A PRACTICAL ARABIC COURSE

ENGLISH TEXT EDITED BY E. G. FINCH

CAIRO
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E. Chevalley

PRACTICAL

ARABIC COURSE

English Text edited by

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PREFACE

It is constantly asserted by Europeans that it is impossible for them to gain even a moderate knowledge of Arabic except after infinite toil. There is a considerable grain of truth in this assertion, for there exists no satisfactory text-book which a beginner can use with confidence or which is so arranged that the student who has some acquaintance with the language can fix his ideas of the rather intricate Arabic grammar. The existing text-books are either exhaustive treatises dealing with delicate points of the grammar of Classical Arabic, or else they are merely phrase-books of Colloquial Arabic, giving (often in a faulty transliteration) a few common phrases in a particular dialect. The object of the authors of this textbook has been to provide a scientifically arranged grammar of the language of the Press and of ordinary business life.

The arrangement of the work is as follows:

Part I deals with the Arabic alphabet, the pronunciation of the letters is explained, as far as possible, phonetically, and reading lessons are given.

Parts II and III provide a complete course in all the important grammatical rules with copious vocabularies and exercises.

There is an Appendix of technical and administrative terms.

Throughout the book the vowel-acents have been carefully inserted in the Arabic script. Perhaps the main difficulty in Arabic is that the vowel-acents are hardly ever written and each word has to be learnt by ear before it can be properly used. The authors hope that this feature of the book will prove particularly useful to the student.

The lessons have been so arranged as to contain no more matter than can be conveniently mastered in a single day.

It is hoped that the book will prove useful to Government officials and Army Officers and especially to those officials who are required to pass an examination in the Arabic language.

THE AUTHORS

Cairo, December 1907.
SYMBOLS and ABBREVIATIONS

p ................. page
m .................. masculine
t .................. feminine
s, sing .............. singular
d .................. dual
pl, plur .............. plural

( ) In the vocabulary, Arabic words enclosed within brackets are only employed in the colloquial language.

* This symbol, which is placed over certain letters, denotes a suppressed ١.

The following is the scheme of phonetics adopted in this book to indicate the Arabic pronunciation:

<table>
<thead>
<tr>
<th>English</th>
<th>a</th>
<th>in</th>
<th>father</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>١</td>
<td>٢</td>
<td>away</td>
</tr>
<tr>
<td>e</td>
<td>١</td>
<td>٢</td>
<td>pale</td>
</tr>
<tr>
<td>e</td>
<td>١</td>
<td>٢</td>
<td>men</td>
</tr>
<tr>
<td>i</td>
<td>١</td>
<td>٢</td>
<td>machine</td>
</tr>
<tr>
<td>i</td>
<td>١</td>
<td>٢</td>
<td>pity</td>
</tr>
<tr>
<td>o</td>
<td>١</td>
<td>٢</td>
<td>glory</td>
</tr>
<tr>
<td>o</td>
<td>١</td>
<td>٢</td>
<td>top</td>
</tr>
<tr>
<td>u</td>
<td>١</td>
<td>٢</td>
<td>soup</td>
</tr>
<tr>
<td>u</td>
<td>١</td>
<td>٢</td>
<td>book</td>
</tr>
</tbody>
</table>

Part I

READING LESSONS

EXERCISES
1st Lesson — LETTERS OF THE ALPHABET

Vowel-accent

Fatha : ـ Se : ١ Th (3) Te : ِ Be : ِ Alef : ـ (2)

Tha ـ Ta Ba

Exercise 1

ء ب ت ث ـ ن م

(1) The Arabic alphabet contains 29 letters.
(2) ـ is the sound of alef ـ, b that of ب, etc.
(3) Pronounced like th in this.
(4) For the present, we shall only consider the alef when it is placed in the middle or at the end of a word (1); thus it serves to lengthen the vowel sound of the preceding letter.
E.g. ـ is pronounced bi and not ba.
(5) These three columns show the form of the letters when written at the beginning, in the middle, or at the end of a word.
(6) Alef cannot be joined to the following letter in a word.

2nd Lesson — LETTERS OF THE ALPHABET

Vowel-accent

Kha : ـ Kha : ـ (3) Hha : ـ Haa : ـ

Gi

Exercise 2

غ ح خ ح

(1) Pronounced usually like g in good.
(2) Pronounced like ch in the German Nachl.
(3) When followed by خ ح خ, the letters ء ء are usually written 

They are also occasionally written thus : ء ء ء, as will be seen later.
3rd Lesson — LETTERS OF THE ALPHABET

Vowel-accent

Damma: u (2)

Dāl: d

Zāl: th (1)

— Exercise 3 —

(1) Pronounced like th in though.
(2) The vowel-accent is three in numbers (٠ ١ ٢) and

(3) د and ١ cannot be joined to the following letter in a word.

4th Lesson — LETTERS OF THE ALPHABET

Fat-hetān: an Zēn: x Be: r

(1) The sign (١), which adds the sound of n to (١), must be followed by ١, which, however, has no vocalic value.
(2) د and ١ cannot be joined to the following letter in a word.
5th Lesson — LETTERS OF THE ALPHABET

Kasretēn : en
Shin : sh
Sin : s (1)

Shen
Sen

Exercise 5

Exercise 6

(1) s is pronounced like s in sea.

(2) ġ has an emphatic pronunciation like that of d in the French dent.
7th Lesson — LETTERS OF THE ALPHABET

Sukūn (3)  
Za' (5)  
Ta' (1)

(1) Ʞ has an emphatic pronunciation like that of t in the French temps.

(2) Ʞ has an emphatic pronunciation like that of z in the French horizon.

(3) A letter over which there is (ـ) is pronounced as a mute letter.

Exercise 7

8th Lesson — LETTERS OF THE ALPHABET

Shadda (3)  
Ghēn : g (2)  
Ein : a' (1)

(1) & (2) It is impossible to express these two letters phonetically, with any degree of exactitude. Ʞ may be represented as guttural short a' and Ʞ as a strongly aspirated g', but the learner would do well to learn these sounds by ear from a native.

(3) The (ـ) indicates that the letter over which it is placed is doubled.
9th Lesson — LETTERS OF THE ALPHABET

Qāf : q (l) Fe : /

Exercise 9

Exercise 10

(1) Pronounced like a guttural q.

(2) At the beginning or in the middle of a word, ل can be written ل.
11th Lesson — LETTERS OF THE ALPHABET

Nun : [n]  Mim : [m]

Ma

Exercise II

Waw : [w]  He : [h]

(1)

Wen  Hen

Exercise 12

(1) This is the form of final he when alone.
(2) It is never joined to a following letter.
(3) It is never followed by a vowel sign or one. serves to lengthen the sound of the preceding letter. E. g. [dhabr] and not [dabur].
(4) Final he hearing two dots is simply [w] and is called te marbada. It is almost always the sign of the feminine gender.
(5) The te marbada bearing (ו) is never followed by the 1 which has no vocalic value.

(1) [n] is sometimes written [n] or [n].
13th Lesson — LETTERS OF THE ALPHABET

لا

لَا

لي

لا لاي

لا لاي

لا لاي

Exercises 13

(1) ي  is the only combination of ل and ل.

(2) Like ل and ل without a vowel sign is used to lengthen the sound of the preceding letter; e.g., في ل and not في. ي ل is sometimes written ي or ي.

(3) Final ي without its two dots, has no value in pronunciation and is called ألس متضمنة; thus, علي is pronounced a'ala.

14th Lesson — LETTERS OF THE ALPHABET

(1) مـ (Madda) مـ: أـ (Alef)

Wasla

Alef

Exercise 14

(1) The مـ (Madda) is used to lengthen the ل over which it is placed; thus, ل equals two ل.

(2) The مـ (Madda) is placed especially on the initial ل of certain words beginning with م ل preceded immediately by a vowel-accent or by a distinct vowel sound; it renders this ل mute and joins the preceding syllable to the following letter. E.g., من ألي ا must be read as من أليا and not as من أليا.

(3) When a word ends in an unaccented letter, the letter is pronounced as if it had over it a مـ. If the letter is a ل متضمنة, it is pronounced like ل.

(4) When a word, ending in a letter over which there is no vowel sign, has dependent upon it another beginning with ل, the unaccented letter is pronounced with the sound of عـ: e.g., كتب ألوُنُ kitāb’alwānī.
15th Lesson — LENGTHENING LETTERS

ا و ي

Hamza

These three letters are called weak or lengthening letters.

---

Exercise 15

ا و ي

1 — Letters of the alphabet

اب ت ث ج خ د ذ ر ز س ش ض ط ع غ ف ق ك ل م ن ه و ي

2 — Vowel-accents and signs

a) — Vowel-accents and signs which can be used with all the letters of the alphabet:

b) — Signs which can only be placed over the ی:

c) — Sign which can be used with ی، و and ی، or which can be written alone:
17th Lesson — SOLAR AND LUNAR LETTERS

The solar letters are:

The solar letters are so called from the word شمس sun, which begins with one of them.

Before the other letters, which are called lunar, from the word قمر moon, which begins with one of them, the l of شمس is pronounced and carries ؛ e.g. قمر al-qamar and not qamar.

When a word, ending in كتربلا without a vowel sign, has another word dependent on it, the كتربلا is pronounced كتربلا; e.g. ميزة لندن the city of London, is pronounced مدينة لندن.

Exercise 16

(1) When the particle لی is joined to a word beginning with one of the above 14 solar letters, the لی of this particle is not pronounced and has no (١) over it, but a (٢) is placed over the solar letter; e.g. الشمس is pronounced الشمَس and not al-shams. The solar letters are so called from the word شمس sun, which begins with one of them.

(2) Before the other letters, which are called lunar, from the word قمر moon, which begins with one of them, the l of لی is pronounced and carries ؛ e.g. قمر al-qamar and not qamar.

(3) When a word, ending in كتربلا without a vowel sign, has another word dependent on it, the كتربلا is pronounced كتربلا; e.g. ميزة لندن the city of London, is pronounced مدينة لندن.

18th Lesson — THE NUMERALS

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>٠</td>
<td>الصفر</td>
</tr>
<tr>
<td>١</td>
<td>واحد</td>
</tr>
<tr>
<td>٢</td>
<td>اثنان</td>
</tr>
<tr>
<td>٣</td>
<td>ثلاثة</td>
</tr>
<tr>
<td>٤</td>
<td>أربعة</td>
</tr>
<tr>
<td>٥</td>
<td>خمسة</td>
</tr>
<tr>
<td>٦</td>
<td>سبعه</td>
</tr>
<tr>
<td>٧</td>
<td>ثمانه</td>
</tr>
<tr>
<td>٨</td>
<td>تسعه</td>
</tr>
<tr>
<td>٩</td>
<td>تسعه</td>
</tr>
<tr>
<td>١٠</td>
<td>عشرة</td>
</tr>
<tr>
<td>١١</td>
<td>أربع عشرة</td>
</tr>
<tr>
<td>١٢</td>
<td>ثلاثين</td>
</tr>
<tr>
<td>١٣</td>
<td>أربعين</td>
</tr>
<tr>
<td>١٤</td>
<td>أربعين</td>
</tr>
<tr>
<td>١٥</td>
<td>خمسة عشر</td>
</tr>
<tr>
<td>١٦</td>
<td>ستة عشر</td>
</tr>
<tr>
<td>١٧</td>
<td>سبعه عشر</td>
</tr>
<tr>
<td>١٨</td>
<td>ثمانه عشر</td>
</tr>
<tr>
<td>١٩</td>
<td>تسعة عشر</td>
</tr>
<tr>
<td>٢٠</td>
<td>تسعه عشر</td>
</tr>
</tbody>
</table>

(1) From ٢١ onwards, and, is placed between the units and the teens.
19th Lesson — THE NUMERALS

100  ألف — ألف
1000  مئة — مائة

850  ألفين وستين
9000  ألفين وستمائة

700  أربعة آلاف
4000  ألفين وسبعمائة

600  ألف وستمائة
9007  ألف وسبعمائة وسبعون

504  ثلاثة آلاف وستمائة
8100  ألف وسبعمائة وثمانين

685  ألف وسبعمائة وثمانون
9006  ألف وسبعمائة وثمانية

10000  عشرة آلاف

--- Exercise 17 ---

Write in letters the following numbers:

6378 — 347 — 83 — 75 — 76 — 24 — 1077
4378 — 347 — 83 — 75 — 650 — 3082

(1) The word مئة is generally invariable, and the numbers from 3 to 10 inclusive, which precede it, lose their อำเภอ.

(2) The word ألف, preceded by a number from 3 to 10 inclusive, is put in the plural, but if preceded by a higher number, it remains in the singular.

(3) We shall consider later the special rules which govern the use of the numerals.
20th Lesson — PERSONAL PRONOUNS

Vocabulary — THE SCHOOL

A school (i) مدرسة
A university جامعـة
The class (s) الفئة
A head-master رئيس
A teacher معلم
A pupil طالب

A student طالب
The library المكتبة
The desk مكتـب
A book كتاب
A copy-book كتاب
A pen قلم

PERSONAL PRONOUNS

There are two kinds of personal pronouns: those joined to a word (conjunctive) and those standing alone (disjunctive).

I — Conjunctive Personal Pronouns

ي (with me) I have
ل (the book of thee (m)) Thy book (m)
ه (he has praised him) He has praised him

The conjunctive pronouns are the complements of prepositions, nouns and verbs.

1. The indefinite article ا or اة is not translated in Arabic.
2. The is represented by the definite article ذلك.
21st Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE SCHOOL (continued)

| Paper (f)   | ورقة | Ink        | قلم |
| A review, a magazine | مقالة | A page     | صفحه  |
| A newspaper  | جريدة  | The lesson | الأحداث |
| A pencil     | قلم رصاص | An exercise | تمارين  |
| A penknife   | مثبت  | A line     | سطر |
| A ruler      | مسطرة | A sentence | جملة |
| An ink-stand | دوامة (دوية) | A word | كلمة |

b) — Pronouns joined to a noun

| كتابي (the book of me) | My book |
| جريدةك (the newspaper of thee m) | Thy newspaper (m) |
| مدرستك (the school of thee f) | Thy school (f) |
| معلمته (the teacher of her) | His teacher (m) |
| ورقة (the paper of her) | Her paper |

When joined to a noun, the conjunctive personal pronouns represent the English possessive adjectives.

1. When the conjunctive pronouns are joined to a word ending in ت, this ت is changed to an ordinary ت.

— Exercise 18 —

1. We shall not, for the present, accentuate the last letter of Arabic words, for the accentuation of this letter depends on the position of these words in a sentence and is subject to certain rules which we shall consider later.

2. In enumerating a list of words, the conjunction و (and) is repeated after each word.

3. When a noun is determined by another or a succession of other nouns dependent each upon another, the last alone takes the article لل, unless it is a proper noun; the preposition of which connects these nouns is not translated.

4. In Arabic, the subject is generally placed after the verb.
22nd Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM

The furniture — ملأ (أثاث)

The dining-table — المائدة — السفرة

A cupboard — صناديق — (دلاب)

The side-board — خزائن — السفرة

A chair — كرسي

The cover — أدوات السفرة — (ظرف السفرة)

The cloth — ملأ — ملأ

A knife — سكين

A serviette — ورقة — (ورقة)

A fork — ملعقة — طبق

A dish — ملعقة — طبق

2o — Conjunctive Pronouns (Plural)

كُمْ هُمْ — هُمْ

They (f) — They (m) — You (f) — You (m) — Us

3o — Conjunctive Pronouns (Dual)

كُمُ ذُمْ — هُمُ ذُمْ

They two (m & f) — You two (m & f)

1. When a word in English is rendered in Arabic by two nouns, the one depending on the other, the definite article ال is placed only before the second.

2. In colloquial Arabic, the pronouns of the dual and feminine plural are replaced by those of the masculine plural.

33

a) — Pronouns joined to a preposition

We have — منا or من

You have (m) — منكم or منكم

You have (f) — منكن or منكن

They have (m) — منهم or منكم

They have (f) — منهن or منكن

You have (d) — منكم or منكن

They have (d) — منها or منهن

b) — Pronouns joined to a noun

Your drawer (m) — ذكرى or ذكرى

Their copy-book (f) — ذكرى or ذكرى

Our desk — مكتبة

Your review (f) — مكتبة

Their lesson (m) — درس

Your pen (d) — ريش

He has praised us — منحها

He has praised them (f) — منحنا

He has praised you (m) — منحنا

He has praised you (d) — منحنا

He has praised them (m) — منحنا

He has praised you (f) — منحنا

1. See page 29, [3].
23rd Lesson — DISJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM (continued)

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>صحّة — (زجاجة)</td>
<td>A bottle</td>
</tr>
<tr>
<td>الألواحة</td>
<td>A napkin</td>
</tr>
<tr>
<td>فنجان</td>
<td>A glass</td>
</tr>
<tr>
<td>كأس</td>
<td>The saucer</td>
</tr>
<tr>
<td>أكل — أطعمة</td>
<td>(The) food</td>
</tr>
<tr>
<td>أسماك</td>
<td>(The) fish</td>
</tr>
<tr>
<td>أطعمة</td>
<td>(The) meat</td>
</tr>
<tr>
<td>أفكارية</td>
<td>(The) dessert, fruits</td>
</tr>
<tr>
<td>أثيرب</td>
<td>(The) drink</td>
</tr>
<tr>
<td>ماء — (نبذة)</td>
<td>Water</td>
</tr>
<tr>
<td>نبذة — (نبذة)</td>
<td>Wine</td>
</tr>
</tbody>
</table>

The disjunctive personal pronouns are always used as subjects.

I (am)      | أنت      | You (are) (d)
Thou (art) (m) | أنت      | You (are) (pl.m)
Thou (art) (f) | أنتم     | You (are) (pl.f)
He (is)     | هم       | They (are) (d)
She (is)    | هم       | They (are) (pl.m)
We (are)    | هم       | They (are) (pl.f)

The disjunctive personal pronouns render in Arabic the present tense of the verb to be.

The book (is) useful
The water (is) in the glass
The serviette (is) on the chair

As a rule, in Arabic the present tense of the verb to be is not translated in the case where in English it is followed by an attributive adjective or a circumstantial complement.

1. في in, into.
2. على on, upon, over.
25th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — A ROOM (continued)

The furniture

A table — طاولة
A drawer — دِرْج
A chest of drawers — خِزانة
A shelf — رَف
A looking-glass — جَلايرة
A sofa — دِريْان
A room — غَرْفَة — قَاعة

To accept, to agree to — قَبَل
To shut — فَتَّال
To sweep — كَسَت
To explain — طُبَّب
To do, to make — صَحَح

To sit — قِعدَة
To send — عَفَّان
To beg, to ask for — طَلَب
To pronounce — لفظ

To have drunk — شَرب
Yes — لَم
No — لَا

He has drunk — شَرب
Has he drunk? — هل شرب؟

Past Tense (interrogatively)

Have I drunk? — أشربت؟
Have you drunk? — أشربت؟
Have we drunk? — أشربت؟
Have you drunk (m)? — أشربت؟
Have you drunk (f)? — أشربت؟
Have they drunk (m)? — أشربت؟

Exercise 20

هل كنا نشرب أثناء أولى الصلاة — أشربت الجريدة ونجله — بل كنا نشرب أثناء أولى الصلاة — هل قبل المعلم لمدة;
عند المعلم — هل قبل المعلم لمدة — هل قبل المعلم لمدة — هل قبل المعلم لمدة — هل قبل المعلم لمدة.

Exercise 21

Did you send the carpet and the curtain? — Has the teacher opened the door and the window? — No, the teacher has opened the door and shut the window. — Have you made (m) the furniture of our room? — Has she swept the room? — Have they accepted (m) the pupil in the school? — Have you copied (f) the exercise in the copy-book? — Have we drunk a bottle of wine? — Have they made (m) the portrait of their teacher?

1. The dual form of the past tense having been given in the preceding lesson, it is unnecessary to repeat it in each lesson.
26th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — TIME

<table>
<thead>
<tr>
<th>The day</th>
<th>The month</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَيُّوُمُ</td>
<td>أَشَرُّرَمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The week</th>
<th>(The) time</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَلْبِسْحُوْمُ</td>
<td>أَرْمُتُ</td>
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<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
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</thead>
<tbody>
<tr>
<td>أَلْبِسْحُوْمُ</td>
<td>أَلْبِسْحُوْمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَلْبِسْحُوْمُ</td>
<td>أَلْبِسْحُوْمُ</td>
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</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَلْبِسْحُوْمُ</td>
<td>أَلْبِسْحُوْمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَلْبِسْحُوْمُ</td>
<td>أَلْبِسْحُوْمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَارُسُ</td>
<td>مَارُسُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To arrive</th>
<th>To do</th>
</tr>
</thead>
<tbody>
<tr>
<td>(o) قُلُمُ</td>
<td>(a) قُلُمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To return</th>
<th>To understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>(o) رَجُحُ</td>
<td>(o) قُلُمُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To examine</th>
<th>To suppress</th>
</tr>
</thead>
<tbody>
<tr>
<td>(o) قُلُمُ</td>
<td>(o) حَدَدُ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To learn (by heart), to guard, to preserve</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(o) قُلُمُ</td>
<td>(1) كَيْفَ؟</td>
</tr>
</tbody>
</table>

1. (1) is used particularly in interrogative sentences introduced by (1) كَيْفَ؟.
27th Lesson — PRESENT & FUTURE OF S. T. V.
Vocabulary — TIME (continued)

Spring

Summer

Autumn

Winter

Season

In the evening

Year

In the night

Hour

Noon

Minute

To-day

Morning

Yesterday

Evening

To-morrow

Night

The day after to-morrow

In the morning

The day before yesterday

To enter

(6) دخل

To look at

(6) دخل

To go out

(6) خرج

To learn, to know

(6) علم

To go

(6) ذهب

To know

(6) عرف

To come, to be present

(6) حضر

From

مـن

To, towards, till

الـى

He entered (دـخل) يدخل

He enters (دـخل) يدخل

Present and Future Tense

I enter, shall enter

We enter

Thou dost enter (m) (دـخل) تدخلت

You enter (pl.m)

Thou dost enter (f) تدخلت

You enter (pl.f)

He enters يدخل

They enter (pl.m)

She enters يدخل

They enter (pl.f)

You enter (d) يدخلت

They enter (d.m)

They enter (d.f)

The present tense is formed from the past by placing before it one of the prefixes يـ، ـي، ـيـ، وـيـ، ـيـ. The first radical of simple trilateral verbs must always have a (ـ) over it; the vowel-sound over the second radical varies and must be learnt either by practice or from the dictionary (1). The vowel-sound over the 3rd radical varies according to the particles which may precede the present tense.

Exercise 24

دـخل المـصاب، وقـدم أـربع وقـدمم أـفـرـح

خرج يوم أستـبت وأرجح في سـاء، الأنـدـهـ خرـجـناً بيـلا أـمس

وـأرـوأ أـمسـ أـطـبـ صـوـتـي إـلـى مـعـلي عـنـد أـو بـعد وـعد

1 For the verbs continued in this book, the letters (6), (6), (6) following these verbs indicate that the 2nd radical of the present or future tense is (وـ)، (ـ)، or (ـ)، respectively.
28th Lesson — PRESENT & FUTURE OF S.T.V.

Vocabulary — THE BED-ROOM

The bed ABLIR (_sleep_)
A mattress فرشه (مرتبة) _ALMUSH_ (bed)
A holster, a pillow ALEFRAN (water-jug)
The bed-clothes (أطسيت) (basin)
The quilt (أبلوئ) _FRUSSHA_ (brush)
The mosquito-curtain _ALMOSSIA_ (comb)
A candle-stick _SHUMANN_ (razor)
Matches _KIBRIT_ (scissors)
A clock _SAUSSA_ (soap)

The bed-room _AWASSHAT ALLAM_ (to wash)

To wash مسح (o) خف _(e)_ (to wipe, to clean)
To tie, to attach ربط (o) حق (i) (to shave)
To breakfast فم (o) نسيم (s) (to be sleepy)
To count, to calculate حسب (o) " ما دما " (to count)

We go دنهم | Do we go? دنهم؟

Present Tense (interrogatively)
Do I go؟ دنهم؟
Do you go (m)؟ دنهم؟
Do you go (f)؟ دنهم؟
Does he go؟ دنهم؟
Does she go؟ دنهم؟

Exercise 25

Have you a brush and a comb in the drawer? — Do you wipe (s.m) the razor and the scissors? — How do you attach (s.f) your mosquito-curtain? — Does he know when they breakfast (m) in the bed-room? — What have you learnt from your lesson? — The pillow (is) on the bed. — The clock (is) on the table. — When will they go out and when will they return? — What have you done?

1. When a word, the last letter of which carries (ء), is followed by another word beginning with the (ء), the (ء) is changed to (ء), for the sake of euphony. Exceptions: من becomes من and the final of the masculine plural pronoun takes (ء).
I strike

I do not strike

Present Tense (negatively)

I do not strike

We do not strike

Thou dost not strike (m.

You do not strike (m.)

Thou dost not strike (f.)

You do not strike (f.)

He does not strike

They do not strike (m.)

They do not strike (f.)

Exercise 27

I strike

I do not strike

Present Tense (negatively)

I do not strike

We do not strike

Thou dost not strike (m.

You do not strike (m.)

Thou dost not strike (f.)

You do not strike (f.)

He does not strike

They do not strike (m.)

They do not strike (f.)

Exercise 28

He does not hate his enemy. — Why do you not thank your teacher? — Mary does not strike her child. — Do you not know why we came the day before yesterday and why we shall return to-morrow morning? — Where will they go (f.)? — I do not know why Peter does not praise me and does not thank my brother. — Has she not been tired yesterday evening? — Do you know my family?

1. To conjugate a verb in the present tense, interrogatively and negatively at the same time, ٌأْلَأْبْאُ لَا أَذْرَبْ or is placed before it.

2. ٌأْلَأْبْأُ is also used with the present tense which then has a present (but not a future) signification.
30th Lesson — FUTURE OF SIMPLE TRILITERAL VERBS

Vocabulary — A STREET

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A street</td>
<td>شارع</td>
</tr>
<tr>
<td>A lane</td>
<td>إعادة  (إعادة)</td>
</tr>
<tr>
<td>A road</td>
<td>سوق</td>
</tr>
<tr>
<td>The way</td>
<td>أطريق</td>
</tr>
<tr>
<td>The ground</td>
<td>الأرض</td>
</tr>
<tr>
<td>A church</td>
<td>كنيسة</td>
</tr>
<tr>
<td>A mosque</td>
<td>جامع</td>
</tr>
<tr>
<td>A square</td>
<td>ساحة</td>
</tr>
<tr>
<td>A house</td>
<td>بيت — منزل</td>
</tr>
<tr>
<td>A garden</td>
<td>بستان — (جيزة)</td>
</tr>
<tr>
<td>A store</td>
<td>البحر</td>
</tr>
<tr>
<td>A shop</td>
<td>سوق</td>
</tr>
</tbody>
</table>

To ride, to drive (a) كُرْب To steal (a) سرقة
To flee, to run away (o) هرب To overtake, to join (a) لَجَعَ
To be drowned (o) غرق To go away from (o) بُعْدَ (o)

Exercise 29

سَأَهُب إلَى اللَّهِن — سَأَهُب لأَنَّـهُ مِن الرَّبِّ وَلاَ يُحَالُ عَلَى جِبَالَةٍ قَرْبَٰك — قَرْبَٰك

Exercise 30

The lady will overtake her child at the house. — Our dispensary (is) between the hospital and the church. — Peter will go to (the) school, but his cousin will go to the garden. — We shall sit between our uncle and our aunt. — Is the bridge over the stream or over the river? — Do you know why John will go out tomorrow? — Yes, but we do not know why he will not come to us.

1. To denote future time affirmatively, سَوْق is placed before the present tense; سَوْق indicates the near future, and سَوْق which is rarely used, expresses a remote future.
### 31st Lesson — IMPERATIVE OF SIMPLE TRILITERAL VERBS

**Vocabulary** — **DRESS**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A suit of clothes</td>
<td>مَلْعَابَة — بَلَّاء</td>
</tr>
<tr>
<td>A handkerchief</td>
<td>مَّهْيَال</td>
</tr>
<tr>
<td>A skirt</td>
<td>جَيْزَة</td>
</tr>
<tr>
<td>A shoe</td>
<td>فَرْنَاء</td>
</tr>
<tr>
<td>The hat</td>
<td>(حَلْوَاء)</td>
</tr>
<tr>
<td>A stocking</td>
<td>(حَزَّام)</td>
</tr>
<tr>
<td>The tarboosh</td>
<td>(الْحَدْبَوس)</td>
</tr>
<tr>
<td>A belt</td>
<td>جَرْجَام</td>
</tr>
<tr>
<td>A shirt</td>
<td>فَقَمِس</td>
</tr>
<tr>
<td>A watch</td>
<td>سَاعَة</td>
</tr>
<tr>
<td>A waistcoat</td>
<td>صَدْرَة — (صِدْرِي)</td>
</tr>
<tr>
<td>A chain</td>
<td>سَلْبَة — (سِلْبَي)</td>
</tr>
<tr>
<td>The trousers</td>
<td>(الْبَطَنُوْن)</td>
</tr>
<tr>
<td>A parasol</td>
<td>شَمْسا</td>
</tr>
<tr>
<td>The jacket</td>
<td>مُرْوَة</td>
</tr>
<tr>
<td>A fan</td>
<td>أَطْلس</td>
</tr>
<tr>
<td>A pocket</td>
<td>عَصا — (عماء)</td>
</tr>
<tr>
<td>A cane</td>
<td>أَكْلِس</td>
</tr>
<tr>
<td>A shelf</td>
<td>تِرَابِيَّة — (تَرَابيَّة)</td>
</tr>
<tr>
<td>The purse</td>
<td>خَاتِم</td>
</tr>
<tr>
<td>A ring</td>
<td>مَكْثَر</td>
</tr>
</tbody>
</table>

---

**Refuse (s.m)** — إِرْفَضُ (أَّمَرُ) |

**Thank (s.m)** — أَشْكْرُ (أَّمَرُ)

**Imperative**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِرْفَضُ (أَّمَرُ)</td>
<td>Refuse (s.m)</td>
</tr>
<tr>
<td>إِرْفَضُ (أَّمَرُ)</td>
<td>Refuse (pl.m)</td>
</tr>
<tr>
<td>إِرْفَضُ (أَّمَرُ)</td>
<td>Refuse (s.f)</td>
</tr>
<tr>
<td>إِرْفَضُ (أَّمَرُ)</td>
<td>Refuse (pl.f)</td>
</tr>
<tr>
<td>إِرْفَضُ (أَّمَرُ)</td>
<td>Refuse (m &amp; f)</td>
</tr>
<tr>
<td>أَشْكُرُ (أَّمَرُ)</td>
<td>Thank (s.m)</td>
</tr>
<tr>
<td>أَشْكُرُ (أَّمَرُ)</td>
<td>Thank (pl.m)</td>
</tr>
<tr>
<td>أَشْكُرُ (أَّمَرُ)</td>
<td>Thank (s.f)</td>
</tr>
<tr>
<td>أَشْكُرُ (أَّمَرُ)</td>
<td>Thank (pl.f)</td>
</tr>
<tr>
<td>أَشْكُرُ (أَّمَرُ)</td>
<td>Thank (m &amp; f)</td>
</tr>
</tbody>
</table>

The imperative is formed from the present indicative by replacing the prefixed-letter of the latter by ٥ and suppressing final ٥ except in the case of 2nd person feminine plural.

However, if the 2nd radical of the present tense carries ٩, the ٥ in the imperative is written ١.

Let us refuse إِرْفَضُ (أَّمَرُ)

Let us thank أَشْكُرُ (أَّمَرُ)

The 1st person plural of the imperative is represented by the 1st person plural of the present indicative preceded by the imperative particle٥.
Exercise 31

To conjugate the imperative negatively, the present tense is used preceded by the prohibitive particle $Y$; the final $\ddot{a}$ is suppressed, except in the case of the 2nd person feminine plural, (1)

Plunge your head into the water. — Has the pupil succeeded? — What are you mixing? — Name me first the parts of the trunk, then the limbs. — Do not lift your hand. — Why does he turn his head? — Dress yourself first, then go out with my father. — Draw the portrait of our friend Paul. — Sit on the sofa. — How did he wound her?

1. The prohibitive particle $Y$ must not be confused with the negative particle $\ddot{a}$, which we have already studied. Although spelled in the same way, they differ in force and use, as will be seen later. To distinguish them, it is sufficient for the time being to rely on a common-sense idea of the writer's meaning.
33rd Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — THE HUMAN BODY (continued)

The head
The forehead
The eye-brow
The eye
The eyelid
The cheek
The ear
The nose
The mouth
The lip
The tongue
The tooth
To translate
To roll
To gain, to bribe
To trouble, to throw into confusion

Especially

According to

The chin
The moustache
The beard
The hand
The wrist
The fingers
The thumb
The index
The joint
The nail
The foot
The ankle

To prove, to demonstrate
To decorate
To shake

Past Tense

I translated
Thou didst translate (m)
Thou didst translate (f)
He translated
She translated
You translated (d)
They translated (d.m)
They translated (d.f)

Present & Future Tense

I translate
Thou dost translate (m)
Thou dost translate (f)
He translates
She translates
You translate (d)
They translate (d.m)
They translate (d.f)

To translate, he translated (رَجَمَ)
34th Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — ANIMALS

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>الْبَيْنَةَ — البَيْنَة</td>
<td>The lion</td>
</tr>
<tr>
<td>الْعَرْفُ — عَرْفٍ</td>
<td>The mare</td>
</tr>
<tr>
<td>الْبَيْنَةَ — أَحْنِفٍ</td>
<td>The mouth</td>
</tr>
<tr>
<td>الْمُغْلِبَةَ — أَحْنِفٍ</td>
<td>The tail</td>
</tr>
<tr>
<td>الجُرْجُر — نُهْرٍ</td>
<td>A paw</td>
</tr>
<tr>
<td>الْجُرْجُر — أَنْحُشٍ</td>
<td>A claw</td>
</tr>
<tr>
<td>النَّفْلَة — نُغْرَفُ</td>
<td>The ass</td>
</tr>
<tr>
<td>الْفَهْرُ — بُنْجَةٍ</td>
<td>The hoof</td>
</tr>
<tr>
<td>الْبَسْطُ — أَعْجُبُ</td>
<td>The saddle</td>
</tr>
<tr>
<td>الْجُرْجُر — أَبْنَكَ</td>
<td>The stirrup</td>
</tr>
<tr>
<td>الْجُرْجُر — أَبْنَكَ</td>
<td>The bridle</td>
</tr>
<tr>
<td>الْبَيْنَةَ — أَحْنِفٍ</td>
<td>An animal</td>
</tr>
</tbody>
</table>

To stay (E) | To swim (F)  |
To kill (E)  | To suck (F)  |
To fatten (E) | To bark (F)  |

To proceed, to go before (E)

Here هُناَكَ | There أَهْناَكَ
35th Lesson - PRESENT PRECEDED BY CERTAIN PARTICLES

Vocabulary — ANIMALS (continued)

The horse — أَبْقَىُوُم — أَبْقَىُوُم
The mare — أَفْرَس — أَفْرَس
The mule — أَبْنَىُوُم — أَبْنَىُوُم
The ox — أَنْبَوُر — أَنْبَوُر
The cow — أَنْبُرَة — أَنْبُرَة
The sheep — أَنْبُرُوُف — أَنْبُرُوُف
The ewe — أَنْبُرُم — أَنْبُرُم
The goat — أَنْبُرُم — أَنْبُرُم
The hen — أَدْجَا — أَدْجَا
The chickens — أَدْجَم — أَدْجَم
The goose — أَدْجَم — أَدْجَم

To hear — سَمَعَ — سَمَعَ
To carry — حَمَلَ — حَمَلَ
To carry off — خَطَطَ — خَطَطَ
To cook — طَعِمَ — طَعِمَ
Before — قَبْلَ — قَبْلَ
After — بَعْدَ — بَعْدَ

That

In order to, in order that

So that

Until

Certain particles, of which the most common are

أَن — لَأَجْعَلُ أن
لَكَ — لَكَ
تَحْتِي — تَحْتِي
تَيْلِي — تَيْلِي

have the same influence as the prohibitive particle لَمَّا in that they cause the disappearance of the final ن from those persons of the present tense where it occurs, except in the case of the feminine plural which remains unchanged.

In the case of the other persons, the present tense, preceded by the particles أَن or لَكَ, changes the vowel accent of the final radical to (١)

When preceded by لَم or by either of the particles لَم (prohibitive) or لَم (imperative), the present tense takes (٢) over the final radical.

Exercise 33

لَمْ يَجْعَلُنْ لأَذَهَبَ مَعَهُ — خَرَجَوْا بِذَلِكَ إِسْكَرَوْهُمْ — إِخْتَنَأَ عمَّا حَتَّى تَعْمَوا بِذَلِكَ لَمْ يَفْتَنُوْنَ أَمْرَهُمْ — خَرَجَوْا بِذَلِكَ إِسْكَرَوْهُمْ — إِخْتَنَأَ عمَّا حَتَّى تَعْمَوا بِذَلِكَ لَمْ يَفْتَنُوْنَ أَمْرَهُمْ — خَرَجَوْا بِذَلِكَ إِسْكَرَوْهُمْ — إِخْتَنَأَ

١. This negative particle is only used with the present tense, to which it gives the meaning of the past; e.g. لَمْ يَجْعَلُنْ مَعَهُ (they have not gone).

٢. The English infinitive and participle, preceded by the above particles, are rendered by the present tense.
36th Lesson — AGREEMENT OF THE VERB

Vocabulary — PLANTS & SEEDS

A palm-tree
A fig-tree (1)
An orange-tree
A lemon-tree
(The) cotton
(The) sugar-cane
(The) rice
(The) corn
The vegetables (الخضروات)

The seeds

To cultivate, to sow (زَرَعُ) To grind (طَنَّنُ)
To plough (كَسَرُ) To break (بَرَكُ)
To reap (حَصَمُ) To appear; to go up (طَلَّعُ)
To leave, to abandon (رَكَّلُ) To press, to squeeze (عَصْرُ)
To be fertile (of ground) (حَصَبُ)

Under, beneath, below (فَوْقُ)

1. Tree of figs.

My aunt came (حَضَرَتْ عَمِي)
The pupils have gone out (أَلَمَلَمْهُمْ خَرَجُوا)

The verb agrees with its subject and is usually placed before it.

The children cut the branch (يَقْطَمُ الأَوْلَادُ الْفِنْصَ)

Mary and her brother have dressed themselves (أَلْسَتْ مَرْيَمُ وَمَسْقُوفُ)

The verb, when placed before a single or several subjects, is put in the singular and agrees in gender only with that subject which immediately follows it.

The man and his wife heard (أَرْجَلَ وَأَرَجَلَتْ سِيَامًا)
The ewe and the cow ran away (نَفِيلَةُ وَنَفَيلَةُ هَرَبَتَا)
The friends leave the house (أَصَفَلُوا بِكُلِّ أُنْبُتٍ)
The girls sweep the room (أَلْحَّاَتُ بَلَسَنْنَ الأَوْيَةَ)

Paul, his sister and his daughter have come (وَأَلْقَى وَأَلْقَتْ وَأَلْقَتْ قُمُوًا)

When placed after one or more subjects which stand for two persons or two things, the verb is put in the dual; if the subjects stand for more than two persons, the verb is put in the plural.

If the subjects are of different genders, the verb is put in the masculine.

The dogs bark (نَناَتْ أَلْكِلَابُ)

The verb, placed before or after a plural subject denoting creatures without reason, is placed in the feminine singular.
37th Lesson — PARTICLES OF SIMPLE VERBS

Vocabulary — A TREE, FLOWERS, FRUITS

A tree  شجرة
A peach  فوحة
The root  الجذر
A pear  فطح (كمزهات)
A branch  فرع خضر
An apple  جوزة
Leaf  ورقة
A cherry  كرزة
Flowers  الأزهار
A grape  عنب
Rose  وزده
A banna  بانسا
Violet  بلحة
A date  ذرة
Pink  قزحية
A pomegranate  زمانيه
Jasmin  ياسمين
A lemon  ليموني
(The) fruits  الأفوكاد
An almond  زنجاري
An orange  حلوة
An hazel-nut  بندغ

To pluck  قطف
To allow  سمح
To collect, to gather  جمع
To tear out, to upset  قلع

Exercise 34 —

He has struck

Striking (who strikes)  ضارب

Struck  مضارب (م-strb مارب)

The present active participle of simple triliteral verbs is formed by placing \(-\) after the first radical and by putting \(\times\) under the second. Paradigm  فاصل (1).

The past passive participle is formed by placing \(\times\) before the 1st radical, and \(-\) after the second and by substituting \(-\) for the vowel-sign of the first radical. Paradigm  مفعول

He translates

Translating (who translates)  مترجم

Translated

The participles of simple quadriliteral verbs are obtained by substituting \(-\) for the prefixed-letter of the present tense. In the passive participle, the vowel-sign of the 3rd radical is changed to \(\times\).

As, like  كـكـما مـنـ مـلـما
Neither . . . nor  لاـ لاـ . . . لاـ

1. The verb  فـلـ is always considered as a model.
2. The active and passive participles are sometimes used as nouns.
38th Lesson — THE NOUN

Vocabulary — THE HOUSE, etc.

A house

A palace, a mansion

A hotel

The study

The drawing-room

The ground-floor

The first-floor

The attic

The entrance

The court-yard

The kitchen

A place

To pull down, to demolish (f) وهَمَّ

To attack (o) هَيْهَم

To convey, to transfer (o) نُّسِك

To keep, to take care of حَرَس

Before, in front of أمَم

Behind وَرَآء

GENDERS OF NOUNS

A young man

A young lady

There are two genders in Arabic: the masculine and the feminine.

A school-master (مَدْرَس)

A school-mistress (مَدْرَسَة)

The feminine of nouns is generally formed by adding a "خ" to the masculine. (1)

The absence of the "خ" as a rule indicates the masculine gender.

Exercise 35

My school-mistress lives in front of the church and behind the mosque. — Go up (s) to the attic and come down before I go out. — I have conveyed my bed from the ground-floor to the first-floor. — Look at (s.t.) my father's mansion. — The room of the headmistress is between the drawing-room and the entrance, but her sister's room is in front of the staircase and behind the kitchen. — She has locked (s.t.) her drawer. — I have a dog (f) and a cat (f). — Allow me to sit down in front of you. — Why are they pulling down the palace? — They live (s) in a house without a balcony. — Go (s) first of all to the study and return, then go up to the drawing-room and come down by (s) the staircase of the courtyard.

1. When the "خ" and the "خ" followed by a "و" and a "ح" generally indicate that this word is feminine; e.g. remembrance, desert.

2. To lock (s.t.) بالكُبْرِ.
39th Lesson — THE NOUN

Vocabulary — PROFESSIONS AND TRADES

The judge

A door-keeper

The advocate

A baker

The doctor

A barber, a hair-dresser

A druggist

A fruit-merchant

The engineer

A shoemaker

The cultivator

A butcher

The merchant

A tailor

The shop-keeper

A cook

The jeweller

A printer

The jeweller (manufacturing)

A mason

The keeper of a café

A porter

To bleed

(1) فَصَدَّى

To condemn

(6) حَكَمَ

On

(2) عَلَى

To print

(3) طَنَّعَ

To be just, to act justly

(1) عَدَلَ

To witness, to give evidence

(2) شَهَدَة

Always

حَولًا

1. A certain number of nouns denoting a profession or trade are formed by means of the Turkish suffix —ن or they end in —ن.
40th Lesson — THE NOUN

Vocabulary — TRADES (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The carpenter</td>
<td>النجار (nəjar)</td>
</tr>
<tr>
<td>The work-shop</td>
<td>الورشة (al-wursa)</td>
</tr>
<tr>
<td>A plank of wood</td>
<td>لوحة خشب (luha 'l-xub)</td>
</tr>
<tr>
<td>The grocer</td>
<td>المخبز (al-mibaz)</td>
</tr>
<tr>
<td>Liquors</td>
<td>المشروبات (al-mishrobat)</td>
</tr>
<tr>
<td>Cheese</td>
<td>الجبن (al-gebun)</td>
</tr>
<tr>
<td>Oil</td>
<td>الزيت (al-zayt)</td>
</tr>
<tr>
<td>Vinegar</td>
<td>الخل (al-xal)</td>
</tr>
<tr>
<td>Salt</td>
<td>الملح (al-malh)</td>
</tr>
<tr>
<td>Onions</td>
<td>النعناع (al-nunun)</td>
</tr>
<tr>
<td>Coal</td>
<td>الفحم (al-fhum)</td>
</tr>
<tr>
<td>A pair of scales</td>
<td>اليمان (al-yaman)</td>
</tr>
<tr>
<td>A profession</td>
<td>حرفة (harafa)</td>
</tr>
<tr>
<td>To melt</td>
<td>سَبَكَ (sabak)</td>
</tr>
<tr>
<td>To blow</td>
<td>تَفَخَ (tافخ)</td>
</tr>
<tr>
<td>To pierce</td>
<td>غَرَقَ (غرق)</td>
</tr>
<tr>
<td>Since</td>
<td>مَدَّ (mad)</td>
</tr>
</tbody>
</table>

A carpenter (pl. نجارون (nəjaron))
A person (pl. شخص (shuqur))

There are two kinds of plurals: the regular plural, which produces no change in the singular form but is denoted by a suffix, and the irregular or broken plural, which modifies the singular form.

Exercise 36

طعن الكتاب منذ شهر — مَن نُراك الصمُّل الأجرامَة — ترك دنيا يسب الغرارة — أَنَّ دَم فَنْحَورُ وَأَنَّ شَايْهانَ — عَدَّد رَجَالَ خَلْ وَرَبَت — هَمّت غَرَجَ الطَّابِب في السَّبَيْتَ — وَعَمَّ السَّمَاعَ في الأَبْبَت — خَرج الأَمْراَمَ من الورشة منذ ساعة — والعمدان من العمل منذ ساعتين ولم يَجَر

Exercise 37

My son (is) a druggist and my nephew (is) a doctor. — He has been looking for his two children for an hour. — What are you doing around me? — Where are the two engineers and the two merchants? — They left the house for two months. — We have two eyes, two ears, two hands and two feet. — You are always deceived. — Have you (is) examined the two pupils? — The grocer has liquors, cheese, salt and coal. — The fruiteller has oranges, apples, cherries, etc. (أَبَنَانِ (الخ) (1).)

1. et cetera
41st Lesson — THE NOUN

Vocabulary — TOOLS

A saw
A plane
A hammer
A screw
A screw-driver
A cork-screw
Pinces
A nail
A file

A needle
A pin
A shovel
A spade
A watering-can
A harrow
An axe
A plough
A tool

To lose (6) فَلَدَى To chase, to drive away (6) طَرَدَ To dig (5) حَفرَ To be able (6) فَدَرَ To desire (5) رَغَبَ To gain (5) كَسَبَ To excuse (5) عَدَّ To happen (6) حَدَثَ To saw; to publish (news) (6) نُشرَ Because, for (6) وَلَا If not, otherwise

Regular masculine plural

A blacksmith
An Egyptian
Translating (translator)
Wounded

The regular masculine plural (which only applies to nouns denoting living beings), is formed by adding to the singular the final syllables ـون for the nominative and ـين for the genitive and accusative.

This plural is particularly used:
1° — With nouns denoting a trade, of the form مَال.
2° — With nouns denoting nationality; these are words of four letters at the least, of which the last is ـين.
3° — With active and passive participles. (3)

1. This is the only form used in colloquial Arabic.
2. They are usually employed as adjectives.
3. The regular masculine plural is used exceptionally in the tens of numbers, e.g. عشرون, etc., and with certain other words viz. آن (year), pl. أَوْسُ (earth), pl. أَوْسُونَ.
42nd Lesson — THE NOUN

Voc. LIGHTING, WARMING, NATURAL PHENOMENA

(The) lighting | وألما | (The) light | أثار
The flame | أشرب | (The) day-light
(The) electricity | أضواء | (The) darkness
(The) gas | أضواء | ظلام — ظلام
(The) heating | أضواء | أضواء — أضواء
The stove | أضواء | أضواء
(The) phenomena | أضواء | أضواء
The atmosphere | أضواء | أضواء
The temperature | أضواء | أضواء
The climate | أضواء | أضواء
The cold | أضواء | أضواء
(The) heat | أضواء | أضواء

A habit
A French woman
A bath

The regular feminine plural is formed by adding to the singular the final syllable أت, if the singular form ends in ذ, that termination is suppressed.

This plural form belongs especially to:
1o — A large number of nouns ending in ذ in the singular;
2o — Certain masculine nouns which must be learnt by use or from the dictionary.

Exercise 38

| حضور الجازون و العصودون و لكن لم يحضر المبتدأون — شربوا |
| حتى سأروا — إلى أَّنْ يُكَبَّرَ ك و نِّثْرِين — أَّنْ يُكَبَّرَ |
| الترهين والترهنين — أَذْهَبَ حَبِبَ — أَذْهَبَ |
| ك بَ ن — لا يَدُعَ أوُّ — يَدُعَ أوُّ |
| يَقُ بَ أَضْعَ — أَفْقَدَهَا — أَفْقَدَهَا |
| بِحَبْطَتْ حَبْطَتْ — ذِكْرَتْ حَبْطَتْ |
| أنَّم أَمَّسَ أَي بَأ — وَلَكَنْ بَسْكَرْد — أَي بَأ — أَي بَأ |

To shine (لمس) — To succeed (عِبَد) — To be drunk (فُرِض) — To suppose (أَبُدُ) — To enjoy, to be delighted with (فَرِح) —
Where (relative) — حبّ

Never
43rd Lesson — THE NOUN

Irregular plural

The various forms of irregular plural are numerous and we can only give the most common forms. Moreover, it must be remembered that a given singular form may have several plural forms.

1. — Plural of nouns consisting of 3 letters

If we represent the singular by the triliteral paradigm ُدَرْسٌ (which is usually adopted), the irregular plural will have:

\[ \text{a) — the form } \text{دُوُولُ} \text{مُلْكُ} \text{جِبَالُ} \]

Lesson ُدَرْسُ plur. ُدُوُولُ
Science ُعَلِيمُ plur. ُمُلْكُ
King ُمُلْكُ

\[ \text{b) — the form } \text{رُجُالُ} \text{كِلَابُ} \text{جِيَالُ} \]

Man ُرَجَالُ plur. ُكِلَابُ
Dog ُكِلَابُ
Camel ُجِيَالُ

\[ \text{c) — the form } \text{أُوَلَادُ} \text{أَجْنَامُ} \text{أَخْبَارُ} \]

Child ُوَلَدُ plur. ُأَجْنَامُ
Body ُأَجْمَامُ
News, report ُخُبرُ plur. ُأَخْبَارُ

Exercise 39

- هل عندكم أَخْبَارَ مِنَ عَمَّا وَمِنَ عَمي؟ - تُرَكَتْ الأَوْلَادَ مِعَ أَبُوْما - فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما - فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما.
- فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما - فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما - فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما - فَلْتَمْ كُلُّ أَوْلَادُهُ مَعَ أَبُوْما.

Exercise 40

I learn my lessons in the evening. — Why are you chasing my dogs? — Look for (s) the children in the courtyard. — Have you (s) any news of my brother? — The kings and queens have entered the palace. — I have a jacket with (1) four pockets (1) and a waistcoat with two (pockets). — Yesterday, she washed the mosquito-curtains and the bed-clothes. — We have watches, purses (2), combs (3), etc. — The children of our porter are joiners and those (the children) of our cook are hair-dressers. — Light (s) the fire and melt the iron. — When will you pluck the fruits of your garden? — We learn the sciences at school (4). — We publish the news of the day in the university magazine.

Fi al-madrasa 1. — أَمْشَاط 2. — أَحْكَام 3. — أَخْبَار 4. — جَيْدُوب
44th Lesson — THE NOUN

44th Lesson — THE NOUN

d) — the form أُمَّان or أُمَّلَان, if the second letter isFileNotFoundException:

In the first form, the َأُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان

State, condition

أُمَّال

Wealth, property

ضِمْن

Crown

مَعْرَق

Neighbour

جَرَّان

2. — Plural of nouns consisting of 4 letters

a) — Nouns consisting of 4 letters in the singular, the last of which is َأُمَّال َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان

If the two middle letters are joined (َأُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان

Copy (of a book)

نَسْبَة

Road

سَكْك

b) — Nouns of 4 letters in the singular, the last of which is not َأُمَّال َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان

If the second letter is َأُمَّال َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان

Copy-book

دَفْنَة

Mosque

جَامِع

1. The second letter of nouns in this class generally carries َأُمَّال َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان َإِلَى أُمَّلَان.

Exercise 41

I have portraits of kings, queens and princes (1).

We wish to go with you (2), first of all to the bazaar,

and then to the stores. — Why have they left our neigh-

bours' houses? — The water of the streams goes into the

rivers and that (the water) of the rivers into the sea.

Look at (3) the mosques, the hotels, the mansions and the

palaces (4). — Baths for men (4) and baths for ladies. — Do

not get near lions, snakes and scorpions. — Why have you

not sent to my brother the copy-books of my friend John?

I have needles, files and razors (5). — How have you lost

your property.

1. Prince

2. — أَمَّال

3. — أَوْسَف

4. — روَّاب

5. — أَمَّال

Exercise 42

1. Copy (of a book)

2. Road

3. Copy-book

4. Mosque
45th Lesson — THE NOUN

3. — Plural of nouns consisting of 3 letters

a) — Nouns of 5 letters in the singular, the last of which is ِ, usually form their plural by adding ٌ after the second letter, as in the preceding case, and suppressing the final ِ (1).

Printing-works مطبعة
Church كنيسة

b) — Nouns of 5 letters in the singular, the last of which is not ِ, usually change the fourth letter to ِ in the plural and take ٌ after the second letter.

If the second letter is ِ, it is changed to ِ

Garden ِبستان
Dictionary قاموس

4. — Plurals altogether irregular

Fathers أَبَا، أَهْوَات
Sisters أَخْوَات
Mothers أَمَات
Days أَيَام
Brothers أَخْوَة
Donkeys حِمَار
Sons أَبَة
Books كِتَاب
Daughters أَثَاث
Men, people معَال

1. If the third letter of words of this class is a weak letter, it is usually replaced in the plural by ِ (2).

2. The initial ِ disappears if this word is preceded by ِ, e.g. أَلَّهَاء men, people.

Exercise 43

في شوارعنا جوامع وكنائس ومعابد ودور كتب — فأخفوا أَبَاكم وامككم — لماذا تتجمّعون أُنْبِيَةً بناك الآن؟ — لماذا تجعل القلوب والألباب على ظهرها؟ — لا يتحكي في فرايسنا — في الآيات يُبْتَهِلَ السِّيَّرَةَ والجِبَّةَ والجمِيلَات — إنّها أَيَاماً أَباكم.

ويناديكم إلى الكتب والأنماذ — كيف تشرح المدرسون؟ — يختلف الأولاد لا يك — يخوض المعلمون تلاميذهم غداً — لا يرغبون أن يعرفوا من الأخبار — قدم أَخْوَات ولم يتحضر أُهْوَات — مِن مُلْكِنا أُنْبِيَاءَ والجِيْشَانَ والأُدْرِجَاء؟

Exercise 44

Look in your dictionaries. — We have houses and gardens. — I left my family three weeks ago. — My brothers and sisters go to school (1). — I have five books and four copy-books. — Where are the keys of our doors? — Go to the church and my children will join you. — How did the servant steal the fans and the parasols? — My children have succeeded. — Have you cupboards, boxes, lamps, curtains, cups and spoons in your stores? — Shut (s.s.) the doors and windows. — We go to church on Sundays (2). — They have printing-works, stores and shops. — I have brothers, sisters, sons and daughters.

أَيْمَا أَيْمَاء
إلى المَرْسَة
### 46th Lesson — THE ADJECTIVE

**Vocabulary — TIME (of the clock)**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ساعة</td>
<td>The hours</td>
</tr>
<tr>
<td>دقيقة</td>
<td>A minute</td>
</tr>
<tr>
<td>ثانية</td>
<td>A second</td>
</tr>
<tr>
<td>وربع ساعة</td>
<td>A quarter of an hour</td>
</tr>
<tr>
<td>نصف ساعة</td>
<td>Half an hour</td>
</tr>
<tr>
<td>نصف يوم</td>
<td>Half a day</td>
</tr>
<tr>
<td>نصف ليل</td>
<td>Midnight</td>
</tr>
</tbody>
</table>

**Numbers of Adjectives**

**Dual**
- A poor child: ولد قصير (ولد قصير)
- A beautiful girl: بنات جميلات (بنات جميلات)

**Masculine regular plural**
- A skilful joiner: متصرفون ماهر (متصرفون ماهر)

**Feminine regular plural**
- An English lady: سيدات إنجليزيات (سيدات إنجليزيات)

The **dual**, the **masculine regular plural** and the **feminine regular plural** of adjectives are formed in the same way as those of nouns.

The **regular plural** of adjectives is only used when it qualifies a noun denoting a reasonable being.

- An old book: كتب قديم (كتب قديم)
- A wounded goose: وراث مجرد (وراث مجرد)

Adjectives which qualify **plural nouns** (either masculine or feminine) denoting objects or beings devoid of reason, are placed in the **feminine singular**.

---

1. In Arabic "It is seven and a third."
47th Lesson — THE ADJECTIVE

Irregular Plural

1. — Plural of adjectives consisting of 4 letters (1)

a) - Adjectives of the form ئَقَالَ في the singular, used as active participles, form their plural regularly, but when used as nouns or merely as qualifying adjectives, their plural is generally of the form ئَقَالَ:

Learned كَبِيرُ pl. كَبِيرٌ pl. Clerk عَالِمُ
Ignorant جَهلٌ pl. خَادِمٌ pl. Servant جَهلٌ
Poet شَاعِرُ pl. تَاجِرٌ pl. Merchant شَاعِرُ

b) - Adjectives of the form ئَقَالَ usually take the plural form ئَقَالَ which is common to both genders and is only used of persons:

Great, tall كَبِيرٌ pl. قَصِيرٌ pl. Short كَبِيرٌ
Little جَدِيدٌ pl. صَنَدَرٌ pl. New جَدِيدٌ
Long, tall طَولِي pl. خَفِيفٌ pl. Light طَولِي

But a few adjectives of this class take the plural form ئَقَالَ:

Poor فَقِيرُ pl. فَقِيرٌ pl. Happy سَيِدٌ pl. سَيِدٌ

1. There exist very few adjectives composed of 3 letters in the singular.

c) - Adjectives of the form ئَقَالَ, which denote colour, deformities or physical defects, take in the plural the form ئَقَالَ, which is common to both genders.

If the third letter of the singular is ئ or ئ, it loses its accent in the plural and is written ئ or ئ:

Green حَمَّامَ pl. خَضَّرَ pl. Red حَمَّامَ pl. خَضَّرَ
Blue زَرُّ pl. يَبِيضَ pl. White يَبِيضَ pl. صَنَرَ pl. أسْدُ pl. صَنَرَ
Yellow أَصَفَرَ pl. أسودٌ пл. أَصَفَرَ pl. أسودٌ

Lame عَرْجَ pl. أَطْرُشٌ pl. Deaf عَرْجَ pl. أَطْرُشٌ
Hump-backed حَدِبَ pl. عَلَى pl. One-eyed حَدِبَ pl. عَلَى
Dumb خَرَسٌ pl. عَلَى pl. Blind خَرَسٌ pl. عَلَى

2. — Plural of adjectives consisting of 5 letters

These adjectives form their plural by the insertion of an ـل after the 2nd letter. If the penultimate letter is ئ or ئ, it is changed to ئ:

Poor, wretched مَسَكَنٌ pl. مَسَكَنٌ pl. Blind مَسَكَنٌ

1. The feminine singular of these adjectives is of the form ئَقَالَ e.g. lame (مسَكَنٌ), white (يَبِيضَ).
48th Lesson — THE ADJECTIVE

AGREEMENT OF THE QUALIFYING ADJECTIVE

A just king
Ma`lik ʿAdl

A virtuous princess
Aʾmirat Faṣla

Faithful servants
Khuddam ʿAla

The adjective, as a rule, agrees with the noun it qualifies in gender and number. It is always placed after it.

A rich son and daughter
Al-ʾAbd ʿAl-ʿAbd

The man, his wife and his children are poor
Al-ʾAbd ʿAl-ʿAbd

If the adjective qualifies two singular nouns, it is placed in the dual.
If it qualifies more than two singular nouns, it is put in the plural.
If the nouns are of different genders, the adjective is put in the masculine.

The skilful doctor
Al-ʾAbd al-ʾAbd

The intelligent pupils
Al-ʾAbd al-ʾAbd

The adjective takes the definite article if the noun which it qualifies is definite.

My new house
Bayna ʾAṣīr

The latest circular of the Ministry
Mishri ʾAṣīr

The National Printing Office of Boulaq
Maṭbūʿa ʾAṣīr

If the qualified noun has a conjunctive pronoun or has a noun depending on it, the adjective is placed last.

Exercise 45

1. ʿĀbd ʿAl-ʿAbd
2. ʿĀbd ʿAl-ʿAbd
3. ʿĀbd ʿAl-ʿAbd
4. ʿĀbd ʿAl-ʿAbd
5. ʿĀbd ʿAl-ʿAbd

Exercise 46

Are his children intelligent? — Lame porters and hump-backed merchants. — Have you red or yellow flowers? — Rich people and poor persons. — Where are my friend’s old copy-books? — I have green curtains, blue carpets (2) and red cupboards. — Are they blind or one-eyed? — Why are the windows of my room large and the doors small? — Learned men and poets (1). — Is it a quarter past nine or half past nine? — Our servants are ignorant but faithful. — Deaf gentlemen and dumb ladies. — Are your handkerchiefs large or small, white or blue? — I shall go out at twenty minutes to three and I shall return at a quarter past seven. — A hump-backed young woman and a lame young man. — You are happy people.

1. ʿĀbd ʿAl-ʿAbd
2. ʿĀbd ʿAl-ʿAbd
49th Lesson — THE ADJECTIVE

DEMONSTRATIVE ADJECTIVES

This doctor | That book

Singular
This doctor  | This doctor
This lady    | That lady

Dual
These two engineers | These two copies

Plural
These boys  | Those boys
These girls  | Those girls
These books  | Those books

The demonstrative adjectives are always followed by the article ِه (2)

1. The dual of demonstrative adjectives denoting remote beings is rarely used.
2. In colloquial Arabic ِه is used instead of ِه and ِه in the above expressions. These expressions are placed after the noun, e.g. ِه (this novel).

Exercise 47

ليِذَأ نَصْرِيِّنُ هَوَالَّة أَلْبَاتُ السَّمَٰعِ — أَنَّ لَهُمْ هَذَا َبَابُ َبَرْحُ الْجِلْدِ وَهَذَا أَلْبَاتُ الْعَسْقِ — كَفَّ كَتَبَ هَذِهِ السَّمَٰعِ الصَّمِّيَّةِ — مَّنْ كَفَّ كَتَبَ آغْلَمُ حُرُجُ الْجِلْدِ الْبَيْضُ — أَنِسَكُنَّ هُذِينَ الْمَهَدِيَّانَ مُنِّ هَوَالَّةِ الْجِلْدِ — أَعْمَلُ وَخَلَّاَكَ

عَيْنَهُمُ الْأَمْرُ الْمَهَدِيَّانِ — أَخْلَصُ عَيْنَهُمُ الْأَمْرُ الْمَهَدِيَّانِ — أَعْمَلُ وَخَلَّاَكَ

Then اَلْمَهَدِيَّانِ — أَخْلَصُ عَيْنَهُمُ الْأَمْرُ الْمَهَدِيَّانِ — أَعْمَلُ وَخَلَّاَكَ

Exercise 48

Why are these blacksmiths going out now? — I have this big boy and that little girl. — Is it five minutes to three or five minutes past three? — Are these houses inhabited? —

Great princes. — Let us plough our gardens with that plough. — Look at these gates and these fine (1) churches. — These skilful joiners have made these chairs and these cupboards. — Is this room big or small? — Are these two copies new or old? — Will you leave these madmen? —

I know all these poor children and their family. — This prince and that princess are rich and virtuous. — When did these gentlemen and those ladies return?
50th Lesson — INDEFINITE & INTERROGATIVE ADJECTIVES

INDEFINITE ADJECTIVES

**Each person**

جامعة

All (the) men

جامعة الناس

**All (the) rooms**

كل الغرف

All (the) women

كل النساء

1. *جُمُعُ* followed by a singular noun, renders the indefinite adjectives *each, every*. Followed by a plural noun, it signifies *all*. (1)

 بعض: *A part, some, certain*

A part of the conversation

بعض المحادثة

Some speeches

بعض الخطاب

INTERROGATIVE ADJECTIVE

أي

Which book? — أَي كِتَاب؟

What merchants? — أَي تَجَار؟

Which woman? — أَي اِبْنَة?

Which actresses? — أَي مُنْتَلَّات؟

أَي followed by an indefinite noun, translates the interrogative adjectives *which, what*. In the feminine singular, the form is usually أَيْ.

1. *جُمُعُ* can also be placed after the noun, in which ease the corresponding conjunctive personal pronoun is added; e.g. هُمْ أَيْلًا.

(all the pupils).

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Exercise 49

أَيْ نَرَى جَمِيع هؤلاء الأُمَّارَ؟ — أَيْ خَلَصُونَ عَدَّةً في الْحَرَاءٌ؟

هَلُ تَشْتَكُتُ كُل هذِه المَدْخُونَاتِ؟ — أَيْ إِنَّهُمْ أَخَافُونَ كَلِّها؟

يُقَلُونَ بَعْضٌ أَفَضْلاءٌ مِنْ مَنْ تَكُونُنَّهَا؟ — أَيْ قَلُونَ أَفْضَلَهَا كَلِّهَا؟

أَيْ أَشَارَتْ لِبَنْذَوْنَهُمْ؟ — فِي أَيْ مَنْزِلِ نَسْكَنُ هؤلاء الأَمْلَاكِ?

عَنْ أَيْ مَنْصُورٍ بُعْثُونَهُمْ؟ — بُعْثُونَ عَنْ مَنْصُورٍ النَّظَمْةِ الأَخْلَصِ?

فَمَنْ سَأَلَ أَيْ رَأْيًا هُمْ تَدْهَونُهُمْ؟ — أَيْ روَايَاتٍ تَدْهَونُهُمْ?

بُعْثُ أَنْتَدْهُنَّ كُلَّهَا وَلَا نَسْكَنُهَا أَيْمَاً بَعْضَهَا — بِأَيْ مَنْطَقَةٍ

تَصَدِّقُ جَمِيع هذِه الأُدْرَجَاتِ؟ — عَدُي بَعْضٌ مُسَنَّدِينَ قدْ يَبْعَضُنَّ

مَا رَوَاهُ جَدِيدَةً — أَيْ أَرْضُ تَزَامَّنَهُ؟

Exercise 50

In what street do you live? — Are all these girls your sisters?

Are all these servants faithful? — What newspapers and what magazines have you? — Have they some old books? — All our neighbours are poor. — What ring and what watch does she wish?

Are all these children intelligent? — I know certain virtuous persons.

What houses and what palaces do they possess? Does he know all those actresses? — All these carriages are new. — What novels are you translating? — All these rooms are clean.
51st Lesson — THE PRONOUN

Vocabulary — TRAVELLING

To walk

To ride a horse

To ride a bicycle

To travel by rail

To travel by boat

A traveller

A balloon

A driver

An engine

A sailor

A back, a skiff

A voyage, a journey

The sail

A train

The helm

The wagons

"客运“ (تَكْرِب) Arabic: " путешественник"

"气球“ (كَيْسَةٌ) Arabic: " путешественник"

"司机“ (صُكْرَانَةٍ) Arabic: " путешественник"

"握杆，握杆" (عَمْر) Arabic: " путешественник"

"航行，航行" (لاَجِبَةٌ) Arabic: " путешественник"

"旅程“ (تأَمَّل) Arabic: " путешественник"

"火车“ (تَمَّوْر) Arabic: " путешественник"

"甲板“ (تَمَّوْر) Arabic: " путешественник"

"旅客，旅客“ (تَمَّوْر) Arabic: " путешественник"

"建议" (تَمَّوْر) Arabic: " путешественник"

"笑" (تَمَّوْر) Arabic: " путешественник"

"说" (تَمَّوْر) Arabic: " путешественник"

"坚持“ (تَمَّوْر) Arabic: " путешественник"

"分" (تَمَّوْر) Arabic: " путешественник"

"分享，分享" (تَمَّوْر) Arabic: " путешественник"

"非常" (تَمَّوْر) Arabic: " путешественник"

The demonstrative pronouns are the demonstrative adjectives not followed by the article ال.

Exercise 51

THIS IS MY FATHER

THIS IS MY MOTHER

THOSE ARE MY SISTERS

THOSE ARE MY COPY-BOOKS

THIS (OR IT) IS EXTRAORDINARY

THAT (OR IT) IS TRUE

1. This form is the most frequently used.
52nd Lesson — THE PRONOUN

Vocabulary — MILITARY TERMS

An officer — ضابط
A soldier — عسكري
A foot-soldier — عسكري باردا
A horse-soldier — عسكري سواري
An artilleryman — طويلي
A weapon — سلاح
A gun — مدفع
A rifle — بندقية
A revolver — مسدس
A bayonet — حربية
A dagger — حضر

To create — خلق
To play — يلعب
To be silent — سكت
To dance — رقص
To grunt — متنج
To put in prison — سجن

In spite of — رغم

RELATIVE PRONOUNS

Sing. | Plur. (1) | masc. | masc. | Dual | masc. | masc.
---|---|---|---|---|---|---
أَلْوَانَ | أَلْوَانٌ | أَلْوَانَ | أَلْوَانٌ | أَلْوَانَ | أَلْوَانٌ | أَلْوَانَ
المَلْكْ | المَلْك | المَلْك | المَلْك | المَلْك | المَلْك | المَلْك

a) — Relative Pronouns (Subject)
Who, which

It is I who have opened the door
أنا الذي فتحت الباب

It is God who created man
الله هو الذي خلق الإنسان

It is I who, it is you who... &c. are translated into Arabic in the form I (am) be or she who, you (are) be or she who..., &c.

When a noun is substituted for the personal pronoun, one must begin by translating the noun.

This is a poet (who) has a great reputation
هذا شاعر له شهرة عظيمة

The relative pronoun is suppressed in Arabic, when it relates to a noun undetermined by the article.

1. This plural is only used when referring to persons.
2. In colloquial Arabic, ِي (pronounced eel) is used for all genders and numbers.
3. When the subject of the verb to be is followed in Arabic by a relative pronoun or the definite article, to avoid all ambiguity, the verb to be must be expressed.
53rd Lesson — THE PRONOUN

b) — Complementary Relative Pronouns

Where are the rewards which I have gained?

The relative pronoun which is rendered by joining to the following verb a conjunctive pronoun of the same gender and number as the noun to which the relative pronoun refers.

The Administration to which we have written

The children on whom we have pity

When in English the relative pronoun is the indirect object, the preposition, to which is also attached the appropriate conjunctive pronoun, is placed after the verb.

The laws, the greater part of which they have studied

The engineer whose money they have stolen

When the relative pronoun of whom, of which, whose is the complement of a noun, the conjunctive pronoun is added to the latter.

Here is a tree which I have planted

This is a work the object of which is useful

If the complementary relative pronoun refers to an undetermined word, the relative pronoun is not expressed in Arabic, but the conjunctive pronoun is kept.
54th Lesson — THE PRONOUN

INTERROGATIVE PRONOUNS

Who has gone out to day?

من خرج اليوم؟

Who are these persons?

من هؤلاء الأشخاص?

The interrogative pronoun ؟ من corresponds to the English who?

ما أسك؟

What is your name?

ما هذى المظاهره؟

The interrogative pronoun ؟ ما corresponds to the English what?

Which? (&)

أي الكتاب؟

The interrogative adjective أي is the interrogative pronoun, when it is not followed by an undetermined noun.

INDEFINITE PRONOUNS

Some one, any body

أحد

وأحد

No one, nobody (m)

لا أحد

Nothing, none

لا شيء

Somethin, any thing

شيء

لا شيء

Each, every one (m)

يكتبون

كل واحد

They write

يدعون

1. أخذ and شيء used in a negative sentence, respectively signify nobody, nothing.
Part III

Grammar

Syntax

Exercises
55th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

The irregular simple triliteral verbs are - reduplicated, assimilated, concave, defective and hamzated verbs.

I — REDUPLICATED VERBS

To pass

(g) ṣawr for ṣawr

To think, to believe (g) ṣân for ṣân

Reduplicated verbs are those whose last two radicals are alike.

He passed ṣawr for ṣawr

I passed ṣawr for ṣawr

In reduplicated verbs, the contraction of the last two radicals takes place when the 3rd radical carries a vowel-sign; if it carries a (ʾ), they are separated.

He bites ṣus for ṣus

He flees ṣús for ṣús

He reckons, counts ṣús for ṣús

The vowel-sign of the first radical of the present tense is that of the first of the two similar radicals, if these radicals were separated.

Bite (m) ṣus Flee (m) ṣús Reckon (m) ṣús

The imperative takes no initial ʾalef, except in 2nd person plural feminine, and the 1st radical keeps the vowel-sign which it has in the corresponding person of the present tense.

1. For the sake of euphony, the final letter takes (ā) instead of (ʾ).

Conjugation of the reduplicated verb (1)

Pass. Tense Present or Futuro Tense Imperative

To blame (g) ṣom To sprinkle, to water (g) ṣom

To revile, to insult (g) ṣom To rejoice, to make glad (g) ṣom

To smell (g) ṣom To poison (g) ṣom

To spread, to extend (g) ṣom To put down (g) ṣom

To set in line (g) ṣom To close, to stop up (g) ṣom

To demolish, to pull down (g) ṣom

Soon ṣawr Near, beside ṣawr

1. For the dual and the feminine plural, see the simple regular verb.
2. In colloquial Arabic: ṣawr, etc.
To describe  
To weigh  

To arrive: to unite  
To inherit  

To place  
To fall  

To be born  
To promise  

To contain  
To be or to become an orphan  

Instead of  

1. [that] is used for  before any other word than a verb.
57th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

III — CONCAVE VERBS

To say قَالَ
for "قَالَ"

To sell بَيِّنَ
"بَيِّنَ"

Concave verbs are those whose 2nd radical is ٰ in place of ٌ or ِ.

He said قَالَ for قُولُ"

He says "بَيِّنَ"

Say (s.m)

Concave verbs, whose 2nd radical in the present tense carries (ٰ), are conjugated, in all their tenses, like قَالَ.

He feared خَافَ for خَفُّ

He fears "بَيِّنَ"

Fear (s.m)

Concave verbs, whose 2nd radical in the present tense carries (ٰ), are conjugated like خَافَ.

He sold بَيِّنَ for بَيِّنَ

He sells "بَيِّنَ"

Sell (s.m)

Concave verbs, whose 2nd radical in the present tense carries (ٰ), are conjugated like بَيِّنَ.(1)

1. The present tense of concave verbs, preceded by the particles "لَم" (negative), "لَي" (prohibitive) or "لِ" (imperative), loses its 2nd radical, if the 3rd radical is final.
58th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of concise verbs (continued)

Imperative

To obtain
(0) كَلَّا To become
(1) صَارَ

To die
(0) مَاتَ To he, to take place
(1) كَانَ

To get up
(0) قَامَ To return
(1) كَانَ

To sleep
(0) نَامَ To pass the night
(1) بَاتَ

To hunt, to fish
(0) صَادَ To be absent
(1) غَابَ

To repent
(0) تَابَ To visit
(1) ذَفَارَ

To lose the way
(0) بَاءَ To walk, to go
(1) سَكَرَ

To blame
(0) لَامَ To be long, to last
(1) طَالَ

To drive (a carriage)
(0) سَكَنَ

Possible
مُمْكِنٌ من المُمْكِنٍ

Impossible
غير مُمْكِنٌ من المُمْكِنٍ

59th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

IV — DEFECTIVE VERBS

To efface
(0) كُرَّ for
(1) كُرَّ

To throw
(0) ضَرَّ

To consent
(0) مَوْدُ

Defective verbs are those whose last radical is an \ replacing \ or \ replacing \ replacing \\

He called
(0) دَايٌ ( — — )
(1) دَايٌ

He calls
(0) يَدْعُ
(1) يَدْعُ

Call (s.m)
(0) أَدْعُ
(1) أَدْعُ

Defective verbs whose past tense ends in \ are conjugated like \\

He wept
(0) بِكَيٌّ ( — — )
(1) بِكَيٌّ

He weeps
(0) يَبْكَيٌ
(1) يَبْكَيٌ

Weep (s.m)
(0) أَبْكِيٌ
(1) أَبْكِيٌ

Defective verbs in \ the 2nd radical of whose past tense carries \ are conjugated like \\

He forgot
(0) تَرَكَ ( — — )
(1) تَرَكَ

He forgets
(0) يَتَرَكَ
(1) يَتَرَكَ

Forget (s.m)
(0) إِنَّسَ ( — — )
(1) إِنَّسَ
Exercise 58

Did you sell your cotton at the market? — How did these princes become poor? — It is possible that our journey will last four weeks. — When did your father die? — He died five months ago. — It is impossible for me (1) to sleep before midnight. — What did you obtain on Sunday? — Get up (2) and go out with me. — I absented myself yesterday from school. — I walked in these streets during half an hour, then I lost the way. — It is not possible (2) for me to absent myself to-morrow. — He goes out in the morning before I get out of bed and returns in the evening before me. — Why do you allow (3) the servant to sleep under your window? — It is impossible for him to drive the carriage at this hour. — Why are you afraid (4) to say what you have done. — Where did you pass the night?

1. Translate 'It is impossible that 1...

2. عيّن مُعَلّمٍ
60th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Confutation of defective verbs (continued) (1)

<table>
<thead>
<tr>
<th>Imperative</th>
<th>To run</th>
<th>To build</th>
</tr>
</thead>
<tbody>
<tr>
<td>(جّرِي)</td>
<td>(بِي)</td>
<td>(بِي)</td>
</tr>
<tr>
<td>(مشى)</td>
<td>(خَبِي)</td>
<td>(خَبِ)</td>
</tr>
<tr>
<td>(عَلا)</td>
<td>(خَلا)</td>
<td>(خَلا)</td>
</tr>
<tr>
<td>(تَمَرَ)</td>
<td>(وَيْمَ)</td>
<td>(وَيْمَ)</td>
</tr>
<tr>
<td>(تَدَنَّى)</td>
<td>(تَدَنَّى)</td>
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<td>(تعْقِل)</td>
<td>(تعْقِل)</td>
<td>(تعْقِل)</td>
</tr>
</tbody>
</table>

| Exercise 60 |

Why have they called him? — They have called him in order to tell him to stay here. — Tell us what you did yesterday at the palace. — Peter forgets much, but his sister forgets very little. — Has he consented to walk with us? — Why did she throw those flowers out of (1) the window? — I walk much and I run little. — Efface (a) these words from your exercise-book. — Nobody has built here. — An hour has passed and my children have not returned. — This room has become vacant, but I fear to sleep in it. — Forgive them, for they do not know what they are doing. — They complain much of their house. — Have cotton, corn and vegetables increased much in price? — I forbid you to enter here.

---

1. After the particles أَمَّا (negative), لَيْ (prohibitive) and أَ (imperative), the particles يَ, وَ and ال disappear in the present tense, if they are final.
61st Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Ⅴ — HAMZATED VERBS

To hope  
(0) ( — — ) أُمْل

To ask  
(0) ( — — ) سَال

To read  
(0) ( — — ) قَرَأ

Hamzated verbs have one of their radicals containing a ( * ).

He read  
قُرِئَ He reads  
قُرِئَ Read (3.m)

Hamzated verbs are conjugated like regular verbs.

Exceptions: The verbs (0) أَكَفْنَ (to eat), (0) أُخْذَ (to take) and (0) أَمْرَ (to command) have an irregular conjugation in the imperative mood; thus: أَامْرُ, أَمْرٌ, etc. (1)

He asked  
سُأَلَ He asks  
سُأَلَ Ask (3.m)

If the ( * ) is accentuated in the middle of a word, it has as a support a letter corresponding to the accent which accompanies it, i.e. أُ, و, or ي, according as the accent is (2), (3) or (4).

To begin  
(0) صَلَأَ To fill  
(0) صَلَأَ To permit  
(0) أَذِنَ To leathe  
(0) أَذِنَ To be, feel safe  
(0) أَمْنَ Without doubt  
لَنَاشُكَ لَا لَزَب

But  
لِبِل

1. The verb أَمْرَ has also a regular conjugation: أُمُرْي, أُمُرَمُ, etc.
62nd Lesson — PARTICIPLES OF TRILITERAL VERBS (Irregular)

The active and passive participles of simple irregular triliteral verbs are formed on the model of ُعَلِمْ and ُعَلِمْ ُعَلِمْ, respectively, as in the case of the regular verbs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduplic. verbs</td>
<td>ُدُمْ</td>
<td>ُدُمْ</td>
<td>ُدُمْ</td>
</tr>
<tr>
<td>Assimilated verbs</td>
<td>ُوَجِدْ</td>
<td>ُوَجِدْ</td>
<td>ُوَجِدْ</td>
</tr>
<tr>
<td>Concave verbs</td>
<td>ُقَالْ</td>
<td>ُقَالْ</td>
<td>ُقَالْ</td>
</tr>
<tr>
<td>Defective verbs</td>
<td>ُرَأَيْ</td>
<td>ُرَأَيْ</td>
<td>ُرَأَيْ</td>
</tr>
<tr>
<td>Hamzated verbs</td>
<td>ُمُخْوِيْ</td>
<td>ُمُخْوِيْ</td>
<td>ُمُخْوِيْ</td>
</tr>
</tbody>
</table>

**Exercise 63**

Aًُوَجِدْ أَلْوَلَدْ أَلْوَلَدْ أَلْوَلَدْ

أَلْوَلَدْ أَلْوَلَدْ أَلْوَلَدْ

أَلْوَلَدْ أَلْوَلَدْ أَلْوَلَدْ

أَلْوَلَدْ أَلْوَلَدْ أَلْوَلَدْ

A derived verb is one which is formed from the simple verb by the addition of one or several letters which usually modify the meaning of the primitive verb.

**DERIVATIVES FROM TRILITERAL VERBS**

From the simple triliteral verb ُعَلِمْ (to do), which is conventionally taken as a model, are formed 12 derived forms of which three are but rarely used; the remaining nine are as follows:

Forms of derived verbs

<table>
<thead>
<tr>
<th>I.</th>
<th>II.</th>
<th>III.</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَفْعَلْ</td>
<td>أَفْعَلْ</td>
<td>قَالْ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.</th>
<th>V.</th>
<th>VI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>هَلْ أَنْ لُمْ نَذَّكَ؟</td>
<td>أَهْوَلُ أَنْ لُمْ نَذَّكَ؟</td>
<td>أَهْوَلُ أَنْ لُمْ نَذَّكَ؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII.</th>
<th>VIII.</th>
<th>IX.</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِفْعَلْ</td>
<td>إِفْعَلْ</td>
<td>إِفْعَلْ</td>
</tr>
</tbody>
</table>

1. Not all verbs give derived forms; practice and the dictionary can alone enlighten the student on this point. Moreover, there are some verbs which are only used in the derived form.
64th Lesson — DERIVATIVES FROM TRILITERAL VERBS

Conjugation of derived verbs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet</td>
<td>متقبَلٌ</td>
<td>مُتقبَلٌ</td>
<td>متقبَلُ</td>
<td>متقبَلٌ</td>
</tr>
<tr>
<td>To respect</td>
<td>متقبَلٌ</td>
<td>مُتقبَلٌ</td>
<td>متقبَلُ</td>
<td>متقبَلٌ</td>
</tr>
<tr>
<td>To present</td>
<td>متقبَلٌ</td>
<td>مُتقبَلٌ</td>
<td>متقبَلُ</td>
<td>متقبَلٌ</td>
</tr>
<tr>
<td>To be divided</td>
<td>متقبَلٌ</td>
<td>مُتقبَلٌ</td>
<td>متقبَلُ</td>
<td>متقبَلٌ</td>
</tr>
</tbody>
</table>

Past tense. — In conjugating the past tense of a derived verb, the last letter only changes its vowel-sound according to the various persons.

Present tense. — If the past begins with an additional (2) i, the verb keeps the same form in the present, except that it adds the prefix-letter.

If it does not begin with an additional i, the accent on the penultimate letter becomes (\-).

If the past tense begins with i, this letter is suppressed in the present tense.

Imperative. — The imperative is formed from the present tense, as in the case of the simple verbs. If the first radical of the present carries (\-i), \- is placed before the verbs of four letters and \- before other verbs.

Participles. — The participles, both active and passive, are formed as in the case of simple quadrilateral verbs. (See p. 83)

1. In the case of verbs of four letters, the vowel-sound of the prefix-letter of the present tense is always (\-i) (See p. 57, 1).
2. I. e. which does not form part of the root.

Exercise 64

Exercise 65

The pupils ought to respect their teachers. — These doctors met yesterday at the pharmacy. — Why have you (s) stopped these two carriages? — Inform (s) this lady that her children have returned. — I learned that they introduced you (1) to my father. — When and how have our families met? — The newspapers this morning publish that our friend has presented his work to the king. — Make this man stop. I do not respect this gentleman because he does not respect me. — Who is the lady whom they introduced to you? — Tell (s) the servant to bring (2) a carriage or two (carriages) for us. — Where is the young man introduced by our friend John? — You will present me that to-morrow or the day after to-morrow.

1. فَايِدُوكَمُ. — 2. أَحْضِرْ.
65th Lesson — DERIVATIVES FROM TRILITERAL VERBS

1st Form

Simple verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>دخل</td>
<td>to enter, to introduce</td>
</tr>
<tr>
<td>خرج</td>
<td>to go out, to send away</td>
</tr>
<tr>
<td>مات</td>
<td>to die</td>
</tr>
<tr>
<td>وقت</td>
<td>to make to stop</td>
</tr>
<tr>
<td>رضى</td>
<td>to be satisfied</td>
</tr>
</tbody>
</table>

Derived verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أدخل</td>
<td>to make to enter, to introduce</td>
</tr>
<tr>
<td>أخرج</td>
<td>to make to go out, to send away</td>
</tr>
<tr>
<td>أمات</td>
<td>to make to die</td>
</tr>
<tr>
<td>اوقت</td>
<td>to make to stop</td>
</tr>
<tr>
<td>ارضى</td>
<td>to make satisfied, to satisfy</td>
</tr>
</tbody>
</table>

This form, which is made by placing ٍ before the 1st radical, is transitive and usually gives an active meaning to the simple verb. It is generally translated by to make to..., to cause to...

2nd Form

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>دخل</td>
<td>to enter</td>
</tr>
<tr>
<td>كتب</td>
<td>to write</td>
</tr>
<tr>
<td>مسح</td>
<td>to make to walk</td>
</tr>
<tr>
<td>وسع</td>
<td>to be wide, to contain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتب</td>
<td>to make to write</td>
</tr>
<tr>
<td>مسح</td>
<td>to make to walk</td>
</tr>
<tr>
<td>وسع</td>
<td>to make to contain, to widen</td>
</tr>
</tbody>
</table>

This form, which is made by doubling the 2nd radical by means of (ٍ) , is also transitive and usually gives to the simple verb the same meaning as that given by the 1st form (above).

1. Defective verbs in the 1st, 2nd, 3rd, 6th, 7th and 9th forms are conjugated, in respect to their final radical, like فتح.

Exercise 66


Exercise 67

Who made this little child weep? — Take this lady into the drawingroom, until they look for a carriage for her. — I am making him write two pages of the dictionary. — Make (s) this young man go away from here. — We will make them sell their houses and gardens. — See (pl) how they make these poor soldiers lie on the ground. — This news has made me forget what you told me yesterday. — Make (s.f) the servant come in and tell him to inform me of what he did at the market. — He made me accept this watch, in spite of me. — This teacher made me learn my lesson in half an hour. — What did he make you gain? — It is my uncle who caused me to inherit all this wealth. — Do not cause me to be deceived.

1. In the 2nd form, the concave derived verbs take up again the ٍ or ٍغ of the primitive form.

2. for ٍع
66th Lesson — DERIVATIVES FROM TRILITERAL VERBS

3rd Form

Simple verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حساب</td>
<td>to make a reckoning with somebody</td>
</tr>
<tr>
<td>حاكي</td>
<td>to converse with somebody</td>
</tr>
</tbody>
</table>

Derived verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>to kill</td>
<td>قُتل</td>
</tr>
<tr>
<td>to seek to kill, to fight</td>
<td>قَتَلَ</td>
</tr>
<tr>
<td>to precede, to surpass</td>
<td>سَقَطَ</td>
</tr>
<tr>
<td>to seek to surpass</td>
<td>سَقَطَ</td>
</tr>
</tbody>
</table>

This form, which is obtained by placing ل after the 1st radical is usually transitive and denotes the action expressed by the simple verb together with an idea of reciprocity.

4th Form

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَقَلَ</td>
<td>to fight with one another</td>
</tr>
<tr>
<td>بَلَّ</td>
<td>to replace, to exchange</td>
</tr>
<tr>
<td>تَبَدَّلَ</td>
<td>to interchange</td>
</tr>
</tbody>
</table>

This form, which is obtained by placing ل before the 1st radical and ل after, is intransitive and usually indicates a reciprocity of action.

(6) عظَمَ to be great, glorious
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>عظَمَ</td>
<td>to make oneself great</td>
</tr>
</tbody>
</table>

(6) عَدَّ | to be great, noble |
| عدَّ | to boast, to exalt oneself |

This form signifies sometimes to make oneself..., to pass oneself off as..., to appear..., to become..., etc.

5th Form

Simple verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>علم</td>
<td>to know</td>
</tr>
<tr>
<td>رأى</td>
<td>to see</td>
</tr>
</tbody>
</table>

Derived verbs

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَعلَمَ</td>
<td>to learn</td>
</tr>
<tr>
<td>تَرَى</td>
<td>to be cut</td>
</tr>
</tbody>
</table>

This form, which is obtained by placing ل before the 1st radical and (ء) over the 2nd, has usually a reflexive or a passive meaning.

6th Form

(6) خَذَعَ to deceive
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>خذَعَ</td>
<td>to be deceived</td>
</tr>
</tbody>
</table>

(6) حَسَبَ to imprison
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حَسَبَ</td>
<td>to be imprisoned</td>
</tr>
</tbody>
</table>

(6) مَنَحَ to accomplish, to finish
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَنَحَ</td>
<td>to be accomplished, to be finished</td>
</tr>
</tbody>
</table>

This form, which is obtained by placing ل before the 1st radical, has usually a passive meaning.

7th Form

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَجَعَ</td>
<td>to gather</td>
</tr>
<tr>
<td>مَجَعَ</td>
<td>to assemble</td>
</tr>
<tr>
<td>كُبِرَ</td>
<td>to gain, to earn</td>
</tr>
</tbody>
</table>

(6) فَشَرَى to buy
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>فَشَرَى</td>
<td>to gain, to earn</td>
</tr>
</tbody>
</table>

This form, which is obtained by placing ل before the 1st radical and ل after, has usually a reflexive meaning and sometimes an active meaning.
67th Lesson — DERIVATIVES FROM TRILITERAL VERBS

8th Form

Derived verbs

1. ḍā‘ara — to be or to become red
2. ḍā‘ara — to be or to become white
3. ḍā‘ara — to be or to become bent

This form, which is obtained by placing 1 before the 1st radical and 2 over the last, indicates colours and deformities.

9th Form

Simple verbs

Derived verbs

1. ḍā‘ara — to understand
2. ḍā‘ara — to try to understand, to seek to know
3. ḍā‘ara — to pardon
4. ḍā‘ara — to ask pardon of... for
5. ḍā‘ara — to consider as great, important
6. ḍā‘ara — to be or to become small
7. ḍā‘ara — to consider as small, to depreciate
8. ḍā‘ara — to grant, to accede to

This form, which is obtained by placing the syllable 3 before the 1st radical, often indicates the desire or demand for the action or state expressed by the simple verb.

It is usually translated by to try to..., to ask for..., to consider as...

Exercise 68

Have you reckoned with the grocer and the baker? — The bottle has fallen on the ground and is broken. — Why are they always fighting? — Try (pl) to understand what has happened yesterday. — These plants have become green and soon they will become yellow. — From where have you (s) extracted that? — What do our neighbours possess in this street? — Ask pardon of God for your faults (s) and God will pardon you. — Where and when will they meet? — We have shared our mother's property. — Do not look upon (s) this fact as important. — Where are the books which we bought? — I ask God to grant my prayer (s).

1. The conjunction 3 usually means and, then, consequently, etc.; it is sometimes merely an explicative.
2. for — 3. the fact — 4. your fault — 5. 3. SLA — 6. 2.
68th Lesson — Derivatives from Quadrilateral Verbs

Simple verbs

Derived verbs

\[ \text{بُرِّطَل} \] to bribe \[ \text{بُرِّطَل} \] to be bribed

\[ \text{دَحِّرَ} \] to roll \[ \text{دَحِّرَ} \] to be rolled

\[ \text{زَعِّرَ} \] to shake \[ \text{زَعِّرَ} \] to be shaken

The most common derived form of the quadrilateral verb is obtained by placing ٍ before the first radical. It often gives a passive meaning to the simple verb.

This form is conjugated like derived trilateral verb beginning with ِ.

Exercise 78

أَهْلُ مَالِكٍ ظَرِّفٍ — لا أُهْلُونَ أَهْلَ الْمَالِكِ ظَرِّفًا
أَهْلُ مَالِكٍ ظَرِّفٍ — لا أُهْلُونَ أَهْلَ الْمَالِكِ ظَرِّفًا

The imperfect tense is rendered by the present tense of the verb to be conjugated, preceded by the past tense of the verb ُكانَ (to be) of the same person and number.

Pluperfect (1)

They had arrived

كَانُوا وَقَالُوا

She had taken flight

كَانَتْ فَدَّ هَرْتُ (2)

The pluperfect is rendered by the past tense of the verb preceded by the past tense of ُكانَ.

Future perfect

I shall have returned

أَكُونَ عَلَى

We shall have written

تَكُونُ فَكَتَبْنا

The future perfect is rendered by the past tense of the verb preceded by the present tense of ُكَانَ.

---

1. The English present perfect tense is rendered by the ordinary past tense in Arabic.

2. This participle, which in the literary language is usually placed between the auxiliary ُكَانَ and the past tense of the verb conjugated, is not translated in English.
70th Lesson — FORMATION OF COMPOUND TENSES

Conditional present tense

If she listened, she would understand

The conditional present is rendered by the imperfect or the past tense of the verb to be conjugated preceded by the particle ِّلا; the conjunction if is translated by ِّل unless followed by the imperfect or the past tense respectively.

Conditional perfect tense

If he had come, I should have accompanied him.

The conditional past is rendered by the pluperfect tense of the verb to be conjugated preceded by the particle ِّل; if it is translated by ِّل unless followed by the pluperfect.

Exercise 71

ما أكنتم تبليون؟ — أين الأوراق التي كانت على الأدبيك؟

إذا ألم تتكرر أنفسكم كأن هي ورود — إذا ألم تتكرر أنفسكم.

Kon[A]n أتينا كأن — لَا تزجع كوننا ليسنا — لَا كان معنا نقود لدك أشترى هذا البستان — إذا ألم تتكرر مهني — أو درس

أحق ذاك ألم تكرر — إذا ألم تتكرر — أو لم يكن أكرر لذا لما كنت أكرر — لما ألم تتكرر.

Exercise 72

What was John doing in front of our house? — I think (that) he was buying newspapers or magazines. — If he had bought newspapers, he would have told me. — If the doctor had come, I should have gone out. — When we arrived, she had not learnt the news. — What is the name of the young man who was accompanying you? — If he comes, tell him to join us at the market. — When you are dressed, we will tell our friend to come. — If you go to school, we will go with you. — When they translated the book, I was not here. — If we had money, we should have bought this ring. — If you call (s) her, she will come. — If she did not come, I should not call her.

1. The same is true for ِّن used relatively (he who, she who, etc.)

1. When.
71st Lesson — THE PASSIVE VERB

**Past tense**

<table>
<thead>
<tr>
<th>Active form</th>
<th>Passive form</th>
</tr>
</thead>
<tbody>
<tr>
<td>He killed</td>
<td>He was killed</td>
</tr>
<tr>
<td>He has extracted</td>
<td>It has been extracted</td>
</tr>
<tr>
<td>He translated</td>
<td>It has been translated</td>
</tr>
</tbody>
</table>

The past tense of the passive verb is formed by placing (ـا) under the penultimate radical and (ـا) over the preceding letters which bear vowel-accents.

**Present or future tense**

<table>
<thead>
<tr>
<th>Active form</th>
<th>Passive form</th>
</tr>
</thead>
<tbody>
<tr>
<td>He kills, will kill</td>
<td>He will be killed</td>
</tr>
<tr>
<td>He extracts, will extract</td>
<td>It will be extracted</td>
</tr>
<tr>
<td>He translates, will translate</td>
<td>It will be translated</td>
</tr>
</tbody>
</table>

The present or future tense of the passive verb is formed by placing (ـ) over the penultima radical and (ـ) over the prefix-letter. (1)

---

1. Sometimes, in Arabic, certain derived forms of the verb supply the passive voice; e.g. ً(the pupil has been wounded).

---

Exercise 73

- كيف تفعل اللقص من الأشْرَخة؟ - هل تُرمّمْ أنكَّب؟
- أظن أنه لم يُتّجَّرِمْ إلى الآن - هل قيل الشاب الذي كان معنا أمس؟ - لماذا طرد هذَه الوَالِدة؟ - أين يُرْمِضُ هؤلاء المُسَكَّر؟
- يَضْمِنُ أنكَّب إلى ثلاثة أجزاء - لماذا هؤلاء الأشْرَخة؟
- يكرّمن من حيث يذهبون؟ - حكم على السارق أن يَحْسَنُ
- هذه أثواب لا تستمكن - لا يَتَمُّره أحد من هؤلاء الشبان؟
- ماذا يصنع في هذه الأورش؟
- نشترى هذه الأشياء من الأسواق - ألم يَحْسَنُ وأن، يَتَرَبَّعْ.

---

Exercise 74

- Where are the flowers which have been gathered? — When will these houses be pulled down? — Why have these children been beaten? — Where has this ring been found? — Will these dogs be poisoned? — Will the pupils learn the lessons which have been explained to them? — When will this poet be presented to the king? — I think that he will be presented to him today. — Will not these exercises be translated? — Has not your (s) money been counted? — Why have those people been driven away from here?
- Will these glasses be filled? — The book will be translated, then printed.
- Will this news be published today? — I think that it will be published neither today nor tomorrow.
- When will this man be questioned on the facts (1) which you know?

---

الاثنون 1.
72nd Lesson — THE MASDAR or VERBAL NOUN

† to kill قتل the act of killing (murder)
† to appear ظهر the act of appearing (appearance)

The Masdar is the noun which denotes in an abstract way the action expressed by the verb. The Masdar often translates the English infinitive.

Sometimes several Masdars are coined from a single verb.

I — Masdars formed from triliteral verbs (I)
† ترَك to abandon (abandon)
† بَعَل to sell بيع (a sale)
† وُعَد to promise وعد (a promise)

The Masdar of transitive verbs of three letters is generally of the form قِيل.

† خُرَج to go out خروج going out, an exit
† وَقَع to fall وقع (a fall)
† وُصَل to arrive وصل (an arrival)

The Masdar of intransitive verbs of three letters is usually of the form قُل. This form is used particularly in the case of verbs denoting motion.

1. The Masdar of these verbs varies; usage and the dictionary can alone indicate it.
73rd Lesson — THE MASDAR or VERBAL NOUN

II — Masdars of verbs of four letters

ترجمة
translation
to translate

أرسل
sending, despatch
to send

تعليم
instruction
to instruct

مُثَاجِرة
dispute
to dispute

The Masdars of verbs composed of four letters are regular and are generally formed on the models of the above forms.

III — Masdars of verbs of five and six letters

تأسف
regret
to regret

تدخر
rolling
to roll

The Masdar of verbs composed of five letters the 1st of which is an additional ِ is formed by replacing the vowel-sigh of the penultimate letter by (؟).

إجتماع
a meeting
to meet

إطلاع
information
to be informed

إِسْتَعنَاء
use
to use

The Masdar of other verbs composed of five letters and of those composed of six letters is formed by changing the vowel-accent of the 3rd letter to (؟) and adding ِ before the final radical.

Exercise 77

ماذا تعلمون في أجتماعكم? هل بدأ ترجمة هذا الكتاب؟

أين تكون المدرسة؟ هل تطلب استماع في بلادك؟

ما قصة هذا الكتاب؟ هل تكتب مادة جدًا للتعليم؟

أين كتب هذا الكتاب من هذا الموضوع؟ أَلَّمَ الحمل؟

استعمل هذه الكتابات في هذا الموضوع؟ أَلَّمَ الحمل؟

على ذلك؟ أَلَّمَ استفادت ناظر المدرسة قبل الخروج؟

يجب استحضار هؤلاء الأشخاص في المجال. أَلَّمَ أعظم

يرتقاء برناك فإنا، أَلَّمَ كرم السمات واجب. حصلت

مُثَاجِرةٌ بين هذا الكتاب يلزم مراقبة هؤلاء الأولاد

Exercise 78

Nobody has been sent to accompany these children. — We have three meetings a month. — How do you make these translations? — Instruction is compulsory in this country (3). — What is the date of the presentation of the books? — Why do they wish to use this word instead of that? — When have they forbidden you to send money to this merchant? — We must make these people come here. — Were you present at the prince's reception? — Why does she ask for this information? — Do they not wish to use these words in their exercises? — Why do you refuse to send your children to this school? — Do you wish to enter them at the university? — The presentation of (the) requisitions will take place tomorrow morning.

1. concerning... 2. question... 3. the outer... 4. to-morrow morning.
74th Lesson — DEGREES OF COMPARISON

The Comparative

Comparative of equality

She is as tall as her brother.

The comparative of equality is formed by placing after the adjective ًَ — ًَ or ًَ ًَ (as) which translate the expression as ... as.

Comparative of superiority

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَبِيرٌ</td>
<td>great</td>
</tr>
<tr>
<td>أَكْبَرُ</td>
<td>greater</td>
</tr>
</tbody>
</table>

The comparative of superiority of adjectives derived from simple triliteral verbs is formed on the model of ًَ أَكْبَرُ أَكْبَرُ. by removing these adjectives to the radicals of the verbs from which they are derived and placing ًَ before them.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَطْعِمٌ</td>
<td>more diligent</td>
</tr>
<tr>
<td>أَكْثَرُ أَكْثَرُ</td>
<td>more ًَ</td>
</tr>
<tr>
<td>أبيض</td>
<td>white</td>
</tr>
<tr>
<td>أبيض</td>
<td>white</td>
</tr>
</tbody>
</table>

The comparative of superiority of adjectives derived from verbs of more than three letters (quadrilateral or derived) and the comparative of adjectives denoting colours or deformities, are obtained by placing before the substantives ًَ (stronger) or another equivalent.

The comparative of inferiority is obtained by placing the word ًَ أَقْلُ (less) before the substantive corresponding to the adjective.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَهُولَةٌ</td>
<td>case</td>
</tr>
<tr>
<td>سَهُولَةٌ</td>
<td>less case</td>
</tr>
<tr>
<td>صَعْبُ</td>
<td>difficult</td>
</tr>
<tr>
<td>صَعْبُ</td>
<td>less difficult</td>
</tr>
<tr>
<td>دِيَانَةٌ</td>
<td>diligence</td>
</tr>
<tr>
<td>دِيَانَةٌ</td>
<td>less diligent</td>
</tr>
<tr>
<td>إِحْمَارُ</td>
<td>red</td>
</tr>
<tr>
<td>إِحْمَارُ</td>
<td>less red</td>
</tr>
</tbody>
</table>

These boys are taller than these girls.

This girl is more diligent than that.

My books are less clean than yours.

This cloth is less black than that.

This stuff is less yellow than that.

The comparative is always invariable; than is translated by ًَ من. 
The Superlative

Mary and her brother are the smallest of the pupils.

The superlative of adjectives derived from simple triliteral verbs, followed by its complement, is rendered by the comparative which remains invariable.

These (6) are the most diligent of your children.

This is the blackest of my eyes.

The superlative of adjectives formed from verbs of more than three letters (quadriliteral or derived) and the superlative of adjectives which denote colours or deformities, are obtained by placing the definite article before the corresponding comparative; of is translated by من.

Superlative of inferiority

She is the least beautiful of our neighbours.

The superlative of inferiority is the comparative preceded by the definite article; of is translated by من.

Exercise 79

لا شك أن هذا الدروس أسوأ من أيدي خفظتها أمس - هذا أكثر بـٌحـُرَّمَةً (1) هل نهتكم طوال كأولاد عـُمـَـركم ؟

أكل آمن أكثر من نعمه - هذه الأفهمة أكثر جمالاً من تلك - هذه الأفهمة أجمل أخواتك - أوصي أوسع من أوصية صديقي.

لا تبّن أن هذا الطيب أهـم من الذي جلب أمس - هذا أكبر

ابن عماني وذاك أصهـرهم وهذا أعماني وذاك أذ كاوم - هذه

الشبان أصعب من التي تزجها - أنا أعلم أنها أقل سموه

منها - هذه الأجواء هي الأكبر سواداً وذاك الأقل نبيماً.

Exercise 80

This is the tallest of my sons and that is the smallest of my daughters. — This cloth is not so black as (less black than) that which we bought. — This lesson is easier than that (the lesson) of yesterday and more difficult than that (the lesson) of the day before yesterday. — Are your children more diligent or less diligent than those (the children) of your cousins? — I think that they are more diligent and more intelligent than they. — These engineers are more skilful than those. — These are the most skilful engineers of the town. — These shirts are not so green as (less green than) that which we sell. — Is not this house larger than our sister's house? — I think that it is a little smaller than hers (her house). — John is the poorest of the family.

1. the town.
76th Lesson — THE CASES OF THE ARABIC DECLENSION

In Arabic, there are three cases which are distinguished by final vowel-accent. They are:

1st Case — أَرْضَعُ (أَرْضَعُ)
2nd Case — أَرْضَعُ (أَرْضَعُ)
3rd Case — أَرْضَعُ (أَرْضَعُ)

1st Case — أَرْضَعُ (أَرْضَعُ)

The pupil has succeeded

The Rafa usually denotes the subject.

2nd Case — أَرْضَعُ (أَرْضَعُ)

He has published the news

I struck him to-day

Joseph was our servant

The book is the companion of man

The Nasb usually marks the direct complement of the verb, circumstantial words, the complement of the verb سَتَّارَ (to be) and similar verbs (1), the complement of the particles إنْ — أَنْ (2) and their compounds (3).

1. of which the chief are: أَنْتِ (to become), أَنْتُ (to be in the morning), أَنْتَ (to be in the evening).
2. The particle إنْ which is generally used to give more force to a phrase, is placed before the subject noun, if the latter stands before the verb; in such a case it is not translated in English.
3. E.g. بَلْنَاء (because), كَانَ (as if), لَكْنَ (but).

Exceptions:

1. The daal ends in اَنْ in the Rafa and بَرْنُ in the Nasb and Garr.
2. The regular plural masculine ends in ُونُ in the Rafa and يُنْ in the Nasb and Garr.
3. The regular plural feminine ends in اَثْرُ in the Nasb.
4. The five following nouns take ُو in the Rafa, ُ in the Nasb and وُ in the Garr:

Father
Brother
Father-in-law
Mouth
Possessor

E.g. كَبْرَتْ لَيْ بَيْتُكَ (to become), أَبْكَ (my mouth).

Remark. — the four former substantives accompanied by م or by the conjunctive pronoun of the first person singular are written: مُ. E.g. أَخَاء (the brother) — مُ (my mouth).

1. It is also said مُ in the three cases.
77th Lesson — THE CASES OF THE ARABIC DECLENSION

THE DOUBLING OF THE FINAL VOWEL-ACCENT

A French poet said

قال شاعر فرنسي

I have read a hook

وقد قرأت كتاب

Branches of trees

فروع شجر

The final vowel-accent is doubled if the word on which it is placed is undetermined; this doubling of the vowel-accent is called hamów (٤, ٥, ٦). I is added to the termination (٥), but it does not affect the pronunciation.

أجزاء parts مدنın town قرى villages

If the undetermined word ends in ُ، the final ٠ is suppressed (١).

THE 3RD PERSON OF THE PRONOUN

هي في

عليكم

فيكم

For the sake of euphony, after ٤ or after ِ without an accent or having ٧ over it, the accent of the 3rd person of pronoun (singular and plural) becomes ٦.

1. The ٧ is sometimes used to form adverbs; e.g. يومًا (daily, day by day), شهرًا (monthly), سنة (annually).
78th Lesson — THE NUMERALS

CARDINAL NUMERALS

Three men

Nine women

b) - The numerals from three to nine inclusive are written in the feminine if the noun which follows them is masculine and vice-versa.

The noun is placed in the plural and in the Gurr.

Eleven men

Twelve books

Nineteen women

Sixty-five pupils

d) - The numerals hundred and thousand require the noun which follows them to be in the singular and in the Gurr (1).

ORDINAL NUMERALS

First

Eleventh

Second

Twelfth

Third

Thirteenth

Fourth

Fourteenth

Fifth

Fifteenth

Sixth

Sixteenth

Seventh

Seventeenth

Eighth

Eighteenth

Ninth

Nineteenth

Tenth

Twenty-first

The 17th article

The 36th line

The ordinal numerals are used in the same gender as the nouns to which they refer. ١٢٠٥ is an exception, making its feminine ١٢٠٦.

1. See p. 26 (2) and (3) — 2. for (.),

أوَلٌ / أَنْثَى / أُنْثِى / أَنْثَية

١٠٠٠ / ١٠٠٠٠ / ١٠٠٠٠

١٠٠٠٠ / ١٠٠٠٠٠ / ١٠٠٠٠٠٠
Exercise 83

In the year (there are) three hundred and sixty-five days, in the month thirty or thirty-one days and in the week seven days. — Have you understood the tenth and the nineteenth lessons? — We have three dogs and two cats. — How many lessons have you studied? — Have you (a) copied the fifty-sixth article? — In the hour (there are) sixty minutes and in the minute sixty seconds. — What is the fourth sentence of this exercise? — In this family (there are) five doctors, four engineers, three school-mistresses, two advocates and one merchant. — How many houses have you? — Open (p) the eleventh page of the dictionary. — I have bought a house of six stories and on (1) each storey (there are) fourteen rooms. — 56 (2) men. — 243 women. — 612 boys. — 4378 girls. — 16 sheep. — 8 camels. — 129 cocks. — 25 hens. — 837 horses.

Exercise 85

APPENDIX

TECHNICAL & ADMINISTRATIVE TERMS


5. سلطنة a Kingdom, a State - 6. Europe - 7.

8. to spin - 9. (the) clothes.
### Administrative Hierarchy

<table>
<thead>
<tr>
<th>Position</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Staff</td>
<td>مستخدمون دائمون في هيئة العمالة</td>
</tr>
<tr>
<td>Unclassified Employees</td>
<td>مستخدمون غير أنيم درجات</td>
</tr>
<tr>
<td>Agents hors cadres</td>
<td>خدمة خارج عن هيئة العمالة</td>
</tr>
<tr>
<td>Common Servants</td>
<td>خدمة سارية</td>
</tr>
<tr>
<td>Minister</td>
<td>رئيس</td>
</tr>
<tr>
<td>Inspector</td>
<td>مدقق</td>
</tr>
<tr>
<td>Adviser</td>
<td>مستشار</td>
</tr>
<tr>
<td>Sub-Inspector</td>
<td>مساعد</td>
</tr>
<tr>
<td>Under-Secretary of State</td>
<td>مساعد</td>
</tr>
<tr>
<td>Assistant-Inspector</td>
<td>مساعد</td>
</tr>
<tr>
<td>Director-General</td>
<td>مدير عام</td>
</tr>
<tr>
<td>Private Secretary</td>
<td>خبير</td>
</tr>
<tr>
<td>Controller</td>
<td>مساعد</td>
</tr>
<tr>
<td>Second clerk</td>
<td>مساعد</td>
</tr>
<tr>
<td>Clerk</td>
<td>مساعد</td>
</tr>
<tr>
<td>Official</td>
<td>موظف</td>
</tr>
<tr>
<td>Cashier</td>
<td>موظف</td>
</tr>
<tr>
<td>Employé</td>
<td>مستخدم</td>
</tr>
<tr>
<td>Keeper of Records</td>
<td>مساعد</td>
</tr>
<tr>
<td>Bursar</td>
<td>موظف</td>
</tr>
<tr>
<td>Native</td>
<td>مساعد</td>
</tr>
<tr>
<td>Librarian</td>
<td>موظف</td>
</tr>
<tr>
<td>Permanent</td>
<td>دائم</td>
</tr>
<tr>
<td>Store-Keeper</td>
<td>مساعد</td>
</tr>
<tr>
<td>Temporary</td>
<td>موظف</td>
</tr>
<tr>
<td>Messenger</td>
<td>موظف</td>
</tr>
</tbody>
</table>

### Government

- State
- Government
- Presidency of the Council of Ministers
- Council of Ministers

### Ministries

- Ministry of Foreign Affairs
- Ministry of Finance
- Ministry of War
- Ministry of Education
- Ministry of the Interior
- Ministry of Justice
- Ministry of Public Works

### Legislative Body

- Legislative Council
- General Assembly
THE BUDGET

Budget  ميزانية
Year 1910  سنة 1910
Chapter  فصل
Receipts  إيرادات
Expenditure  مصروفات
Ordinary expenditure  مصروفات عامة
Special expenditure  مصروفات خاصة
Secret expenditure  مصروفات سرية
Miscellaneous expenses  مصروفات مختلفة
Unforeseen expenses  مصروفات غير متوقعة
General expenses  مصروفات عمومية
Transport expenses  مصروفات نقل
Cost of printing  مصروفات طباعة
Sandries  خسائر
Travelling allowances  مصروفات سفر
Salary  ماهيات

Allowances  مرابط
Pensions  معاشات
Indemnities  تعويضات
Subventions, grants  إعانات
Gratuities  مكافآت
General Reserve  الاحتياطي العمومي
Credits  إعانات
Supplementary credit  إعانات إضافية
Dues  رسوم
Taxes  عمولة
Taxation, taxes  أموال
Estimates  تقديرات
Surplus  زيادة
Deficit  خسارة
Saving  نفقات - حفظ
Transfer  نقل - تحويل

ADMINISTRATIVE WORDS IN FREQUENT USE

Recess  إجازة صغيرة
Khedivial Ordinance  أمر كريم
Law, Code  قانون
Decree  أمر عال
Ministerial Order  قرار وزاري
Statute, regulation  نانسة
Circular  منشور
Notice  إعلان
Agreement  إتفاق
Report  تقرير
Memorandum  مذكر
Letter  تكاليف - إتفاق - رسالة
Order  أمر
Decision  قرار
Certificate  شهادة
Draft, project  مشروع
Copy  نسخة
Leave  إجازة
MINISTRY OF WAR

Headquarters Staff
Military School
Department of Supplies
Recruiting Department
Equipment
Munitions
Rations
Garrison
escort
General
Adjutant General
Aide de camp
Officer
Non-commissioned officer
Soldier

MINISTRY OF EDUCATION

Superior Council
School Management Committee
School of Medicine
School of Engineering
Khedivial School of Law
Training College
School of Agriculture
Technical School
Industrial School
Egyptian Mission

Primary school
Secondary school
Higher college
Department of Agriculture and Technical Education
Model Workshops
Khedivial Library
MINISTRY OF PUBLIC WORKS

Administrative Service
Technical Service
Irrigation Department
1st Circle of Irrigation
Conversion of Basins
Buildings Department
Tanzim and Roads Service
Zoological Garden

Director of Works
Chief Engineer
Electrical Engineer
Mechanical Engineer
Architect
Draughtsman
Engineering Works

Reservoir
Dams
Swing-bridges
Upkeep and Repairs
Agricultural Roads
Canals and drains
Machines

Antiquities Department
Railway Administration
Permanent Way Department
Traffic Department
Goods Department
Rolling Stock Department
Telegraph Department
<table>
<thead>
<tr>
<th>Court of Appeal</th>
<th>Ministère de l'Intérieur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assize Court</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Mixed Tribunal</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Native Tribunal</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Tribunal of 1st Instance</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Mehmeneh</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Parquet</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Registrars</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>President of a tribunal</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Procurer-Général</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Chef de parquet</td>
<td>Ministère de l'司法</td>
</tr>
<tr>
<td>Substitute</td>
<td>Ministère de l'司法</td>
</tr>
</tbody>
</table>

**OTHER DEPARTMENTS**

<table>
<thead>
<tr>
<th>Caisse de la Dette publique</th>
<th>صندوق الدين العام</th>
<th>Guaranteed debt</th>
<th>أردن الدين العام</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priveleged debt</td>
<td>أردن الدين العام</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unified debt</td>
<td>أردن الدين العام</td>
<td></td>
<td></td>
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<tr>
<td>Loan</td>
<td>أردن الدين العام</td>
<td></td>
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<tr>
<td>Annuity</td>
<td>أردن الدين العام</td>
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<tr>
<td>Interest</td>
<td>أردن الدين العام</td>
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<tr>
<td>Redemption</td>
<td>أردن الدين العام</td>
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<tr>
<td>Title-deeds</td>
<td>أردن الدين العام</td>
<td></td>
<td></td>
</tr>
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**Wakfs Administration**

| EDIRAAT MÚMMÁM AL-WÁQIAH |

**State Domains Department**

| مساحة الأراضي الأردنية  |

**Museum of Arab Art**

| دار الآثار الأردنية  |

**Khedivial Agricultural Society**

| ألبومة الزراعة الخديوية  |
SUDAN GOVERNMENT

Office of the Governor-General

Office of the Inspector-General

Civil Secretary’s Department

Legal Secretary’s Department

Financial Secretary’s Department

Intelligence Department

Education Department

Woods and Forests Department

Agriculture and Lands Department

Game Preservation Department

Survey Department

Medical Department

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