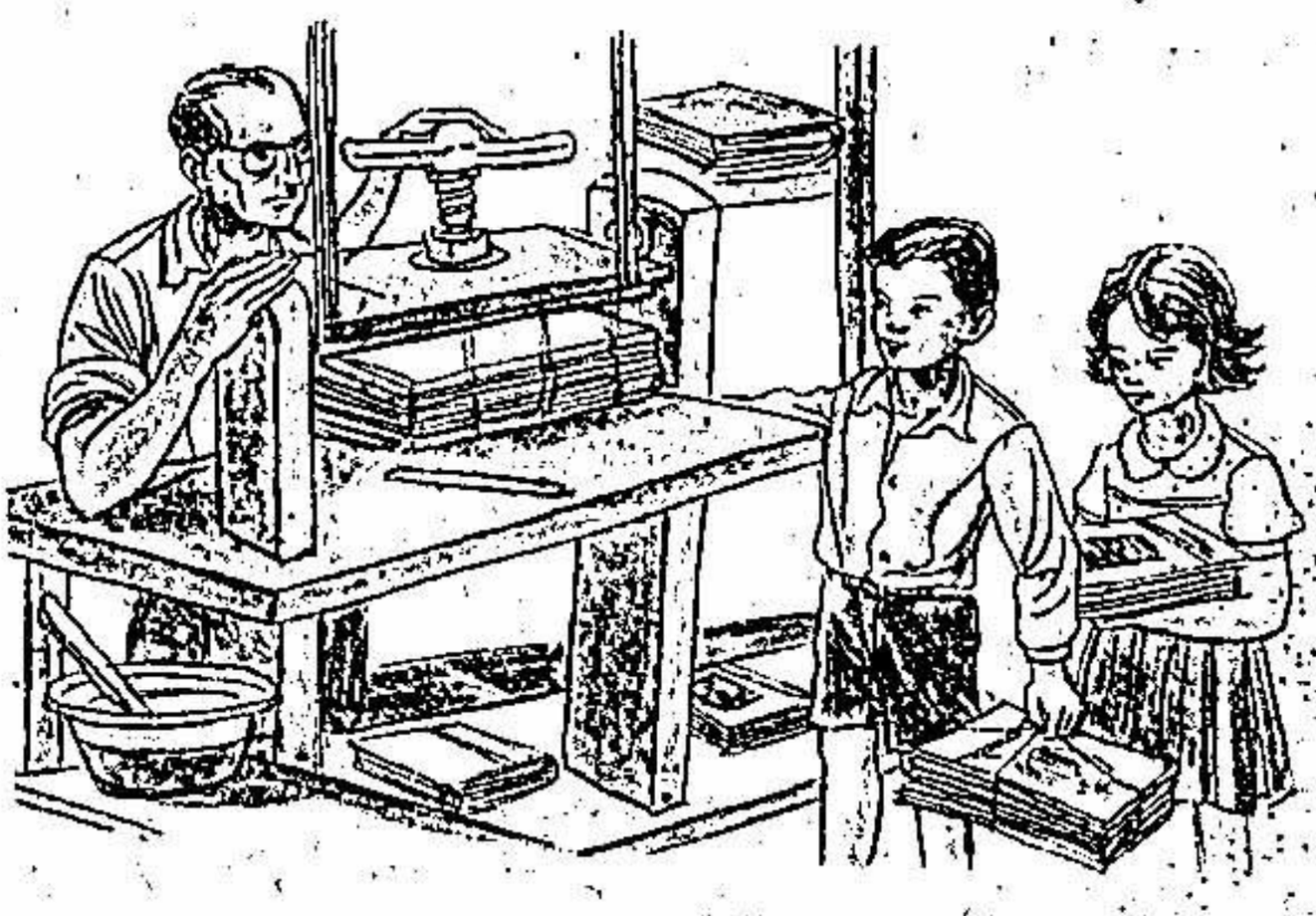
waðahabaa ʔilaa dukkaani ðaalika lmujallidi

and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ .

nabiilun wanihaadu ʔassalaamu ʕalaykum warahmatu llaahi

Nabil and Nihad, "May peace and God's mercy be upon you."



اَلْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ .

ʔalmujallidu waʕalaykuma ssalaamu warahmatu llaahi wabarakaatuhu

The bookbinder, "May peace and God's mercy and blessings be upon you, too."

نَبِيلٌ : نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni ˜lmajmuuʕatayni
Nabil: "We would like to have these two collections bound."

اَلْمُجَلِّدُ : عِنْدِي نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوْعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

ʔalmujallidu ʕindii nawʕaani mina ˜ttajliidi ʔannawʕu ˜laawwalu tajliidun bilqumaaši wahdahu
The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوْعُ الثَّانِي ؟

nihaadu wannawʕu ˜θaanii
Nihad: "And the other kind ?"

اَلْمُجَلِّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

ʔalmujallidu tajliidun bilqumaaši maʕa kaʕbin mina ˜ljildi
The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوْعَ الثَّانِيَ .

nabiilun ʔaxtaaru ˜nnawʕa ˜θaaniya
Nabil: "I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʔanaa kaðaalika
Nihad: "I do, too."

اَلْمُجَلِّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

ʔalmujallidu yatabaqqa ˜xtiyaaru ˜llawni
The bookbinder: "There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun ʔaxtaaru ˜llawna ˜lʔazraqa
Nabil: "I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nihaadu waʔanaa ʔaxtaaru ˜llawna ˜lʔaxḍara
Nihad: "And I choose the green colour."

اَلْمُجَلِّدُ : عُودَا بَعْدَ أُسْبُوعٍ لِاسْتِلَامِ الْمُجَلَّدَيْنِ .

ʔalmujallidu ʕuudaa baʕda ʔusbuuʕin listilaami ˜lmujalladayni
The bookbinder: "Come back next week to collect the two volumes."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by ?al, pronouns, relative and demonstrative pronouns.

To these , this lesson adds the construct, the geninitive of which is any of these five kinds of definite nouns.

Note that the construct « اَلْمُضَافُ » is the noun preceding the genitive « اَلْمُضَافُ إِلَيْهِ » .

2. هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

The word « مَجَلَّة » is definite because its genitive is the proper noun « نَبِيل » in the first sentence, and the proper noun « نِهَاد » in the second.

Another example:

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

3. قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، قَرَأَتْ نِهَادُ مَجَلَّتَهَا .

The word « مَجَلَّة » is definite because its genitive is the pronoun « هُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ

The word « أَعْدَاد » is definite because its genitive is a noun defined by « اَلْ », namely « اَلسَّنَة »

Another example:

فِي صَبَاحِ الْغَدِ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. اَلسَّاعَةُ جَائِزَةُ الَّذِى يَفُوزُ فِى السِّبَاقِ .

ʔassaaʕatu jaaʔizatu ʃ ʃllaðii yafuuzu fi ʃ ssibaaqi
The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « اَلَّذِى »

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

ʔannajaahu ʕaaqibatu ʃ ʃllaðiina yajtahiduuna
Success is the reward of those who work hard.

EXERCISES — تمرينات

1. Fill in the blanks with suitable constructs:

(ا) اِجْمَعْ أَعْدَادَ . . . لكَ فِى مُجَلَّدَاتٍ .

(ب) اِجْمَعَا . . . . السَّنَةِ الْوَاحِدَةِ فِى مُجَلَّدٍ وَاحِدٍ .

(ج) ذَهَبَا إِلَى . . . . ذلِكَ الْمُجَلِّدِ .

(د) السَّلَامُ عَلَيْكُم وَ . . . . . اللهِ .

2. Underline the constructs, the genitives of which are definite nouns:

(ا) أُسْرَةُ سَالِمٍ فِى حُجْرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .

(ج) أَنَا أُرِيدُ رُؤْيَةَ الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .

(هـ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِىٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

(ا) اَلْأُسْرَةُ وَاقِفَةٌ فِى ظِلِّ . . . . .

(ب) أَبِى طَبِيبٌ ، دَخَلْتُ كُلِّيَّةَ . . . . .

(ج) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ . . . . .

(د) نِظَامُ . . . . . الْمَائِدَةِ بَدِيعٌ .

(هـ) هَذَا بَيْتُنَا ، أَيْنَ . . . . . ؟

4. Indicate the kind of each definite noun in the following sentences:

(ا) أَذَّنَ الْمُؤَذِّنُ : اَللهُ أَكْبَرُ . اَللهُ أَكْبَرُ . تَوَضَّأَ مَحْمُودٌ . صَلَّى الْفَجْرَ .

(ب) فِى شَارِعِنَا صَيْدَلِيَّةٌ . اَلصَّيْدَلِىُّ يَبِيعُ الدَّوَاءَ .

(ج) أَنَا أُحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّوَرَ .

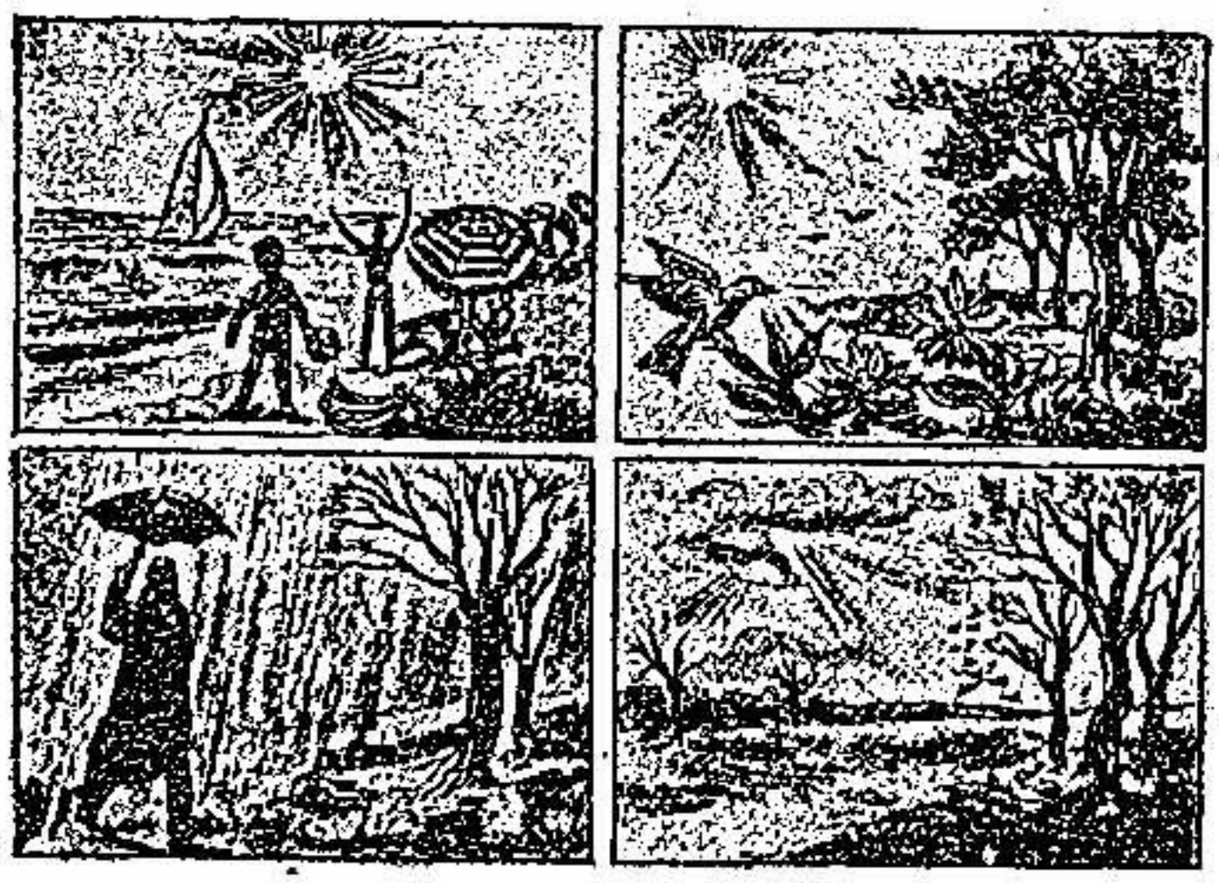
(د) أَنْتُمْ تَلَامِيذُ مُؤَدَّبُونَ .

(هـ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِى كَتَبَهُ نَبِيلٌ .

اَلدَّرْسُ السَّادِسُ وَالسِّتُّونَ

Paddarsu ssaadisu wassittuuna

Lesson Sixty Six



فُصُولُ السَّنَةِ

fuṣuulu ssanati

The Seasons of the Year

اَلسَّنَةُ أَرْبَعَةُ فُصُولٍ .

Passanatu ʔarbaʕtu fuṣuulin

There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ .

hiya rrabiiʕu waṣṣayfu walxariifu waššitaaʔu

They are spring, summer, autumn and winter.

اَلرَّبِيعُ جَمِيلٌ .

ʔarrabiʕu jamiilun

Spring is beautiful.

اَلشَّمْسُ سَاطِعَةٌ ،

ʔaššamsu saaṭiʕatun

The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔašajaaru muuriqatun walʔazhaaru mutafattiḥatun

The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ .

waṭṭuyuuru magarridatun

The birds sing.

وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu farihuuna biquduumi rrabiiʕi
The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

ʔaṣṣayfu ɵaanii fuṣuuli ssanati
Summer is the second season of the year.

فَوَاكِهُهُ كَثِيرَةٌ وَحَرُّهُ شَدِيدٌ .

fawaakihuhu kaɵiiratun waharruhu šadiidun
Its fruits are plentiful and it is very hot.

بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ إِلَى سَاحِلِ الْبَحْرِ .

baʕḍu nnaasi yahrubuuna min alharri
wayaðhabuuna ʔilaa saahili lbahri
Some people run away from the hot weather and go to the seaside.

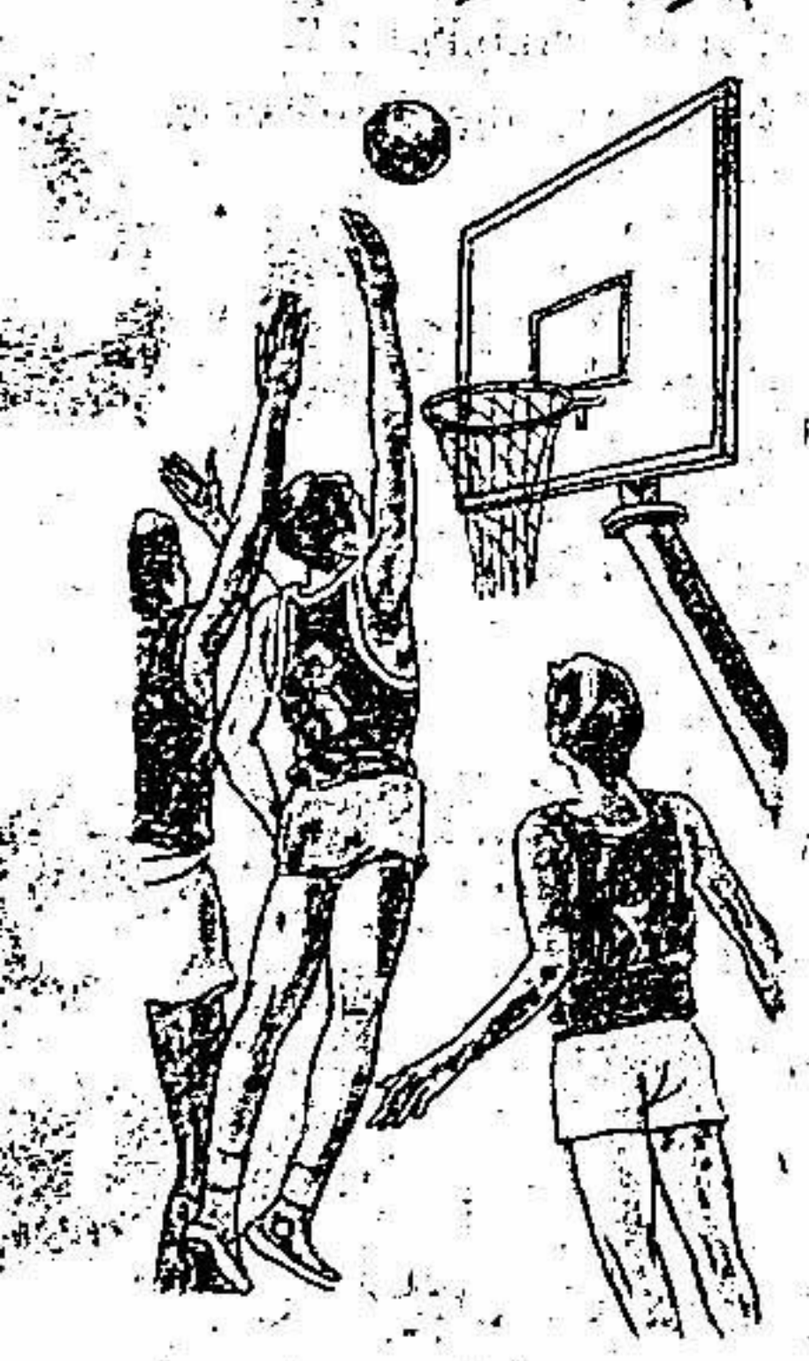
يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .

yaʔti lxariifu baʕda ṣṣayfi fatasquṭu
ʔawraaqu lʔašjaari
Autumn comes after summer and the leaves of trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ، وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ʔila lburuudati ɵumma yaʔti ššitaaʔu wayaštaddu lbardu
wayasquṭu lmaṭaru
The weather tends to be cool. Then winter comes and it gets very cold and rain falls.

وَيَنْشَطُ النَّاسُ فِى أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .



wayanšaṭu ͡ nnaasu fii ʔaʕmaalihim wayumaarisu baʕḍuhum riyaaḍaatin muxtalifatan

People work harder and some of them play various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلٍّ مِنْهَا فَائِدَةٌ .

fuṣuulu ͡ ssanati muxtalifatun walikullin minhaa faaʔidatun

The seasons of the year are not alike and each has its own benefits.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلرَّبِيعُ جَمِيلٌ . اَلشَّمْسُ سَاطِعَةٌ . اَلْأَشْجَارُ مُورِقَةٌ

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence.*

2. يَأْتِي الشِّتَاءُ . يَشْتَدُّ الْبَرْدُ . يَسْقُطُ الْمَطَرُ .

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence.*

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence « اَلرَّبِيعُ جَمِيلٌ » consists of the subject « اَلرَّبِيعُ » and the predicate « جَمِيلٌ ».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يَأْتِي الشِّتَاءُ » consists of the verb « يَأْتِي » and its subject « اَلشِّتَاءُ » .

Thus a verb and a subject constitute a verbal sentence.

تمرينات — *EXERCISES*

1. Indicate the nominal and verbal sentences in the following:

(ا) اَلطُّيُورُ مُغَرِّدَةٌ .

(ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .

(ج) اَلْأَزْهَارُ مُتَفَتِّحَةٌ .

(د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .

(ه) يَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

(ا) اَلشَّمْسُ . . . . .

(ب) اَلصَّيْفُ . . . الْفُصُولِ .

(ج) اَلرَّبِيعُ . . . . .

(د) اَلسَّنَةُ . . . . فُصُولٍ .

(ه) فُصُولُ السَّنَةِ . . . . .

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

(ا) يَأْتِي . . . . . بَعْدَ الصَّيْفِ .

(ب) يَمِيلُ . . . . . إِلَى الْبَرُودَةِ .

(ج) يَذْهَبُ . . . . . إِلَى سَاحِلِ الْبَحْرِ .

(د) تَسْقُطُ . . . . . فِي الشِّتَاءِ .

4. أَصْفَرُ ـ سَيِّئَةٌ ـ سَاخِنٌ ـ نَازِلَةٌ ـ مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

(ا) نَبِيلٌ . . . . . وَجْهُهُ . . . . . وَجِسْمُهُ . . . . . وَحَالَتُهُ . . . . .

(ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا . . . . . .

كَلَّمَ – رَفَعَ – فَتَحَ – عَرَفَ – دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences (this is to be done with reference to Lesson 42).

(ا) . . . . . أَشْرَفُ دَلِيلَ التِّلِيفُونِ .

(ب) . . . . . أَشْرَفُ رَقْمَ صَدِيقِهِ .

(ج) . . . . . السَّمَّاعَةَ ، وَ . . . . . الْقُرْصَ .

(د) . . . . . أَشْرَفُ صَدِيقَهُ .

GLOSSARY

Page	Meaning	Word	Letter
13	Ahmad	أَحْمَدُ	
28	red (masc. sing.)	أَحْمَرُ	
92	I choose	أَخْتَارُ	
20	she took	أَخَذَتْ	
9	more (once more)	أُخْرَى	
28	green(masc.sing.)	أَخْضَرُ	
68	last (the last...)	أَخِيرٌ	
61	she acted	أَدَّتْ	
67	parts	أَدْوَارٌ	
60	he acted	أَدَّى	
9	I hope	أَرْجُو	
83	Jordan	اَلْأُرْدُنُّ	
83	I send	أُرْسِلُ	
83	they (two) were sent	أَرْسَلَهُمَا	
38	I have (not) seen it	(لَمْ) أَرَهَا	
92	blue (masc. sing.)	أَزْرَقُ	
47	Al - Azhrar	اَلْأَزْهَرُ	
46	I ask him	أَسْأَلُهُ	

Page	Meaning	Word	Letter
52	monuments	آثَارٌ	ا
55	its monuments	آثَارُهَا	
47	arts (college of)	آدَابٌ	
76	heroes	أَبْطَالٌ	
76	his daughter	اِبْنَتُهُ	
75	his son	اِبْنُهُ	
83	I correspond	أَتَبَادَلُ	
10	he has finished	أَتَمَّ	
15	a bus	أُتُوبِيسٌ	
75	he answered	أَجَابَ	
60	for (the sake of)	(مِنْ) أَجْلِ	
90	put together (masc. sing.)	اِجْمَعْ	
90	put together (dual)	اِجْمَعَا	
90	put together (fem.sing.)	اِجْمَعِي	
62	talks	أَحَادِيثُ	
91	one (of the friends)	أَحَدُ (الْأَصْدِقَاءِ)	
85	the latest	أَحْدَثُ	
35	he scored	أَحْرَزَ	

Page	Meaning	Word	Letter
84	African (dual - genitive)	إِفْرِيقِيَّيْنِ	
75	I prefer it (to)	أُفَضِّلُهُ	
77	I prefer them (to)	أُفَضِّلُهَا	
35	they got away from	أَفْلَتَ	
46	he has come	أَقْبَلَ	
47	economics (college of)	اِقْتِصَادٌ	
47	departments	أَقْسَامٌ	
83	I correspond (write)	أَكْتُبُ	
60	he turned to	اِلْتَفَتَ	
67	who (fem. sing.)	اَلَّتِى	
67	who (masc. sing.)	اَلَّذِى	
67	who (masc. plural)	اَلَّذِينَ	
67	who(fem. plural)	اَللَّاتِى	
68	who (fem. dual)	اَللَّتَانِ	
68	who(masc. dual)	اَللَّذَانِ	
83	to them (masc. dual)	إِلَيْهِمَا	
83	to me	إِلَىَّ	
28	in front of them	أَمَامَهَا	

Page	Meaning	Word	Letter
40	they (fem. dual) had a rest	اِسْتَرَاحَتْ	
92	to collect	اِسْتِلَامٌ	
4	I listen	أَسْتَمِعُ	
3	she listened	اِسْتَمَعَتْ	
47	Alexandria	اَلْإِسْكَنْدَرِيَّةُ	
48	Assiut	أَسْيُوطُ	
75	I bought it	اِشْتَرَيْتُهَا	
53	smaller (masc. sing.)	أَصْغَرُ	
77	you liked (them)	أَعْجَبَتْكَ	
68	I liked (them)	أَعْجَبَتْنِى	
68	you liked ...	أَعْجَبَكَ	
8	pronounce again	أَعِدْ	
90	issues (of a magazine)	أَعْدَادٌ	
84	I know	أَعْرِفُ	
77	greater	أَعْظَمُ	
98	their work	أَعْمَالُهُمْ	
58	I work	أَعْمَلُ	
62	the songs	اَلْأَغَانِى	

Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب
39	Bab El-Louk	بَابُ اللُّوقِ	
52	Pakistan	بَاكِسْتَانُ	
97	a sea	بَحْرٌ	
16	motor (boat)	بُخَارِىٌّ	
60	he did (his best)	بَذَلَ	
61	skill	بَرَاعَةٌ	
91	His blessings	بَرَكَاتُهُ	
21	programme	بَرْنَامَجٌ	
97	coolness	بُرُودَةٌ	
67	hero	بَطَلٌ	
67	heroine	بَطَلَةٌ	
51	a study mission	بَعْثَةٌ	
98	some of them (masc. plural)	بَعْضُهُمْ	
48	countries	بِلَادٌ	
55	your country	بِلَادُكُمْ	
52	his country	بِلَادُهُ	
83	two countries (dual - genitive)	بَلَدَيْنِ	

Page	Meaning	Word	Letter
66	were occupied (the seats)	اِمْتَلَأَتْ	
29	security	أَمْنٌ	
60	you(masc. plural)	أَنْتُمْ	
59	you (masc. dual)	أَنْتُمَا	
60	you (fem. plural)	أَنْتُنَّ	
3	came to an end (the lesson)	اِنْتَهَى	
48	parts (of the world)	أَنْحَاءٌ	
28	is off (the light)	اِنْطَفَأَ	
67	went off (the lights)	اِنْطَفَأَتْ	
9	pronounce(masc. sing.)	اِنْطِقْ	
10	pronounce (fem. sing.)	اِنْطِقِى	
67	lights	أَنْوَارٌ	
97	leaves (of trees)	أَوْرَاقٌ	
53	middle	أَوْسَطُ	
35	first	أَوَّلُ	
77	those	أُولَئِكَ	
9	too (also)	أَيْضاً	
35	right (the right wing)	أَيْمَنُ	

Page	Meaning	Word	Letter
27	(the family) sightsees	تُشَاهِدُ	
61	applause	تَصْفِيقٌ	
61	she cooks	تَطْبُخُ	
35	drew (the two teams)	تَعَادَلَ	
40	we are tired	تَعِبْنَا	
8	learn (imperative)	تَعَلَّمْ	
10	he has learnt	تَعَلَّمَ	
61	she works	تَعْمَلُ	
61	she washes	تَغْسِلُ	
3	he went on	تَقَدَّمَ	
54	(the Sphinx) talked	تَكَلَّمَ	
61	she sweeps	تَكْنِسُ	
76	that (fem. sing.)	تِلْكَ	
21	television	تِلِيفِزْيُونٌ	
40	statues	تَمَاثِيلُ	
53	a statue	تِمْثَالٌ	
4	exercises	تَمْرِينَاتٌ	
28	they are running along	تَمْضِي	

Page	Meaning	Word	Letter
53	he built it (it was built by)	بَنَاهُ	
52	with them (dual)	بِهِمَا	
47	veterinary (medicine)	بَيْطَرِيٌّ	
54	its history	تَارِيخُهُ	ت
4	you learn (masc. sing.)	تَتَعَلَّمُ	
47	commerce (college of)	تِجَارَةٌ	
92	book binding	تَجْلِيدٌ	
9	you (pronounce) well	تُحْسِنُ (النُّطْقَ)	
35	it became enthusiastic	تَحَمَّسَ	
39	you go (masc. sing.)	تَذْهَبُ	
15	a tram	تِرَامٌ	
38	you see it	تَرَاهَا	
48	(our universities) welcome	تُرَحِّبُ	
60	you (masc. pl.) deserve	تَسْتَحِقُّونَ	
59	you (two) are resting	تَسْتَرِيحَانِ	
2	she listens	تَسْتَمِعُ	
97	(the leaves) fall	تَسْقُطُ	
15	(the car) runs	تَسِيرُ	

Page	Meaning	Word	Letter
83	The United Arab Republic	الجمهورية العربية المتحدة	
47	our Republic	جُمْهُورِيَّتُنَا	
35	a wing	جَنَاحٌ	
34	two wings	جَنَاحَانِ	
60	his best	جُهْدُهُ	
21	weather (bulletin)	(نَشْرَةٌ) جَوِّيَّةٌ	
52	Guiza	اَلْجِيزَةُ	
51	Hatem	حَاتِمٌ	ح
34	a (goal) keeper	حَارِسٌ	
2	it is time for...	حَانَ	
84	Ethiopia	اَلْحَبَشَةُ	
85	Ethiopian	حَبَشِيٌّ	
39	its gardens	حَدَائِقُهَا	
41	iron	حَدِيدٌ	
40	a garden	حَدِيقَةٌ	
97	its heat	حَرُّهُ	

Page	Meaning	Word	Letter
35	it passed (the ball)	تَنَاقَلَ	
2	she pronounces	تَنْطِقُ	
61	congratulation	تَهْنِئَةٌ	
45	secondary (fem. sing.)	ثَانَوِيَّةٌ	ث
39	dry (masc. sing.)	جَافٌّ	ج
45	a university	جَامِعَةٌ	
47	universities	جَامِعَاتٌ	
34	its side	جَانِبُهُ	
61	worthy of (fem. pl.)	جَدِيرَاتٌ	
92	leather	جِلْدٌ	
66	they (two) sat	جَلَسَتَا	
29	groups (of pedestriars)	جَمَاعَاتٌ	
29	a group	جَمَاعَةٌ	
82	collecting	جَمْعٌ	
91	he collected	جَمَعَ	
3	sentences	جُمَلٌ	
2	a sentence	جُمْلَةٌ	
20	a republic	جُمْهُورِيَّةٌ	

Page	Meaning	Word	Letter
45	education (study)	دِرَاسَةٌ	
51	his education	دِرَاسَتُهُ	
51	a study (mission)	(بَعْثَةٌ) دِرَاسِيَّةٌ	
91	his shop	دُكَّانُهُ	
67	a part (in a play)	دَوْرٌ	
60	his part	دَوْرُهُ	
61	her part	دَوْرُهَا	
75	that (masc. sing.)	ذَلِكَ	ذ
91	they (two) went	ذَهَبَا	
91	I went	ذَهَبْتُ	
40	they (masc.) went	ذَهَبُوا	
3	he revised	رَاجَعَ	ر
4	I revised	رَاجَعْتُ	
8	we revised it	رَاجَعْنَاهُ	
54	a head	رَأْسٌ	
54	its head	رَأْسُهُ	
96	spring	رَبِيعٌ	
67	men	رِجَالٌ	

Page	Meaning	Word	Letter
15	a horse	حِصَانٌ	
21	our luck	حَظُّنَا	
47	law (College of)	حُقُوقٌ	
34	a referee	حَكَمٌ	
38	Helwan	حُلْوَانُ	
33	around	حَوْلَ	
28	when	حِينَ	
51	abroad	(إِلَى) الْخَارِجِ	خ
96	autumn	خَرِيفٌ	
9	incorrect	خَطَأٌ	
29	khafirs	خُفَرَاءُ	
53	Khefren	خَفْرَعُ	
29	khafir	خَفِيرٌ	
53	Khufu (Chiops)	خُوفُو	
75	better	خَيْرٌ	
33	(the two teams) ran around	دَارَ	د
21	warm	دَافِئٌ	
13	a bicycle	دَرَّاجَةٌ	

Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَّةٌ	
21	is shining brightly	سَاطِعَةٌ	
29	(they) maintain (security)	سَاهِرُونَ (عَلَى الْأَمْنِ)	
29	pedestrians (nominative)	سَائِرُونَ	
28	pedestrians (genitive)	سَائِرِينَ	
54	you will see	سَتَرَى	
14	you will visit	سَتَزُورُ	
15	express (train)	سَرِيعٌ	
21	lucky (masc. sing.)	سَعِيدٌ	
62	happy (fem. sing.)	سَعِيدَةٌ	
53	Sakkarah	سَقَّارَةُ	
9	I have heard it	سَمِعْتُهُ	
8	we have listened to...	سَمِعْنَا	
39	Samirah	سَمِيرَةُ	
52	we are going to see	سَنَرَى	
84	The Sudan	السُّودَانُ	
85	Sudanese	سُودَانِيٌّ	

Page	Meaning	Word	Letter
41	they returned	رَجَعُوا	
22	he answered	رَدَّ	
83	letters	رَسَائِلُ	
52	he wished	رَغِبَ	
39	(the friends) took (the train)	رَكِبَ	
15	it took (a carriage)	رَكِبَتْ	
41	they took (the train)	رَكِبُوا	
98	sports	رِيَاضَاتٌ	
21	a sport	رِيَاضَةٌ	
83	time	زَمَنٌ	ز
61	a husband	زَوْجٌ	
53	Zoser	زُوسَرُ	
14	a visit	زِيَارَةٌ	
39	I will bring	سَأُحْضِرُ	س
97	coast (seaside)	سَاحِلٌ	
46	I will go	سَأَذْهَبُ	
52	(the car) took (them)	سَارَتْ (بِهِمَا)	

Page	Meaning	Word	Letter
20	a newspaper	صَحِيفَةٌ	
39	friends (masc. dual)	صَدِيقَانِ	
39	friends (fem. dual)	صَدِيقَتَانِ	
84	friends (fem. dual-genitive case)	صَدِيقَتَيْنِ	
53	my friend	صَدِيقِي	
83	friends (masc. dual-genitive case)	صَدِيقَيْنِ	
28	a whistle	صَفَّارَةٌ	
28	his whistle	صَفَّارَتُهُ	
83	a page	صَفْحَةٌ	
83	two pages	صَفْحَتَانِ	
34	he whistled	صَفَّرَ	
34	he applauded	صَفَّقَ	
41	steel	صُلْبٌ	
47	pharmacology (college of)	صَيْدَلَةٌ	
96	summer	صَيْفٌ	
83	stamps (masc. dual-nominative)	طَابَعَانِ	ط
59	a woman doctor	طَبِيبَةٌ	
28	a way	طَرِيقٌ	

Page	Meaning	Word	Letter
29	cars	سَيَّارَاتٌ	
40	walking	سَيْرٌ	
67	he is going to see it	سَيُشَاهِدُهَا	
16	bank (of river)	شَاطِئٌ	ش
16	he saw	شَاهَدَ	
39	they saw (masc.)	شَاهَدُوا	
96	winter	شِتَاءٌ	
35	hard (adverb)	(بِـ)شِدَّةٍ	
16	a sail (boat)	(قَارِبٌ) شِرَاعِيٌّ	
3	he explained	شَرَحَ	
27	policemen	شُرْطَةٌ	
27	a policeman	شُرْطِيٌّ	
15	streets	شَوَارِعُ	
39	its streets	شَوَارِعُهَا	
35	a halftime	شَوْطٌ	
21	clear (fem. sing.)	صَافِيَةٌ	ص
19	newspapers	صُحُفٌ	

Page	Meaning	Word	Letter
83	Arab (masc. dual - genitive)	عَرَبِيَّيْنِ	
51	he knew	عَرَفَ	
22	you (masc. pl.) have known	عَرَفْتُمْ	
40	afternoon	عَصْرٌ	
48	great (masc. sing.)	عَظِيمٌ	
47	science (College of)	عُلُومٌ	
91	upon you (dual)	عَلَيْكُمَا	
41	work	عَمَلٌ	
28	when	عِنْدَمَا	
92	come back (dual)	عُودَا	
52	his return	عَوْدَتُهُ	
40	springs	عُيُونٌ	
47	Ein Shams	عَيْنُ شَمْسٍ	
91	tomorrow (next morning)	اَلْغَدُ	غ
48	tomorrow (in the future)	غَدًا	
1	Fatimah	فَاطِمَةُ	ف
98	a benefit	فَائِدَةٌ	
76	she opened	فَتَحَتْ	

Page	Meaning	Word	Letter
28	their way	طَرِيقُهَا	
48	students	طَلَبَةٌ	
82	stamps	طَوَابِعُ	
61	all (day) long	طُولَ (النَّهَارِ)	
40	shady	ظَلِيلَةٌ	ظ
68	appeared (fem. dual)	ظَهَرَتَا	
34	backs (masc. dual nominative)	ظَهِيرَانِ	
35	backs (masc. dual - genitive)	ظَهِيرَيْنِ	
48	world	عَالَمٌ	ع
40	women workers	عَامِلَاتٌ	
29	crossed	عَبَرَتْ	
28	crossing	عُبُورٌ	
54	strange (masc. sing.)	عَجِيبٌ	
74	an issue (of a magazine)	عَدَدٌ	
83	Iraq	اَلْعِرَاقُ	
28	carriages	عَرَبَاتٌ	
14	a carriage	عَرَبَةٌ	
4	Arabic (Language)	عَرَبِيَّةٌ	

Page	Meaning	Word	Letter
68	were (masc. dual)	كَانَا	ك
1	his book	كِتَابُهُ	
1	her book	كِتَابُهَا	
4	I have written	كَتَبْتُ	
8	we (two) have written	كَتَبْنَا	
46	many (fem.)	كَثِيرَةٌ	
92	back (of a book)	كَعْبٌ	
8	words	كَلِمَاتٌ	
2	a word	كَلِمَةٌ	
46	colleges	كُلِّيَّاتٌ	
46	a college	كُلِّيَّةٌ	
76	nice (fem. sing).	لَطِيفَةٌ	ل
62	playing	لَعِبٌ	
4	a language	لُغَةٌ	
35	but	لَكِنَّ	
92	a colour	لَوْنٌ	
1	Maged	مَاجِدٌ	م
75	last (adjective)	اَلْمَاضِي	

Page	Meaning	Word	Letter
22	he was pleased	فَرِحَ	
97	happy (masc. pl.-nominative)	فَرِحُونَ	
34	a team	فَرِيقٌ	
33	teams (masc. dual-nominative)	فَرِيقَانِ	
34	teams (masc. dual - genitive)	فَرِيقَيْنِ	
27	big (masc. sing.)	فَسِيحٌ	
68	an act	فَصْلٌ	
96	seasons	فُصُولٌ	
90	I have thought	فَكَّرْتُ	
97	its fruits	فَوَاكِهُهُ	
67	a hall	قَاعَةٌ	ق
90	already	(مِنْ) قَبْلُ	
33	a foot	قَدَمٌ	
97	the coming (of spring)	قُدُومُ (الرَّبِيعِ)	
10	reading	قِرَاءَةٌ	
3	she read	قَرَأَتْ	
54	he told	قَصَّ	
92	cloth	قُمَاشٌ	

Page	Meaning	Word	Letter
90	volumes	مُجَلَّدَاتٌ	
92	volumes (masc. dual - genitive)	مُجَلَّدَيْنِ	
82	a collection	مَجْمُوعَةٌ	
82	collections (fem. dual - nominative)	مَجْمُوعَتَانِ	
82	his collection	مَجْمُوعَتُهُ	
84	her collection	مَجْمُوعَتُهَا	
84	my collection	مَجْمُوعَتِي	
92	collections (fem. dual - genitive)	مَجْمُوعَتَيْنِ	
47	various (fem.)	مُخْتَلِفَةٌ	
61	a director	مُخْرِجٌ	
52	a while	مُدَّةٌ	
53	step (pyramid)	(هَرَمٌ)مُدَرَّجٌ	
29	cities	مُدُنٌ	
9	once	مَرَّةً	
40	observatory	مَرْصَدٌ	
34	the goal	اَلْمَرْمَى	
34	his goal	مَرْمَاهُ	
27	traffic	مُرُورٌ	

Page	Meaning	Word	Letter
91	last (fem. sing.)	مَاضِيَةٌ	
40	skilful (masc. pl. nominative)	مَاهِرُونَ	
33	a match (game)	مُبَارَاةٌ	
39	its buildings	مَبَانِيهَا	
66	next to each other (masc. dual -genitive)	مُتَجَاوِرَيْنِ	
83	united (fem.- sing.)	مُتَّحِدَةٌ	
15	metro	مِتْرُو	
41	pleasure	مُتْعَةٌ	
96	blossoming (fem.)	مُتَفَتِّحَةٌ	
66	spectators (masc. pl. - genitive)	مُتَفَرِّجِينَ	
74	a magazine	مَجَلَّةٌ	
76	your (masc. sing.) magazine	مَجَلَّتُكَ	
76	your (fem. sing.) magazine	مَجَلَّتُكِ	
74	his magazine	مَجَلَّتُهُ	
74	her magazine	مَجَلَّتُهَا	
74	my magazine	مَجَلَّتِي	
90	a volume	مُجَلَّدٌ	
89	a (book) binder	مُجَلِّدٌ	

Page	Meaning	Word	Letter
67	actresses	مُمَثِّلَاتٌ	
67	an actress	مُمَثِّلَةٌ	
68	actresses (fem. dual - nominative)	مُمَثِّلَتَانِ	
67	actors (masc. pl.- genitive)	مُمَثِّلِينَ	
41	their (masc. pl.) homes	مَنَازِلُهُمْ	
83	for (a long time)	مُنْذُ (زَمَنٍ طَوِيلٍ)	
39	well-arranged	مُنَسَّقَةٌ	
48	Mansurah	اَلْمَنْصُورَةُ	
53	Menkereh	مَنْقَرَعُ	
98	of them	مِنْهَا	
34	forwards (football)	مُهَاجِمُونَ	
13	communications	مُوَاصَلَاتٌ	
96	having leaves (fem.)	مُورِقَةٌ	
2	time	مَوْعِدٌ	
27	squares	مَيَادِينُ	
40	water(s)	مِيَاهٌ	
83	rare (masc. dual. - nominative)	نَادِرَانِ	ن
4	he called	نَادَى	

Page	Meaning	Word	Letter
40	comfortable (masc. dual-genitive)	مُرِيحَيْنِ	
59	the hospital	اَلْمُسْتَشْفَى	
22	a play	مَسْرَحِيَّةٌ	
41	winter resort	اَلْمَشْتَى	
38	sunny (fem. sing.)	مُشْرِقَةٌ	
59	a factory	مَصْنَعٌ	
97	rain	مَطَرٌ	
40	mineral (fem.)	مَعْدِنِيَّةٌ	
2	a teacher	مُعَلِّمٌ	
27	with it (fem. sing.)	مَعَهَا	
96	singing (adjective - fem.)	مُغَرِّدَةٌ	
68	singers (masc. dual - nominative)	مُغَنِّيَانِ	
40	seats	مَقَاعِدُ	
40	seats (masc. dual - genitive)	مَقْعَدَيْنِ	
1	his desk	مَكْتَبُهُ	
1	her desk	مَكْتَبُهَا	
33	a field (football)	مَلْعَبٌ	
67	an actor	مُمَثِّلٌ	

Page	Meaning	Word	Letter
3	he looked	نَظَرَ	
39	yes	نَعَمْ	
60	we work	نَعْمَلُ	
28	he blew	نَفَخَ	
39	we meet	نَلْتَقِى	
92	a kind	نَوْعٌ	
92	kinds (masc. dual - nominative)	نَوْعَانِ	
82	these (fem. dual-nominative)	هَاتَانِ	ه
84	these (fem. dual-oblique case)	هَاتَيْنِ	
35	it attacked	هَاجَمَ	
35	an attack	هُجُومٌ	
35	a goal	هَدَفٌ	
35	goals (masc. dual accusative)	هَدَفَيْنِ	
83	these (masc. dual nominutive)	هَذَانِ	
83	these (masc. dual - oblique case)	هَذَيْنِ	
62	they (dual)	هُمَا	
46	engineering	هَنْدَسَةٌ	
61	they (fem. pl.)	هُنَّ	

Page	Meaning	Word	Letter
29	people	نَاسٌ	
60	a critic	نَاقِدٌ	
1	we learn	نَتَعَلَّمُ	
60	success	نَجَاحٌ	
59	we serve	نَخْدُمُ	
59	we serve you (both)	نَخْدُمُكُمَا	
22	we go out	نَخْرُجُ	
10	we revise	نُرَاجِعُ	
22	we watch	نَرَى	
33	it came on to (the football field)	نَزَلَ	
67	women	نِسَاءٌ	
40	we rest	نَسْتَرِيحُ	
22	we can	نَسْتَطِيعُ	
41	we see	نُشَاهِدُ	
21	a bulletin	نَشْرَةٌ	
40	active (fem. pl.)	نَشِيطَاتٌ	
3	he pronounced	نَطَقَ	
3	she pronounced	نَطَقَتْ	

Page	Meaning	Word	Letter
15	is drawn by	يَجُرُّهَا	
62	they (two) like	يُحِبَّانِ	
62	they (masc. pl.) like	يُحِبُّونَ	
97	they go	يَذْهَبُونَ	
10	he checks	يُرَاجِعُ	
83	they (two) send	يُرْسِلَانِ	
34	left	يَسَارٌ	
61	they deserve	يَسْتَحِقُّونَ	
28	(the pedestrians) can	يَسْتَطِيعُ	
97	it falls	يَسْقُطُ	
97	it gets stronger	يَشْتَدُّ	
10	he thanks	يَشْكُرُ	
28	he crosses	يَعْبُرُ	
28	they cross	يَعْبُرُونَ	
20	he shows	يَعْرِضُ	
10	he finds out, he knows	يَعْرِفُ	
61	he works	يَعْمَلُ	
67	they act (fem. pl.)	يَقُمْنَ	

Page	Meaning	Word	Letter
16	air	هَوَاءٌ	
39	its air	هَوَاؤُهَا	
14	a father	وَالِدٌ	و
62	parents (masc. dual - nominative)	وَالِدَانِ	
74	his father	وَالِدُهُ	
75	her father	وَالِدُهَا	
59	his parents (genitive case)	وَالِدَيْهِ	
92	alone	وَحْدَهُ	
2	after him	وَرَاءَهُ	
13	means	وَسَائِلُ	
34	middle	وَسَطٌ	
89	she put it	وَضَعَتْهَا	
89	he put it	وَضَعَهَا	
60	our country	وَطَنُنَا	
40	Japanese	يَابَانِيَّةٌ	ى
97	it comes	يَأْتِي	
92	there remains	يَتَبَقَّى	
10	should	يَجِبُ	

Page	Meaning	Word	Letter
10	he pronounces	يَنْطِقُ	
27	they control	يُنَظِّمُونَ	
28	he blows	يَنْفُخُ	
97	they run away	يَهْرُبُونَ	

Page	Meaning	Word	Letter
67	he acts	يَقُومُ	
67	they act (masc. pl.)	يَقُومُونَ	
83	they (two) write	يَكْتُبَانِ	
98	they practise	يُمَارِسُ	
97	it tends	يَمِيلُ	
98	(people) work harder	يَنْشَطُ (النَّاسُ) فِي أَعْمَالِهِمْ	

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