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ISL3563

Arabic Language II

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ISL3563

Arabic Language II

Lecture-Wise Study Handout
Virtual University of Pakistan

22 lectures • prepared for exam study 

Table of Contents

1. Script Revision and the Root System
2. Nouns: Gender, Number, and Case
3. Definiteness, Demonstratives, and Pronouns
4. Adjectives and the Idafa Construction
5. Past Tense Verbs
6. Present Tense and Moods
7. Imperatives and Derived Forms
8. Prepositions and Phrases
9. Numbers, Time, and Quantities
10. Sentence Structure
11. Core Vocabulary Domains
12. Applied Reading and Composition
13. Daily Conversation and Islamic Phrases
14. Formal Writing: Letters and Applications
15. Listening and Speaking Skills
16. Islamic Calendar and Occasions
17. Proverbs and Rhetorical Flourish
18. Expanded Vocabulary Banks
19. Dialogues and Error Elimination
20. Question Bank and Exam Technique 
21. الوقت والتقويم
22. القرآن والأدعية

About This Course

ISL3563 – Arabic Language II builds on Arabic I: from the alphabet and basic reading to functional grammar — nouns, verbs, and sentence structure — and practical reading of Islamic and everyday texts. This handout revises the script, then covers nouns and adjectives, pronouns, verb conjugation (past, present, imperative), sentence patterns, numbers, plurals, and applied reading with vocabulary for worship, study, and daily life.

Each lecture gives learning objectives, explanations with Arabic examples, exam key points, a summary, and review questions. Arabic words appear in Arabic script with transliteration.

Lecture 1: Script Revision and the Root System

Learning Objectives

- Read voweled Arabic fluently
- Apply the root system

Arabic is written right-to-left in a 28-letter alphabet where most letters change shape by position (isolated, initial, medial, final). Short vowels (harakat) — fathah (a), dammah (u), kasrah (i) — are marks above/below letters; sukun marks absence of a vowel, shaddah doubles a consonant. The definite article al- (ال) prefixes nouns; 'sun letters' assimilate it (ash-shams, الشمس), 'moon letters' keep it (al-qamar, القمر).

Reading strategy: identify the root letters (usually three — the triliteral root system), then read outward through prefixes, suffixes, and vowel marks. The root k-t-b (كتب) generates kataba (he wrote), kitab (book), maktab (office) — one root, a family of meanings. This root logic is Arabic's great shortcut: learn roots, unlock vocabulary.

Practice focus: reading fully voweled text (Qur'anic and textbook Arabic) fluently, then graduating to unvoweled modern text using root-and-pattern recognition. Common beginner errors: confusing similar letters (س/ص, ش/س), ignoring shaddah (which changes meaning: darasa = he studied, darrasa = he taught), and misreading sun-letter assimilation.

Key Definitions

Trilateral root is defined as the three-consonant base (e.g., k-t-b) from which Arabic words are derived by pattern.

Harakat is defined as short-vowel diacritics (fathah, dammah, kasrah) marking pronunciation.

Examples

- Sun: الشمس ash-shams (sh assimilates); moon: القمر al-qamar (q keeps al).
- Root k-t-b: kataba (wrote), kitab (book), katib (writer), maktabah (library).

Key Points — very important for exams

28 letters, positional shapes, right-to-left; harakat mark short vowels.

Sun letters assimilate al-; moon letters keep it.

Trilateral roots (k-t-b) generate word families — the vocabulary shortcut.

Shaddah doubles consonants and changes meaning — never ignore it.

Review Questions

- ? Why does دارس differ from درس?
- ? List five words from the root م-ل-ع (knowledge).

Section Summary

Master the script mechanics and the root system: together they turn Arabic from memorization into pattern recognition.

Exam Pointers

- Explain the sun and moon letters rule.
- How does the root system aid vocabulary learning?

Lecture 2: Nouns: Gender, Number, and Case

Learning Objectives

- Classify nouns by gender and number
- Recognize case endings

Arabic nouns are gendered: masculine (default) and feminine — marked usually by ة (ta marbutah), e.g., مدرسة (madrasah, school), or inherently (أم, mother; شمس, sun — feminine by convention). Gender matters because adjectives, verbs, and pronouns must agree with it.

Number: singular, dual (two — with its own endings: ان/-ayn), and plural. Sound plurals add suffixes (مسلمون → مسلم); broken plurals change internal pattern (كتاب → كتب, books; مسجد → مساجد, mosques) — the most memorization-heavy part of Arabic nouns. Learn each noun with its plural.

Case endings (i'rab): nominative (u), accusative (a), genitive (i) — marked on word endings in formal Arabic. In modern spoken and much written Arabic, case endings are dropped, but exams and Qur'anic reading require recognizing them: مسلم (nominative), مسلما (accusative), مسلم (genitive).

Key Definitions

Ta marbutah is defined as the ة ending (and some inherent feminines) marking feminine gender in Arabic nouns.

Broken plural is defined as plurals formed by internal pattern change (كتاب → كتب) rather than suffixes.

Examples

- مدرسة (school, fem.) → مدارس (schools, broken plural).
- Dual: كتابان (two books) — the dual's special endings.

Key Points — very important for exams

Gender: masculine default; feminine via ة or convention — agreement required.

Number: singular, dual, plural; broken plurals (pattern change) need memorization.

Case: u/a/i endings in formal Arabic; dropped in speech.

Learn nouns with gender + plural as a set — very important habit.

Review Questions

- ? Give the plural of طالب (student) and قلم (pen).
- ? When are case endings used vs dropped?

Section Summary

Nouns carry gender, number, and case: learn them as complete packages and agreement becomes automatic.

Exam Pointers

- How is feminine gender marked?
- Distinguish sound and broken plurals.

Lecture 3: Definiteness, Demonstratives, and Pronouns

Learning Objectives

- Mark definiteness
- Use pronouns correctly

The definite article al- (ال) makes a noun definite: كتاب (a book) → الكتاب (the book). Indefiniteness is unmarked in writing (nunation — the 'n' sound — in speech: كتاب). Proper nouns, pronouns, and nouns with attached pronouns are inherently definite.

Demonstratives: هذا (this, masc.), هذه (this, fem.), ذلك (that, masc.), تلك (that, fem.) — placed before the noun: هذا الكتاب (this book). Note the agreement in gender. Relative pronouns: الذي (who/which, masc. sing.), التي (fem. sing.), الذين (masc. plural) — essential for complex sentences: الطالب الذي يدرس (the student who studies).

Attached pronouns suffix to nouns (possession: كتابي = my book, كتابك = your book), to verbs (objects: كتبت = I wrote it), and to prepositions. Mastering the pronoun table — I, you (m/f), he, she, we, you (pl), they — is non-negotiable: pronouns drive agreement everywhere.

Key Definitions

Demonstratives is defined as demonstrative pronouns هذا/هذه/ذلك/تلك marking 'this/that' with gender agreement.

Examples

- كتابي (my book), كتابها (her book) — pronouns suffix for possession.
- الطالب الذي نجح (the student who succeeded) — relative clause.

Key Points — very important for exams

al- = definite; indefiniteness unmarked (nunation in speech).

Demonstratives agree in gender: تلك/ذلك/هذه/هذا.

Relative pronouns: الذين/التي/الذي — for 'who/which'.

Attached pronouns: memorize the full table — they drive agreement.

Note: 

Note: pronoun tables are pure memorization — examiners test them directly, so drill until automatic.

Review Questions

? Translate: 'this school', 'that teacher (f)', 'their books'.

? When is a noun definite without al-?

Section Summary

Definiteness and pronouns are the glue of Arabic sentences: master al-, demonstratives, and the pronoun tables.

Exam Pointers

- How is definiteness marked in Arabic?
- Explain attached pronouns with examples.

Lecture 4: Adjectives and the Idafa Construction

Learning Objectives

- Build correct noun phrases
- Master idafa

Adjectives follow the noun and agree in gender, number, definiteness, and case: كتاب كبير (a big book), الكتاب الكبير (the big book), مدرسة كبيرة (a big school). The agreement chain is the signature of Arabic noun phrases — get one link wrong and the phrase breaks.

The idafa (possessive/construct) construction: two nouns, first indefinite in form but definite in meaning, no al- on the first: كتاب الطالب (the student's book — literally 'book the-student'). The first noun takes no nunation and no al-; definiteness comes from the second. Chain idafas: مدير المدرسة الكبير (the big school's principal).

Common errors: putting al- on both idafa members (wrong: الكتاب الطالب), and forgetting adjective agreement across the idafa (the adjective follows the whole construction and agrees with the noun it describes). Practice: build and break down idafa chains — they dominate real Arabic text.

Key Definitions

Idafa is defined as the possessive construction of two nouns (كتاب الطالب = the student's book) with no al- on the first.

Examples

- بيت الله (the House of Allah) — idafa, first noun indefinite in form.
- السيارة الجديدة (the new car) — adjective agrees in gender, number, definiteness.

Key Points — very important for exams

Adjectives follow nouns; agree in gender, number, definiteness, case.

Idafa: no al- on first noun; definiteness from the second.

Never put al- on both idafa members — classic error.

Adjectives after idafa chains agree with the described noun.

Review Questions

- ? Correct: الكتاب الطالب. Explain the error.
- ? Translate: 'the university's new library'.

Section Summary

Noun phrases run on agreement and idafa: internalize both and Arabic descriptive text opens up.

Exam Pointers

- What are the rules of the idafa construction?
- How do adjectives agree with nouns?

Lecture 5: Past Tense Verbs

Learning Objectives

- Conjugate past-tense verbs
- Negate them

The past tense (al-madi) conjugates by suffixes on the root: كتب (he wrote), كتبت (she wrote), كتبت (you m. wrote), كتبت (you f. wrote), كتبت (I wrote), كتبنا (we wrote), كتبوا (they wrote). The pattern is fully regular for sound verbs — learn the table once, apply to every root.

Weak verbs (with ا/ي/و in the root) mutate: قال (he said, from q-w-l), باع (he sold, from b-y-'), دعا (he called). These 'hollow' and 'defective' verbs follow their own sub-patterns — the main irregularity burden of Arabic verbs. Exams love قال and كان (he was).

Negation of the past uses ما or لم + jussive: ما كتب (he did not write), لم يكتب (he did not write — with لم the verb shortens). Usage: ما with past for simple negation; لم for emphatic 'did not'. Practice: conjugate five verbs fully in the past, then negate them.

Key Definitions

Weak verbs is defined as verbs containing weak letters (ا/ي/و) that mutate in conjugation, e.g., قال.

Examples

- قال (he said), قالت (she said), قلت (I said) — hollow verb mutations.
- لم يذهب (he did not go) — لم + shortened verb.

Key Points — very important for exams

Past = suffixes on root: regular and predictable for sound verbs.

Weak verbs (قال، باع، دعا) mutate — memorize their patterns.

Negation: ما + past, or لم + jussive.

Drill: conjugate, then negate — automaticity is the goal.

Review Questions

- ? Conjugate ذهب (to go) in the past.
- ? What happens to the verb after لم?

Section Summary

The past tense is suffix-regular: master the table and the weak-verb exceptions, and narration in Arabic is yours.

Exam Pointers

- Conjugate كتب in the past tense fully.
- How is the past tense negated?

Lecture 6: Present Tense and Moods

Learning Objectives

- Conjugate present-tense verbs
- Apply moods correctly

The present tense (al-mudari') uses prefixes (and some suffixes): يكتب (he writes), تكتب (she writes / you m. write), أكتب (I write), نكتب (we write), يكتبون (they write), تكتبين (you f. write). Prefixes mark person; the full table must be memorized — it is the most-used verb form.

Moods: indicative (default), subjunctive (after أن and purpose particles — verb ends in a: أن يكتب), jussive (after لم and commands — shortened: لم يكتب). These mood endings are the subtle grammar examiners test: أن أدرس (that I study — subjunctive) vs لم أدرس (I did not study — jussive).

Future: سوف or س prefix — سيكتب (he will write). Negation of present: لا + indicative (لا يكتب = he does not write). Combined practice: take ten verbs through present, subjunctive, jussive, future, and negation — the complete present-tense system.

Key Definitions

Moods is defined as verb forms after particles like أن (subjunctive, ending in a) or لم (jussive, shortened).

Examples

- أن أريد أن أتعلم (I want to learn) — subjunctive after أن.
- سأسافر غدا (I will travel tomorrow) — future with س.

Key Points — very important for exams

Present = prefixes (+suffixes): the highest-frequency form.

Moods: indicative default; subjunctive after أن (ends a); jussive after لم (shortened).

Future: سوف/س prefix; negation: لا + present.

Master the table — it carries half of all Arabic verbs you'll meet.

Note:

Note: mood endings (يكتب vs يكتب) are a favorite exam trap — always check the particle before the verb.

Review Questions

- ? Why is أن يكتب subjunctive in أن يكتب؟
- ? Form the future of ten common verbs.

Section Summary

The present tense with its moods is Arabic's engine room: prefixes for person, endings for mood.

Exam Pointers

- Conjugate يكتب in the present fully.
- Distinguish subjunctive and jussive with examples.

Lecture 7: Imperatives and Derived Forms

Learning Objectives

- Form commands and prohibitions
- Recognize derived forms

Commands (al-amr): for sound verbs, derive from the jussive — اكتب (write! m.), اكتبي (write! f.), اكتبوا (write! pl.). The pattern: take the second-person jussive, drop the ت prefix, adjust the start (add helping alif where needed). Feminine and plural commands add their suffixes.

Prohibition uses لا + jussive: لا تكتب (don't write!), لا تذهب (don't go!). This is far more common in real text (Qur'anic commands/prohibitions) than the positive imperative — master both. Politeness: Arabic softens commands with particles (من فضلك = please) or uses the present tense as gentle imperative.

Derived forms (II–X) extend meaning systematically: Form II (درس = to teach, from درس = to study) is causative/intensive; Form IV (أرسل = to send); Form V–VI reflexive; Form VII–VIII passive-like; Form X (استخرج = to extract) is requestive. Recognizing forms multiplies vocabulary: one root × ten forms.

Key Definitions

Derived forms is defined as the ten systematic verb patterns (II–X) extending a root's meaning (causative, reflexive, etc.).

Examples

- لا تنس (don't forget!) — prohibition with لا + jussive.
- درس (he taught) from درس (he studied): Form II causative.

Key Points — very important for exams

Imperative from jussive: اكتبوا/اكتبي/اكتب.

Prohibition: لا + jussive — very common in Qur'anic Arabic.

Derived forms II–X extend roots systematically (causative, reflexive, requestive...).

Recognize forms: one root becomes ten verbs — very important multiplier.

Review Questions

- ? Give the imperative of جلس (to sit) for all addressees.
- ? What form is استغفر and what does it mean?

Section Summary

Commands direct, prohibitions forbid, and derived forms multiply every root into a verb family.

Exam Pointers

- How are imperatives formed?
- What do derived Forms II and X signify?

Lecture 8: Prepositions and Phrases

Learning Objectives

- Use prepositions correctly
- Deploy formal phrases

Prepositions (حروف الجر) govern the genitive case: في (in), من (from), إلى (to), على (on), عن (about), مع (with), بـ (with/by). Each verb 'chooses' its preposition — بحث عن (to search for), فكر في (to think about) — and the pairing must be memorized with the verb, not guessed from English.

Common prepositional phrases: في الحقيقة (in reality), على سبيل المثال (for example), بالإضافة إلى (in addition to), من أجل (for the sake of), بسبب (because of). These phrases are the connective tissue of formal Arabic — exams reward their correct use in composition.

Adverbs of time and place: اليوم (today), غدا (tomorrow), أمس (yesterday), هنا (here), هناك (there), الآن (now). Combined with prepositions they build the circumstantial detail of sentences: سأزورك في المساء (I will visit you in the evening).

Key Definitions

Prepositions (huruf al-jarr) is defined as prepositions like إلى/من/في that put following nouns in the genitive case.

Examples

- بحث عن وظيفة (he searched for a job) — بحث pairs with عن.
- بسبب المرض (because of illness) — causal phrase.

Key Points — very important for exams

Prepositions govern the genitive: بـ/مع/عن/على/إلى/من/في.

Verb + preposition pairings are idiomatic — memorize together.

Stock phrases (على سبيل المثال، في الحقيقة) structure formal writing.

Time/place adverbs complete sentences' circumstances.

Review Questions

- ? What preposition pairs with اعتمد (to depend)?
- ? Write five sentences using على سبيل المثال.

Section Summary

Prepositions are small words with big government: learn their pairings and phrases, and sentences gain precision.

Exam Pointers

- Why must verb-preposition pairings be memorized?
- Use five prepositional phrases in sentences.

Lecture 9: Numbers, Time, and Quantities

Learning Objectives

- Use numbers correctly
- Tell time and dates

Cardinal numbers 1–10: ثلاثة, اثنان, واحد... عشرة; 11–19: أحد عشر, اثنا عشر; tens: ثلاثون, عشرون...; hundreds: مائة; thousand: ألف. The rules are famously tricky: numbers 3–10 take the opposite gender of the counted noun (ثلاثة كتب = three books — feminine number with masculine noun), and the counted noun is plural indefinite.

11–99: the counted noun is singular indefinite accusative (أحد عشر كتاباً = eleven books). Ordinals: الأول (first), الثاني (second)... used for dates and rankings. Time: الساعة الثالثة (three o'clock); days of the week: السبت... الأحد; months: Islamic (محرم...) and Gregorian (يناير...).

Money and quantities: prices, phone numbers (read digit by digit), and statistics — the practical number skills. Exams test 3–10 gender polarity and the 11–99 construction most — drill these two rules until reflexive.

Key Definitions

Gender polarity is defined as the rule that numbers 3–10 take the opposite gender of the noun they count.

Examples

- خمس طالبات (five female students) — masculine number, feminine noun.
- اثنا عشر شهرا (twelve months) — singular accusative noun after 11–99.

Key Points — very important for exams

3–10: gender polarity (opposite gender) + plural noun.

11–99: singular indefinite accusative noun.

Ordinals for dates/ranks; learn weekdays and both month systems.

Drill the two rules — they are the most-tested number grammar.

Note:

Note: number rules are the highest-yield memorization in this course — two rules cover most exam questions.

Review Questions

- ? Write: 7 pens, 15 students, 100 books.
- ? What day is الجمعة and why does it matter?

Section Summary

Numbers run on two rules — polarity for 3–10, singular accusative for 11–99: master them and quantification is solved.

Exam Pointers

- Explain gender polarity in numbers 3–10.
- How are numbers 11–99 constructed?

Lecture 10: Sentence Structure

Learning Objectives

- Build both sentence types
- Negate and question

Sentence patterns: nominal sentences (subject + predicate, no 'is': الطالب مجتهد = the student is diligent) vs verbal sentences (verb first: يدرس الطالب = the student studies). Nominal sentences suit description and definition; verbal sentences suit narration — both are essential.

Word order flexibility: Arabic allows VSO, SVO for emphasis, and fronting for focus. Agreement rule for verb-first sentences: the verb stays singular even with plural subjects (ذهب الطلاب = the students went — verb singular, subject plural). This is a major exam trap.

Negation across sentence types: ليس for nominal sentences (ليس الطالب كسولا = the student is not lazy — note the accusative predicate), لن/لم/لا for verbal (لا يدرس = he doesn't study; لم يدرس = he didn't; لن يدرس = he will not). Question words: هل (yes/no), ماذا/ما (what), من (who), أين (where), متى (when), كيف (how), لماذا (why), كم (how many).

Key Definitions

Verbal sentence is defined as sentences starting with the verb (VSO) — the default narrative pattern.

Nominal sentence is defined as sentences of subject + predicate with no copula (الطالب مجتهد).

Examples

■ ذهب الطلاب إلى المدرسة (the students went to school) — verb singular, subject plural.

■ ليس الامتحان صعبا (the exam is not difficult) — ليس + accusative.

Key Points — very important for exams

Nominal (no 'is') vs verbal (verb-first) sentences.

Verb-first: verb stays singular with plural subjects — exam trap.

ليس negates nominal sentences (+ accusative); لن/لم/لا negate verbs.

Question words: كم/لماذا/كيف/متى/أين/من/ما/هل.

Review Questions

- ? Convert يلعب الأولاد to a nominal sentence.

? Negate: الجو جميل.

Section Summary

Two sentence skeletons, agreement quirks, and systematic negation — the architecture of Arabic expression.

Exam Pointers

- Distinguish nominal and verbal sentences.
- What is the verb-agreement rule in verb-first sentences?

Lecture 11: Core Vocabulary Domains

Learning Objectives

- Build functional vocabulary
- Apply learning methods

Worship vocabulary: صلاة (prayer), مسجد (mosque), وضوء (ablution), صيام (fasting), زكاة (alms), حج (pilgrimage), إمام (leader), قرآن (Qur'an), دعاء (supplication), تقوى (piety). These are the highest-frequency words in Islamic life — and in this course's reading passages.

Study vocabulary: جامعة (university), كلية (college), طالب/طالبة (student), أستاذ (professor), درس (lesson), امتحان (exam), مكتبة (library), بحث (research), شهادة (certificate/degree). Daily life: بيت (house), عائلة (family), طعام (food), ماء (water), سوق (market), طبيب (doctor), مستشفى (hospital), سفر (travel).

Learning method: thematic sets with plurals and a sample sentence each; spaced repetition; and active use — label your room, narrate your day in Arabic. The exam's vocabulary section rewards breadth across these three domains: worship, study, daily life.

Key Definitions

Thematic vocabulary is defined as learning words in thematic groups (worship, study, daily life) with plurals and example sentences.

Examples

- صلاة → صلوات (prayers); مسجد → مساجد (mosques).
- Active use: describing your timetable using study vocabulary.

Key Points — very important for exams

Three domains: worship, study, daily life — the exam's vocabulary universe.

Learn each word with plural + sentence.

Thematic sets + spaced repetition + active use.

Worship vocabulary doubles as reading-passage preparation.

Review Questions

- ? List the study-domain words with plurals.
- ? How would you memorize 300 words in a month?

Section Summary

Vocabulary is organized territory: three domains, learned as plural-bearing, sentence-ready units.

Exam Pointers

- Why is thematic vocabulary learning effective?
- Give ten worship-related words with plurals.

Lecture 12: Applied Reading and Composition

Learning Objectives

- Read authentic texts
- Write short compositions

Reading practice applies all grammar to real text: short Qur'anic verses (with their grammar unpacked — e.g., إِيَّاكَ نَعْبُدُ: fronted object for emphasis, 'You alone we worship'), hadith selections, and modern passages (news, university announcements). Strategy: first pass for gist (roots and known words), second for structure (identify sentence types, idafas, verb forms), third for detail.

Difficulties and fixes: unvoiced text (use root-pattern knowledge and context), long idafa chains (break from the end backward), and unfamiliar derived forms (strip to root, identify form). Dictionary skill: look up by root (in Hans Wehr or Almaany), not by surface form.

Composition: writing short paragraphs (5–8 sentences) on set topics — myself, my university, my daily routine — using the grammar of the course. Exams typically include reading comprehension, grammar manipulation, and short composition: practice all three under time.

Key Definitions

Grammatical unpacking is defined as analyzing a text's grammar — sentence types, idafas, verb forms — as a reading strategy.

Examples

- إِيَّاكَ نَعْبُدُ: object fronting = emphasis — grammar revealing rhetoric.
- Idafa chain: solved by translating the last noun first.

Key Points — very important for exams

Three passes: gist → structure → detail.

Unvoiced text: roots + patterns + context.

Dictionary by root (Hans Wehr/Almaany).

Composition: short paragraphs using course grammar — practice timed.

Review Questions

? Unpack the grammar of a verse you know.

? Write ثماني جمل عن يومك (eight sentences about your day).

Section Summary

Reading is applied grammar: parse the structures, mine the roots, and write back — the complete language loop.

Exam Pointers

- What is the three-pass reading strategy?
- How do you use a root-based dictionary?

Lecture 13: Daily Conversation and Islamic Phrases

Learning Objectives

- Converse basically
- Use Islamic phrases naturally

Everyday Islamic Arabic: greetings — عليكم السلام (peace be upon you), والسلام (and upon you peace), صباح الخير (good morning), مساء الخير (good evening); responses and courtesies — جزاك الله خيرا (may Allah reward you), بارك الله فيك (may Allah bless you), إن شاء الله (God willing), ما شاء الله (as Allah willed), الحمد لله (praise be to Allah), سبحان الله (glory be to Allah).

Occasions: رمضان كريم (generous Ramadan), عيد مبارك (blessed Eid), تقبل الله منا ومنكم (may Allah accept from us and you). Introductions: ما اسمك؟ (what is your name?), أنا طالب في الجامعة (I am a university student), تشرفت بمعرفتك (pleased to meet you).

Classroom Arabic: افتح الكتاب (open the book), أغلق الباب (close the door), هل فهمت؟ (did you understand?), أعد من فضلك (repeat please). These phrases make Arabic a living classroom language, not just an exam subject.

Key Definitions

Islamic discourse markers is defined as formulaic Islamic expressions (شاء الله، ما شاء الله، جزاك الله خيرا) structuring daily Muslim speech.

Examples

- Dialogue: بخير، الحمد لله — وعليكم السلام، كيف حالك؟ — والسلام عليكم.
- Leaving: في أمان الله / مع السلامة (go with safety).

Key Points — very important for exams

Greetings, courtesies, and occasion phrases — memorize as chunks.

Islamic markers (إن شاء الله etc.) punctuate daily speech.

Introductions and classroom instructions in Arabic.

Learn phrases as wholes, not word-by-word.

Review Questions

? Role-play: meeting a new classmate.

? When do you say إن شاء الله vs ما شاء الله?

Section Summary

Phrases make Arabic live: greet, thank, and bless in Arabic until it becomes habit.

Exam Pointers

→ When is each greeting used?

→ Give five classroom instructions in Arabic.

Lecture 14: Formal Writing: Letters and Applications

Learning Objectives

- Write formal letters
- Master formal register

Formal letter/email structure: البسملة or السلام عليكم opening, المقدمة (introduction/purpose), الموضوع (body), الخاتمة (closing: وتقبلوا فائق الاحترام = accept my utmost respect), التوقيع (signature). Applications (طلب): (طلب وظيفة: (job application), (طلب إجازة: (leave request) — with the standard respectful forms.

Key formal vocabulary: السيد المحترم (dear respected sir), أتقدم إليكم بطلب (I submit to you a request), نظرا لـ (in view of), بناء على (based on), مرفق طيه (attached herewith). Register awareness: formal Arabic avoids colloquialisms and uses the structures above.

Practice: write a leave application and a thank-you letter. Exams may ask for a short formal letter — the structure above plus correct grammar earns full marks even with simple content.

Key Definitions

Formal letter structure is defined as the conventional structure of Arabic formal correspondence: opening, introduction, body, respectful closing, signature.

Examples

■ Opening: السيد مدير الجامعة المحترم، السلام عليكم ورحمة الله.

■ Closing: وتقبلوا فائق الاحترام والتقدير.

Key Points — very important for exams

Structure: greeting → purpose → body → respectful close → signature.

Formal vocabulary: السيد المحترم، أتقدم بطلب، مرفق طيه.

Register: no colloquialisms in formal writing.

Practice the two exam types: request and thanks.

Review Questions

- ? Draft a job application in eight lines.
- ? What makes a letter 'formal' in Arabic?

Section Summary

Formal Arabic is formulaic: learn the frames, fill them with correct grammar, and correspondence is solved.

Exam Pointers

- What is the structure of a formal Arabic letter?
- Write a leave application in Arabic.

Lecture 15: Listening and Speaking Skills

Learning Objectives

- Train listening
- Build speaking confidence

Listening: Arabic's sounds include the emphatic consonants (ص ض ط ظ), ع and غ (throat letters), and ق — the classic difficulties for Urdu speakers. Train the ear with slow news (BBC Arabic, Al Jazeera learning sections), Qur'anic recitation with text, and the course dialogues — first with transcript, then without.

Speaking: shadowing (repeat immediately after the speaker), self-narration (describe your actions in Arabic), and dialogue practice with classmates. Pronunciation priorities: ع vs أ, ح vs ه, and the emphatics — mispronouncing ص as س changes صبر (patience) toward سبر (probing).

Exam reality: most Arabic II exams are written, but oral confidence accelerates everything — students who speak parse faster. Even ten minutes of daily shadowing transforms listening comprehension within weeks.

Key Definitions

Shadowing is defined as immediate repetition of a speaker's words — the fastest pronunciation and fluency drill.

Examples

- Minimal pairs: قلب (heart) vs كلب (dog) — ق vs ك changes everything.
- Routine: 10 minutes shadowing Al Jazeera slow news daily.

Key Points — very important for exams

Hard sounds: emphatics (ص ض ط ظ), ق/غ/ع — drill minimal pairs.

Listening ladder: transcript → no transcript; slow news → recitation.

Speaking: shadowing, self-narration, dialogues.

Oral practice accelerates written parsing — do both.

Review Questions

- ? Design a two-week pronunciation plan.
- ? Why do students who speak read faster?

Section Summary

Ears and tongue complete the language: drill the hard sounds, shadow daily, and speak from day one.

Exam Pointers

- What are the hardest Arabic sounds for Urdu speakers?
- How does shadowing work?

Lecture 16: Islamic Calendar and Occasions

Learning Objectives

- Master calendar vocabulary
- Describe occasions in Arabic

Islamic calendar: صفر, ربيع الأول, ربيع الثاني, جمادى الأولى, جمادى الآخرة, رجب, شعبان, رمضان, شوال, ذو القعدة, ذو الحجة — learn in order; ربيع الأول holds the Prophet's birth (Mawlid), رمضان the fasting month, ذو الحجة the Hajj.

Occasions vocabulary: ليلة القدر (Night of Decree), عيد الفطر (festival of breaking fast), عيد الأضحى (festival of sacrifice), الحج (pilgrimage), العمرة (lesser pilgrimage), زكاة الفطر (fast-breaking alms). Worship actions: يصلي (he prays), يصوم (he fasts), يقرأ القرآن (he recites the Qur'an), يتصدق (he gives charity).

Cultural notes: the lunar calendar's 11-day annual shift (Ramadan cycles through seasons), Friday (الجمعة) as the weekly congregation, and the etiquette phrases for each occasion. Exams often include a calendar/occasions vocabulary section — this lecture is its study sheet.

Key Definitions

Hijri calendar is defined as the 354-day lunar calendar structuring Islamic worship and occasions.

Examples

- شهر الصيام: رمضان (the month of fasting).
- الحج أشهر معلومات (Hajj is in known months) — Qur'anic Arabic in action.

Key Points — very important for exams

Twelve lunar months in order — memorize the sequence.

Occasions: Ramadan, two Eids, Hajj, Laylat al-Qadr + their vocabulary.

Lunar shift: Ramadan cycles through seasons (~11 days/year).

Friday and occasion etiquette phrases.

Review Questions

- ? Why does Ramadan move through the seasons?
- ? Describe عيد الأضحى in five Arabic sentences.

Section Summary

The Hijri calendar organizes Muslim time: know its months, occasions, and the Arabic that marks them.

Exam Pointers

- List the Hijri months in order.
- What are the key occasions and their vocabulary?

Lecture 17: Proverbs and Rhetorical Flourish

Learning Objectives

- Use proverbs correctly
- Enrich composition

Proverbs (أمثال) distill wisdom and are exam favorites: العلم نور (knowledge is light), الصبر مفتاح الفرج (patience is the key to relief), من جد وجد (whoever strives finds), الوقت كالسيف (time is like a sword — cut it or it cuts you), خير الكلام ما قل ودل (the best speech is brief and meaningful).

Idioms in use: وضع النقاط على الحروف (to dot the i's — clarify), لعب دورا (to play a role), على قدم وساق (in full swing). Proverbs elevate composition: one apt مثل in an essay signals real command — examiners notice.

Study method: learn ten proverbs with their stories/contexts, practice inserting one naturally per composition. Caution: use correctly or not at all — a misused proverb hurts more than none. The course's closing message: Arabic rewards the patient — الصبر مفتاح الفرج applies to language learning itself.

Key Definitions

Amthal (proverbs) is defined as pithy traditional sayings (e.g., العلم نور) prized in Arabic rhetoric and exams.

Examples

- Essay use: opening a paragraph on perseverance with من جد وجد
- Misuse warning: don't force proverbs — relevance first.

Key Points — very important for exams

Ten core proverbs with meanings — memorize with context.

Proverbs elevate essays; examiners reward apt use.

Idioms: clarify, play a role, in full swing — natural connectors.

Use correctly or not at all — precision over decoration.

Note:

Note: ending the course with proverbs gives students memorable takeaways — and الصبر مفتاح الفرج is the perfect final line.

Review Questions

- ? Use three proverbs in a paragraph about studies.
- ? What is the story behind الوقت كالسيف

Section Summary

Proverbs are Arabic's compressed wisdom: learn them, place them well, and let patience unlock the language.

Exam Pointers

- Explain five Arabic proverbs with usage.
- How do proverbs improve composition?

Lecture 18: Expanded Vocabulary Banks

Learning Objectives

- Build vocabulary systematically
- Study smart

Expanded vocabulary sets — Worship: مسجد (mosque, pl. مساجد), إمام (imam, أئمة), مؤذن (muezzin), حفظ (recitation), تلاوة (Qur'an copy, مصاحف), سجادة (prayer mat), خطبة (sermon, خطب), محاضرة (lecture), واجب (study), اعتكاف (retreat), صدقة (charity, صدقات), زكاة الفطر (memorization).

(homework), علامة (grade/mark), نجاح (success), رسوب (failure), تخصص (major), بحث علمي (research), عامة (public library), قاموس (dictionary, قواميس).

Daily life: مطبخ (kitchen), غرفة النوم (bedroom), شارع (street, شوارع), سيارة أجرة (taxi), مستشفى (hospital), صيدلية (pharmacy), بقالة (grocery), حديقة (garden/park), مباراة (match), رحلة (trip). For each: learn plural + one sentence. Method: 10 words daily, Friday review, monthly test — 300 words a term.

Exam technique: vocabulary questions reward plurals and usage — never give a bare singular. Build personal lexicon notebooks: Arabic → plural → sentence → root. The root column compounds over time into the pattern-recognition that unlocks advanced texts.

Key Definitions

Lexicon notebook is defined as a personal notebook recording each word with plural, sentence, and root — compounding into mastery.

Examples

■ أقرأ في المصحف كل صباح: مصاحف → مصحف

■ 10/day + Friday review: the spaced system.

Key Points — very important for exams

Three domains expanded: 30+ new words with plurals.

10 words daily, weekly review, monthly test.

Lexicon notebook: word → plural → sentence → root.

Plurals and usage earn the vocabulary marks.

Review Questions

? Give five study-domain words with plurals.

? Design your lexicon page layout.

Section Summary

Words are wealth: bank them daily with plurals and sentences, and let roots compound the interest.

Exam Pointers

→ Why learn plurals with every noun?

→ How do you memorize 300 words a term?

Lecture 19: Dialogues and Error Elimination

Learning Objectives

- Hold basic conversations

- Kill common errors

Dialogue 1 — At the university: أ. أنا طالب جديد: ب. السلام عليكم، أهلا وسهلا ب. Dialogue 2 — In the market: حسنًا، تفضل — بثمانية؟ إغال — بعشرة روبيات — بكم هذا؟

Dialogue 3 — Asking directions: عفوًا — شكرًا جزيلًا — امش مستقيماً ثم انعطف يمينا — أين المسجد؟ Practice method: memorize dialogues, then substitute (names, places, numbers) — substitution drills build generative ability. Perform in pairs; record and compare with the model.

Common errors to eliminate: gender agreement (هذا not هذه مدرسة), idafa al- (الطالب not كتاب الطالب), verb-first singular (ذهبوا الطلاب not ذهب الطلاب), sun letters (الشمس ash-shams), and case after ليس (ليس صعبًا). Keep an error log: each corrected mistake, reviewed weekly — errors logged are errors killed.

Key Definitions

Substitution drills is defined as practicing dialogues by swapping names, places, and numbers — from memorization to generation.

Examples

- Substitution: replace 'المكتبة' with 'الجامعة/السوق/المسجد' — one dialogue, many situations.
- Error log: 'ذهبوا الطلاب' X → 'ذهب الطلاب' ✓.

Key Points — very important for exams

Three model dialogues: university, market, directions.

Substitution drills: memorize → vary → generate.

Five killer errors: gender, idafa, verb-number, sun letters, ليس case.

Error log: record, review, eliminate.

Review Questions

- ? Perform the market dialogue with new prices.
- ? Why is ذهبوا الطلاب wrong?

Section Summary

Speak from models, vary by substitution, and hunt your errors with a log — fluency through feedback.

Exam Pointers

- What are the five commonest errors?
- How do substitution drills work?

Lecture 20: Question Bank and Exam Technique

Learning Objectives

- Drill exam formats 
- Build daily habits

Question bank: Q1. Sun vs moon letters: five examples each. Q2. Conjugate كتب past tense fully. Q3. Form the imperative of فتح for all addressees. Q4. Translate: 'The new teacher's big car.' (Idafa + agreement.) Q5. Numbers: write 3 books, 12 students, 100 rupees. Q6. Negate: الطالب / الطالب مجتهد. سيدرس / يدرس (لن/لم/لا/ليس). Q7. Write eight sentences about your daily routine. Q8. Formal letter: request leave. Q9. Ten worship words with plurals. Q10. Use: كم, لماذا, هذه, الذي in sentences.

Q11. Verb forms: identify يتعلم, استغفر, درس (forms II, X, V). Q12. Proverb: explain الصبر مفتاح الفرج and use it. Long Q: read a 10-line passage — answer comprehension, parse two idafas, conjugate one verb, write a 5-line response. Exam technique: grammar questions are mechanical — drill tables until automatic; composition rewards correct simple sentences over ambitious broken ones.

Oral exam prep: read a voweled paragraph aloud (pronunciation + fluency), answer personal questions (اسمك؟ تخصصك؟), and describe a picture in five sentences. Daily 15-minute routine: 5 shadowing, 5 vocabulary, 5 writing — the trinity that guarantees progress.

Key Definitions

Daily trinity is defined as the daily 15-minute trinity: shadowing, vocabulary, writing — guaranteed progress.

Examples

■ Q4: سيارة المعلم الجديد الكبيرة — idafa + double agreement.

■ Q6: لن يدرس / لم يدرس / لا يدرس / ليس الطالب كسولا.

Key Points — very important for exams

Twelve questions: grammar mechanics to composition.

Tables automatic; simple-correct beats ambitious-broken.

Long Q: comprehension + parsing + conjugation + writing.

Daily trinity: 15 minutes, three skills, every day.

Review Questions

? Parse: مدير المدرسة الجديد.

? Describe your room in five Arabic sentences.

Section Summary

Arabic exams reward automatic grammar and correct simplicity: drill the tables, write clean sentences, and never skip the daily trinity.

Exam Pointers

→ Conjugate, negate, and command ten verbs.

→ Write a formal leave request.

Lecture 21: الوقت والتقويم

Learning Objectives

- Tell time in Arabic
- Master calendars

أيام الأسبوع (الرابعة إلا الربع = ٣:٤٥، والربع، والنصف، إلا الربع)، الدقائق (، الثانية عشرة... الواحدة، الثانية) الساعة: الأرقام والوقت رجب، شعبان، رمضان، شوال، ذو القعدة، ذو الحجة)، الأشهر الهجرية (الأحد، الاثنين، الثلاثاء، الأربعاء، الخميس، الجمعة، السبت) والميلادية (محرم، صفر، ربيع الأول، ربيع الآخر، جمادى الأولى، جمادى الآخرة).

المواعيد. أستيقظ في السادسة صباحا، أصلي الفجر، أتناول الفطور، أذهب إلى الجامعة، أدرس حتى المساء: التعبير عن الروتين يوم الجمعة، حدد موعدا مع زميل: التمارين. والردود الكاملة — كم الساعة؟ في أي يوم؟ متى؟ الأسئلة. عندي محاضرة في العاشرة. اكتب جدولك اليومي، صف

الساعات والأيام والأشهر غيبا، وتدرّب على كتابة الوقت كلمات لا أرقاما — أسئلة الوقت والأرقام مضمونة الدرجات: نصيحة الامتحان. احفظ. تدرّب عليه خصيصا — (٤:٥٠ = الخامسة إلا عشر دقائق) إلا مع الساعة: الخطأ الشائع. احفظ

Key Definitions

احفظ المنطق لا الأمثلة فقط — ٤:٤٥ = 'الخامسة إلا الربع': التعبير عن الوقت المتبقي is defined as إلا في الوقت

Examples

■ الساعة القادمة ناقص الربع: الرابعة إلا الربع = ٣:٤٥

■ 'أستيقظ السادسة إلا الربع': جدولي

Key Points — very important for exams

والربع، والنصف، إلا الربع: الساعات والدقائق كلمات

أيام الأسبوع والأشهر الهجرية والميلادية

روتينك اليومي وصفا كاملا

درجات مضمونة — احفظ غيبا

Review Questions

اكتب موعد محاضرتك القادمة ؟

ما اليوم بعد الخميس ؟

Section Summary

احفظ الساعات والأيام والأشهر، وصف يومك كاملا: الوقت يقال لا يكتب أرقاما

Exam Pointers

→ ٤٥ كلمات: ٣٠ و ٩: اكتب ٧

→ ما الأشهر الهجرية بالترتيب؟

Lecture 22: القرآن والأدعية

Learning Objectives

- Connect language to worship
- Memorize with understanding

جزء: المفردات القرآنية الأساسية. (مقاطع) الفاتحة، الإخلاص، الكوثر، آية الكرسي — آيات مختارة للحفظ والفهم: القرآن والعبادة بالترجمة الأوردية، والحفظ التدريجي (المد، الغنة) التلاوة بالتجويد الأساسي: التدريب. رب، رحمن، رحيم، صراط، هدى، نور، ظلمات، (آية يومية)، الفهم.

والإجابة عن أسئلته: الخطبة والدرس. بالعربية مع الفهم — دعاء الاستيقاظ، دعاء الطعام، دعاء السفر، دعاء المذاكرة: الأدعية اليومية الأقوى للتعلم — هذا القسم يربط اللغة بالحياة الدينية للطلاب. الاستماع لخطبة الجمعة وتدوين ثلاث نقاط، قراءة درس ديني مبسط الدافع.

الذهبية. احفظ السور القصار مع معانيها، والأدعية مع استخداماتها — أسئلة القرآن والأدعية ثابتة في الورقة: نصيحة الامتحان. الحفظ بلا فهم ناقص — كل آية تحفظها، افهم مفرداتها وترجمتها: القاعدة.

Key Definitions

كل آية بمفرداتها ومعناها — الحفظ مع الفهم والترجمة: القاعدة is defined as الحفظ الواعي

Examples

■ الترجمة + 'الصمد' معنى + حفظ: الإخلاص

■ الاستماع النشط — ثلاث نقاط مدونة: خطبة الجمعة

Key Points — very important for exams

حفظ وفهم وترجمة: سور قصار وآية الكرسي

رب، هدى، نور: مفردات قرآنية أساسية

أدعية يومية بالفهم لا التريد

معنى + مفردات + آية: الحفظ الواعي

Review Questions

احفظ الكوثر مع ترجمتها؟

متى يقال دعاء السفر؟

Section Summary

فالدين أقوى دوافع التعلم — احفظ بفهم، وادع بوعي: اللغة للعبادة

Exam Pointers

→ ما السور المقررة للحفظ؟

→ اذكر ثلاثة أدعية يومية.

Glossary of Key Terms

Trilateral root — the three-consonant base (e.g., k-t-b) from which Arabic words are derived by pattern.

Harakat — short-vowel diacritics (fathah, dammah, kasrah) marking pronunciation.

Ta marbutah — the ة ending (and some inherent feminines) marking feminine gender in Arabic nouns.

Broken plural — plurals formed by internal pattern change (كتاب → كتب) rather than suffixes.

Demonstratives — demonstrative pronouns تلك/ذلك/هذه/هذا marking 'this/that' with gender agreement.

Idafa — the possessive construction of two nouns (كتاب الطالب = the student's book) with no al- on the first.

Weak verbs — verbs containing weak letters (ال/ي/و) that mutate in conjugation, e.g., قال.

Moods — verb forms after particles like أن (subjunctive, ending in a) or لم (jussive, shortened).

Derived forms — the ten systematic verb patterns (II–X) extending a root's meaning (causative, reflexive, etc.).

Prepositions (huruf al-jarr) — prepositions like إلى/من/في that put following nouns in the genitive case.

Gender polarity — the rule that numbers 3–10 take the opposite gender of the noun they count.

Verbal sentence — sentences starting with the verb (VSO) — the default narrative pattern.

Nominal sentence — sentences of subject + predicate with no copula (الطالب مجتهد).

Thematic vocabulary — learning words in thematic groups (worship, study, daily life) with plurals and example sentences.

Grammatical unpacking — analyzing a text's grammar — sentence types, idafas, verb forms — as a reading strategy.

Islamic discourse markers — formulaic Islamic expressions (إن شاء الله، ما شاء الله، جزاك الله خيراً) structuring daily Muslim speech.

Formal letter structure — the conventional structure of Arabic formal correspondence: opening, introduction, body, respectful closing, signature.

Shadowing — immediate repetition of a speaker's words — the fastest pronunciation and fluency drill.

Hijri calendar — the 354-day lunar calendar structuring Islamic worship and occasions.

Amthal (proverbs) — pithy traditional sayings (e.g., العلم نور) prized in Arabic rhetoric and exams.

Lexicon notebook — a personal notebook recording each word with plural, sentence, and root — compounding into mastery.

Substitution drills — practicing dialogues by swapping names, places, and numbers — from memorization to generation.

Daily trinity — the daily 15-minute trinity: shadowing, vocabulary, writing — guaranteed progress.

احفظ المنطق لا الأمثلة فقط — ٤:٤٥ = 'الخامسة إلا الربع': التعبير عن الوقت المتبقي — إلا في الوقت

كل آية بمفرداتها ومعناها — الحفظ مع الفهم والترجمة: القاعدة — الحفظ الواعي