

دُرُوسُ اللُّغَةِ الْعَرَبِيَّةِ لِغَيْرِ النَّاطِقِينَ بِهَا

رض

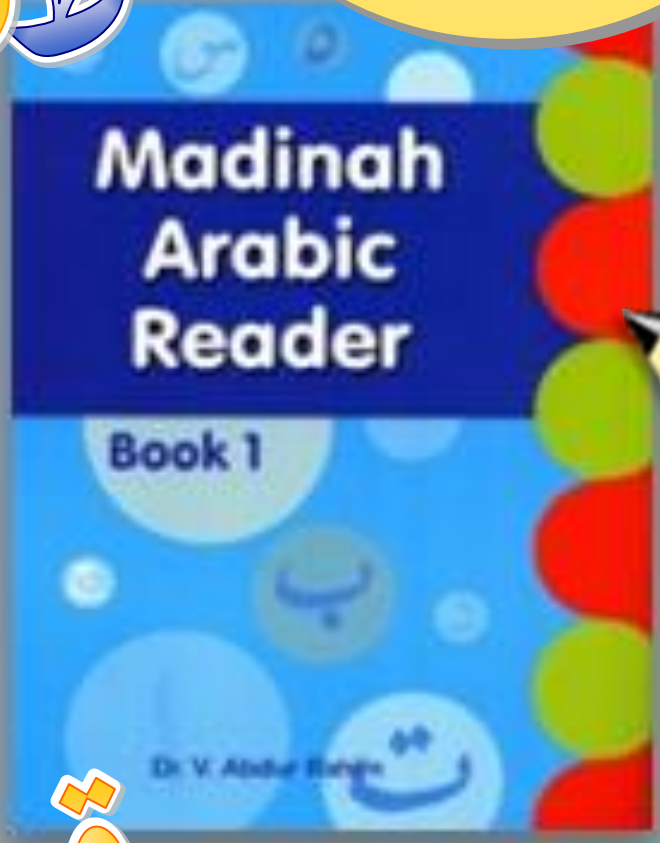


للأطفال

For Children

ظاظ

عغ



قك

Introduction from Back Cover of Series *(quote)*

Professor Abdur Rahim is the Director of the Translation Centre at the *King Fahd Qur'an Printing Complex* and former Professor of Arabic at the Islamic University of Madinah, Saudi Arabia.

Arabic in the Classical Structural Form

Professor Abdur Rahim's eight-volume texts enable the student to acquire a knowledge of Arabic in the classical structural form.

Essential Language Skills

All of the books teach essential language skills through applied grammar.

Conversations

Each lesson is based on a conversation which illustrates distinctive language patterns.

Exercises

A variety of exercises helps the student to understand and master each of the patterns occurring in the lesson.

Vocabulary

The vocabulary ranges from classical and Qur'aanic Arabic to words and expressions current in modern Arabic.

The inspiring story behind the creation of

دروس اللغة العربية لغير الناطقين بها

Madinah Arabic Reader

(Quote:)

INTRODUCTION

Full-time Islamic schools are a relatively new phenomenon in the United States. However, the growth of such schools has been rapid and, Alhamdulillah, several hundred such schools now exist and the number is expected to mushroom further in the coming years.

In the United States, Islamic Schools admin students as young as 3 years of age (Pre-Kindergarten) and, in the ensuing years, these students progress through Kindergarten, 1st Grade and all the way through 12th Grade, at which time, Insha Allah, they should be ready to enter college.

Islamic schools curricula comprise secular subjects, which are generally the same as those mandated by the County or the State for public schools. In addition, Islamic schools tutor religious subjects such as Arabic, Islamic Studies and Qur'an. The standards to which students are tutored and tested in secular subjects, on a grade-to-grade basis, are well documented so that administrators, teachers and students know, at the outset, what is expected in terms of performance from each party. Equally important, parents are aware of such expectations. No similar standards exist for the religious component of Islamic schools' curricula.

The Board of Directors of the Nur-Ul-Islam Academy, a fully-accredited Islamic school (Pre-K through 12th Grade) located in the Fort Lauderdale area of Florida, felt that the absence of well documented standards was not conducive to proper administration, teaching or learning. As a first step to compensate for this shortcoming, the Board felt that there was an urgent need to structure and publish a series of textbooks that would fit well into the structure and overall curricula of the Nur-Ul-Islam Academy, and that may serve the needs of other schools in North America and elsewhere.

This led the Academy's Board of Directors to invite Professor Abdur Rahim, Director of the Translation Centre of King Fahd Qur'an Printing Complex and former Professor of Arabic at the Islamic University of Madinah, Saudi Arabia, to visit the Academy and to produce a series of textbooks that would enable students to read, write and speak Arabic with some degree of proficiency by the 8th Grade.

Professor Abdur Rahim was both gracious and generous in his response and traveled without delay to the Academy's campus to undertake the exercise. His efforts led to this eight-volume series catering for students from Kindergarten through 8th Grade.

Professor Abdur Rahim's eight-volume texts allow the language to be acquired in the classical structural form. The books attempt to teach language skills through applied grammar. Each lesson consists of a conversation based on certain language patterns.

Various types of exercises help the student to understand each of the patterns occurring in the lesson, and to master them. The vocabulary represents classical and Qur'anic words and expressions, along with words used in modern Arabic.

The series of books are currently being utilized at the Academy to prepare students for the University of London (UK) GCE Ordinary Level and Advanced Level examinations, via Edexcel International.

The Board of Directors, faculty, students and parents of the Nur-UI-Islam Academy are very much indebted to Professor Abdur Rahim for his generosity and devotion to our cause, and we pray that Allah rewards him in abundance.

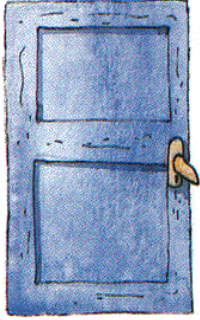
May Allah bless all who seek knowledge.
Jazak Allah Khairan.

Dr. Kem Hussain
President: Nur-UI-Islam Academy
Nur-UI-Islam Academy
10600 SW 59th Street,
Cooper City, Florida,
USA

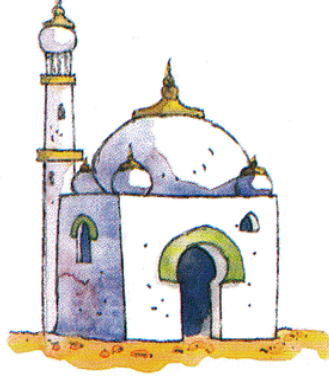
الدَّرْسُ الْأَوَّلُ

LESSON ONE

هَذَا



هَذَا بَابٌ.



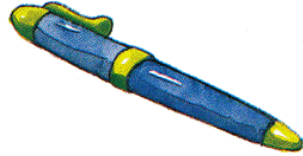
هَذَا مَسْجِدٌ.



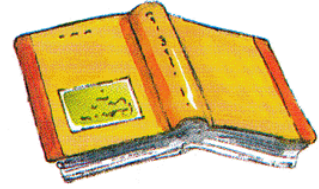
هَذَا بَيْتٌ.



هَذَا مِفْتَاحٌ.



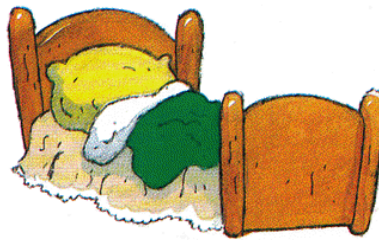
هَذَا قَلَمٌ.



هَذَا كِتَابٌ.



هَذَا كُرْسِيٌّ.

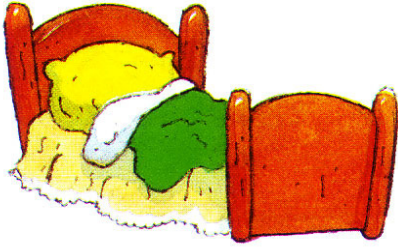


هَذَا سَرِيرٌ.



هَذَا مَكْتَبٌ.

EXERCISE تَمْرِينٌ



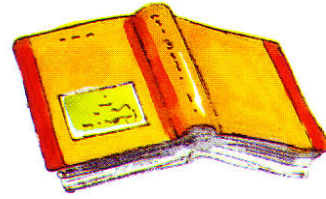
مَا هَذَا؟

.....



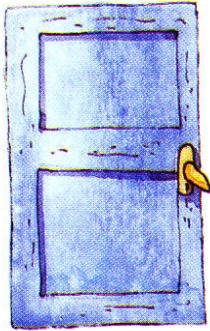
مَا هَذَا؟

.....



مَا هَذَا؟

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مَا هَذَا؟

.....



مَا هَذَا؟

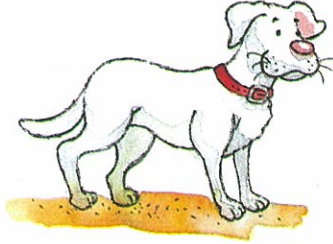
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مَا هَذَا؟ هَذَا مَسْجِدٌ.



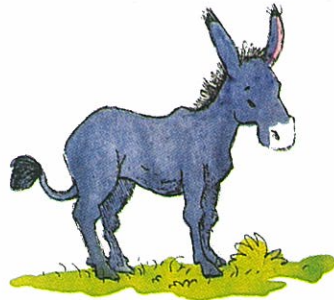
مَنْ هَذَا؟ هَذَا تَاجِرٌ.



هَذَا كَلْبٌ.



أَهَذَا كَلْبٌ؟
لَا، هَذَا قِطٌّ.



هَذَا جِمَارٌ.

مَا هَذَا؟

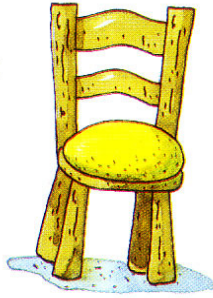


مَا هَذَا؟
هَذَا بَيْتٌ.
أَهَذَا بَيْتٌ؟
نَعَمْ، هَذَا بَيْتٌ.

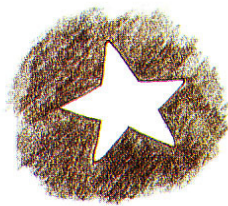


مَا هَذَا؟
هَذَا قَمِيصٌ.

أَهَذَا سَرِيرٌ؟
لَا، هَذَا كُرْسِيٌّ.



أَهَذَا مِفْتَاحٌ؟
لَا، هَذَا قَلَمٌ.



مَا هَذَا؟
هَذَا نَجْمٌ.

POINTS TO REMEMBER

In this lesson we learn the following patterns:

What is this?

مَا هَذَا؟

This is a book.

هَذَا كِتَابٌ.

Is this a house?

أَهَذَا بَيْتٌ؟

Yes, this is a house.

نعم، هَذَا بَيْتٌ.

No, this is a mosque.

لا، هَذَا مَسْجِدٌ.

Who is this?

مَنْ هَذَا؟

Note:

1. هَذَا is pronounced هَآذَا, but it is written without the first alif.
2. Arabic has no word corresponding to the English "is", i.e. Arabic has no copula.
3. There is no word in Arabic corresponding to "a" in English as in "this is a book". The n-sound at the end of the Arabic noun (kitâbu-n, baitu-n, masjidu-n) is the Arabic indefinite article corresponding to the English "a"/ "an". This n-sound is called **tanwîn**.
4. The particle أ placed at the beginning of a statement turns it into a question, e.g.,

This is a house.

هَذَا بَيْتٌ.

Is this a house?

أَهَذَا بَيْتٌ؟

READ AND WRITE

اقْرَأْ وَاكْتُبْ

هَذَا مَكْتَبٌ . هَذَا مَسْجِدٌ . هَذَا قَلَمٌ .
هَذَا سَرِيرٌ . مَا هَذَا ؟ هَذَا كُرْسِيٌّ .
أَهَذَا بَيْتٌ ؟ لَآ، هَذَا مَسْجِدٌ . مَا هَذَا ؟ هَذَا مِفْتَاحٌ .

مَنْ هَذَا ؟



مَنْ هَذَا ؟

هَذَا وَلَدٌ .



مَنْ هَذَا ؟

هَذَا طَبِيبٌ .



أَهَذَا وَلَدٌ ؟

لَآ، هَذَا رَجُلٌ .

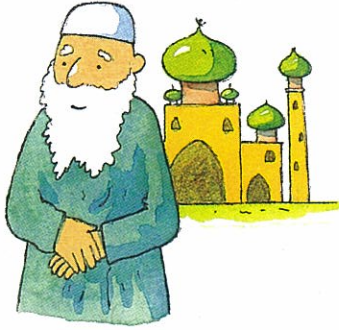


مَنْ هَذَا ؟

هَذَا طَالِبٌ .

READ AND WRITE

اقْرَأْ وَاكْتُبْ



مَنْ ذَلِكَ؟ ذَلِكَ إِمَامٌ.

هَذَا سُكَّرٌ وَذَلِكَ لَبَنٌ.



مَا هَذَا؟ هَذَا حَجَرٌ.

أَذَلِكَ قِطٌّ؟ لَا، ذَلِكَ كَلْبٌ.

New Words الْكَلِمَاتُ الْجَدِيدَةُ

إِمَامٌ حَجَرٌ سُكَّرٌ لَبَنٌ



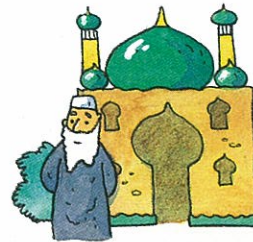
لَبَنٌ



سُكَّرٌ



حَجَرٌ



إِمَامٌ



الْكُرْسِيُّ مَكْسُورٌ.



الْقَمَرُ جَمِيلٌ.



الْمَاءُ بَارِدٌ.



الْحَجَرُ ثَقِيلٌ وَالْوَرَقُ خَفِيفٌ.



الْبَيْتُ قَرِيبٌ وَالْمَسْجِدُ بَعِيدٌ.



الْقَمِيصُ نَظِيفٌ.



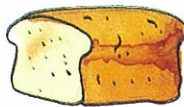
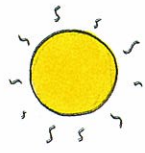
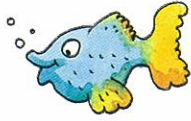
اللَّبَنُ حَارٌ.

أَلْحُرُوفُ الْقَمَرِيَّةُ وَالْحُرُوفُ الشَّمْسِيَّةُ

The Moon Letter and the Sun Letters

أَلْحُرُوفُ الشَّمْسِيَّةُ

- (١) ت : التَّاجِرُ
 (٢) ث : الثَّوْبُ
 (٣) د : الدَّيْكَ
 (٤) ذ : الذَّهَبُ
 (٥) ر : الرَّجُلُ
 (٦) ز : الزَّهْرَةُ
 (٧) س : السَّمَكُ
 (٨) ش : الشَّمْسُ
 (٩) ص : الصَّدْرُ
 (١٠) ض : الضَّيْفُ
 (١١) ط : الطَّالِبُ
 (١٢) ظ : الظُّهْرُ
 (١٣) ل : اللَّحْمُ
 (١٤) ن : النَّجْمُ

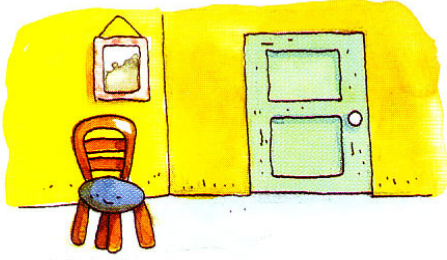


أَلْحُرُوفُ الْقَمَرِيَّةُ

- (١) أ : الأَبُ
 (٢) ب : البَابُ
 (٣) ج : الجَنَّةُ
 (٤) ح : الحِمَارُ
 (٥) خ : الخُبْزُ
 (٦) ع : العَيْنُ
 (٧) غ : الغَدَاءُ
 (٨) ف : الفَمُ
 (٩) ق : القَمَرُ
 (١٠) ك : الكَلْبُ
 (١١) م : المَاءُ
 (١٢) و : الوَلَدُ
 (١٣) هـ : الهَوَاءُ
 (١٤) ي : اليَدُ

الدَّرْسُ الرَّابِعُ

LESSON FOUR



الْعُرْفَةُ.



الْحَمَّام.

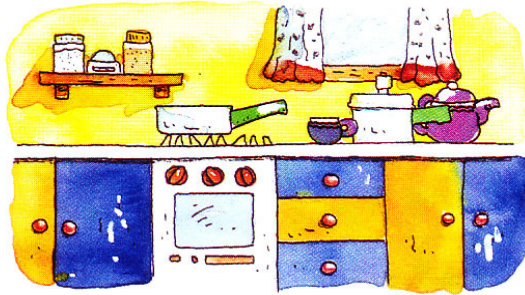
(أ)

الْمَسْجِدُ : فِي الْمَسْجِدِ
السَّرِيرُ : عَلَى السَّرِيرِ

الْبَيْتُ : فِي الْبَيْتِ
الْمَكْتَبُ : عَلَى الْمَكْتَبِ

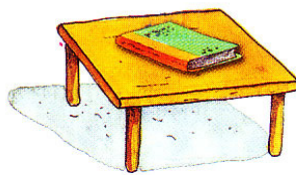
(ب)

هُوَ فِي الْعُرْفَةِ.
هُوَ فِي الْحَمَّامِ.
هِيَ فِي الْمَطْبَخِ.
هُوَ عَلَى الْمَكْتَبِ.
هِيَ عَلَى السَّرِيرِ.



الْمَطْبَخُ

أَيْنَ مُحَمَّدٌ؟
وَأَيْنَ يَاسِرٌ؟
وَأَيْنَ آمِنَةٌ؟
أَيْنَ الْكِتَابُ؟
وَأَيْنَ السَّاعَةُ؟



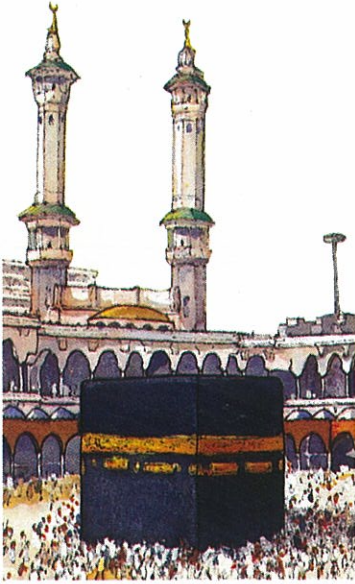
(٣) اِقْرَأْ وَاكْتُبْ مَعَ ضَبْطِ أَوْ آخِرِ الْكَلِمَاتِ:

Read and write each of the following phrases vocalizing the last letter of both the words:

بَابِ الْمَدْرَسَةِ ، حِمَارِ الرَّجُلِ ، بَيْتِ حَامِدٍ ، سَيَّارَةِ الْمُدِيرِ ،
مِنْدِيلِ عَمَّارٍ ، اسْمِ الطَّالِبِ ، بَيْتِ اللَّهِ ، فِي كِتَابِ اللَّهِ ،
مِنْ بَيْتِ الْمُدْرَسِ ، عَلَى مَكْتَبِ الْمُدِيرِ .

Read:

(٤) اِقْرَأْ



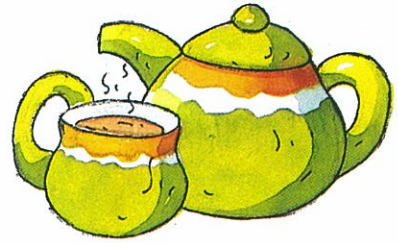
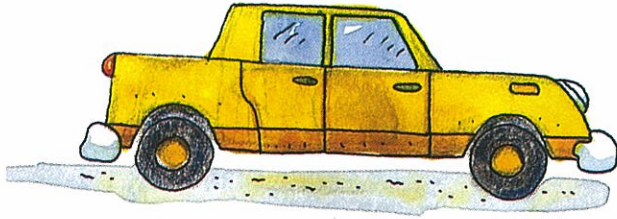
- (١) أَيْنَ بَيْتُ الْمُدْرَسِ ؟ هُوَ بَعِيدٌ .
- (٢) اَلْقُرْآنُ كِتَابُ اللَّهِ .
- (٣) اَلْكَعْبَةُ بَيْتُ اللَّهِ .
- (٤) مُحَمَّدٌ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) رَسُولُ اللَّهِ .
- (٥) خَرَجَ الْمُدْرَسُ مِنْ غُرْفَةِ الْمُدِيرِ .
- (٦) هَذَا بَيْتُ حَامِدٍ وَذَلِكَ بَيْتُ خَالِدٍ .
- (٧) ابْنُ عَمَّارٍ طَالِبٌ وَابْنُ يَاسِرٍ تَاجِرٌ .
- (٨) بَيْتُ الْمُدْرَسِ بَعِيدٌ وَبَيْتُ التَّاجِرِ قَرِيبٌ .
- (٩) هَذَا مِفْتَاحُ السَّيَّارَةِ . أَيْنَ مِفْتَاحُ الْبَيْتِ ؟
- (١٠) مَنْ أَنْتَ يَا وَلَدُ ؟ أَنَا ابْنُ عَبَّاسٍ .
- (١١) وَابْنُ مَنْ هُوَ ؟ هُوَ ابْنُ خَالِدٍ .
- (١٢) أَيْنَ مَسْجِدُ رَسُولِ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) ؟

هُوَ فِي الْمَدِينَةِ الْمُنَوَّرَةِ .



..... القهوة
..... المدرسة
..... الطالبة
..... السيارة
..... الشمس
..... الأم

(٦) الشاي حار .
(٧) المسجد بعيد .
(٨) الطالب مريض .
(٩) الحصان سريع .
(١٠) القمر جميل .
(١١) الأب جالس .



(٣) صحح الجمل الآتية:

Correct the following sentences:

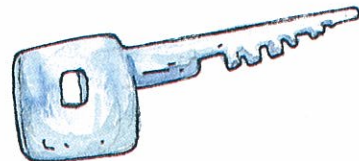
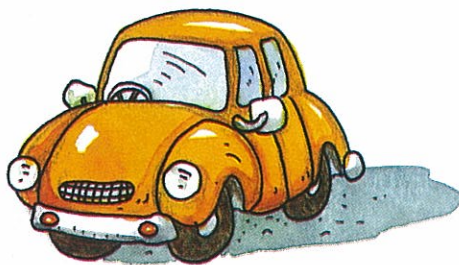
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(١) حقيبة من هذا ؟

(٢) العرقة مفتوح .

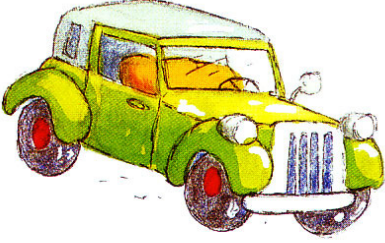
(٣) هذا سيارة الطيب .

(٤) هذه مفتاح السيارة .



الدَّرْسُ الثَّامِنُ

LESSON EIGHT



هَذَا الرَّجُلُ تَاجِرٌ وَذَلِكَ الرَّجُلُ طَبِيبٌ.
 اسْمُ التَّاجِرِ مُحَمَّدٌ وَاسْمُ الطَّبِيبِ سَعِيدٌ.
 هَذَا الْبَيْتُ لِلتَّاجِرِ وَذَلِكَ الْبَيْتُ للطَّبِيبِ.
 بَيْتُ التَّاجِرِ أَمَامَ الْمَسْجِدِ وَبَيْتُ الطَّبِيبِ خَلْفَ الْمَدْرَسَةِ.
 لِمَنْ هَذِهِ السَّيَّارَةُ، وَلِمَنْ تِلْكَ؟
 هَذِهِ السَّيَّارَةُ للطَّبِيبِ، وَتِلْكَ لِلتَّاجِرِ.
 هَذِهِ السَّيَّارَةُ مِنَ الْيَابَانِ، وَتِلْكَ مِنْ أَمْرِيكَ.

تَمَارِينُ EXERCISES

(١) أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ:

Answer the following questions:



- (١) مَنْ هَذَا الرَّجُلُ وَ مَنْ ذَلِكَ الرَّجُلُ؟
- (٢) مَا اسْمُ التَّاجِرِ؟
- (٣) مَا اسْمُ الطَّبِيبِ؟
- (٤) مَنْ أَيْنَ سَيَّارَةُ الطَّبِيبِ؟
- (٥) مَنْ أَيْنَ سَيَّارَةُ التَّاجِرِ؟
- (٦) أَيْنَ بَيْتُ التَّاجِرِ؟
- (٧) أَيْنَ بَيْتُ الطَّبِيبِ؟

ه س م

Madinah Arabic Reader

Book 2

ج

ب

د

Dr. V. Abdur Rahim

ت

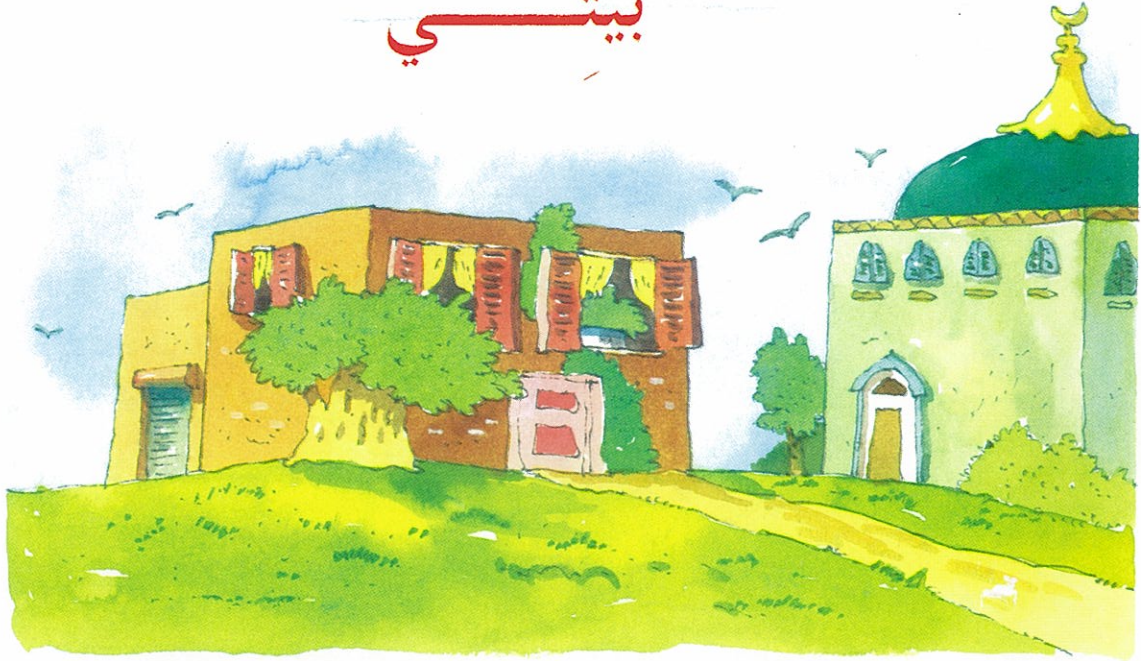
Dr. V. Abdur Rahim

ث

الدَّرْسُ الْأَوَّلُ

LESSON 1

بَيْتِي



هَذَا بَيْتِي. بَيْتِي أَمَامَ الْمَسْجِدِ. بَيْتِي جَمِيلٌ. فِيهِ حَدِيقَةٌ صَغِيرَةٌ. هَذِهِ
غُرْفَتِي. فِيهَا نَافِذَةٌ كَبِيرَةٌ وَمِرْوَحَةٌ جَمِيلَةٌ. هَذَا سَرِيرِي وَهَذَا كُرْسِيِّي
وَهَذَا مَكْتَبِي. سَاعَتِي وَقَلَمِي وَكِتَابِي عَلَى الْمَكْتَبِ. وَحَقِيبَتِي تَحْتَ
الْمَكْتَبِ. نَافِذَةُ غُرْفَتِي مَفْتُوحَةٌ.

هَذِهِ غُرْفَةُ أَخِي. وَتِلْكَ غُرْفَةُ أُخْتِي. غُرْفَةُ أَخِي كَبِيرَةٌ وَغُرْفَةُ أُخْتِي صَغِيرَةٌ.
غُرْفَةُ أَخِي أَمَامَ غُرْفَتِي وَغُرْفَةُ أُخْتِي أَمَامَ الْمَطْبَخِ.

لِي أَخٌ وَاحِدٌ اسْمُهُ أُسَامَةُ ، وَلِي أُخْتُ وَاحِدَةٌ اسْمُهَا سَعَادُ.

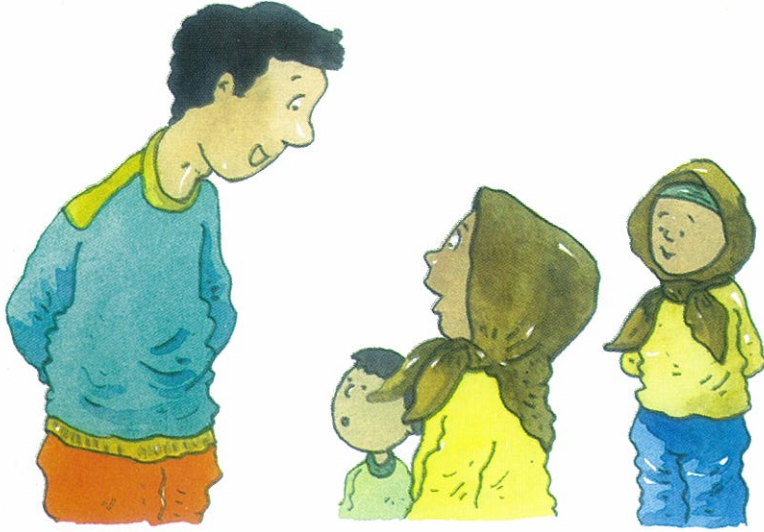
أَبِي وَأُمِّي فِي تِلْكَ الْغُرْفَةِ الْكَبِيرَةِ.

أَنَا أَحَبُّ أَبِي وَأُمِّي . وَأَحَبُّ أَخِي وَأُخْتِي .



الدَّرْسُ الثَّانِي

LESSON 2



كَيْفَ حَالُكَ يَا بِنْتُ؟
أَنَا بِخَيْرٍ وَالْحَمْدُ لِلَّهِ.

مِنْ أَيْنَ أَنْتِ؟

أَنَا مِنْ سُورِيَا.

مَا اسْمُكَ؟

اسْمِي آمِنَةُ.

أَيْنَ أَبُوكَ؟

أَبِي هُنَا فِي الْمَدِينَةِ الْمُنَوَّرَةِ. هُوَ مُفْتَشٌّ فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ.

وَأَيْنَ أُمُّكَ؟

هِيَ أَيْضًا هُنَا. هِيَ طَبِيبَةٌ فِي مُسْتَشْفَى الْوِلَادَةِ.

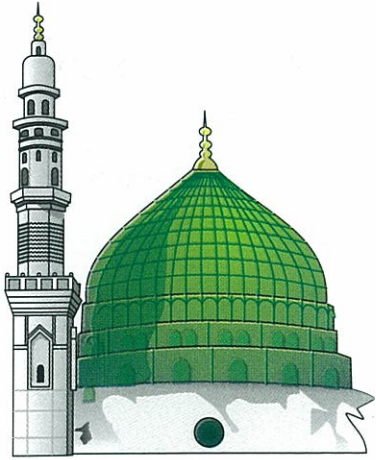
وَمَنْ هَذِهِ الْفَتَاةُ الَّتِي مَعَكَ؟ أَهِيَ أُخْتُكَ؟

لَا. هِيَ بِنْتُ عَمِّي.

مَا اسْمُهَا؟

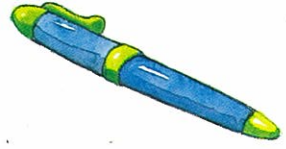
اسْمُهَا فَاطِمَةُ.

أَهِيَ زَمِيلَتُكَ؟



(٦) أَكْمِلِ الْجُمْلَةَ الْآتِيَةَ بِوَضْعِ اسْمٍ مَوْصُولٍ مُنَاسِبٍ (الَّذِي،
الَّتِي) فِي الْفَرَاغِ:

Fill in the blanks with **الَّذِي** or **الَّتِي** :



(١) الْكِتَابُ عَلَى الْمَكْتَبِ لِلْمُدْرَسِ.

(٢) الْقَلَمُ فِي حَقِيْبَتِي مَكْسُورٌ.



(٣) السَّيَّارَةُ خَرَجْتُ مِنَ الْمُسْتَشْفَى الْآنَ لِلطَّيِّبِ الْجَدِيدِ.

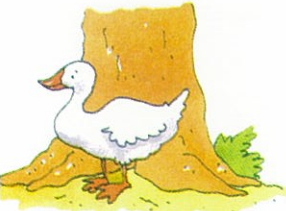
(٤) الْكَلْبُ فِي الْحَدِيْقَةِ مَرِيضٌ.



(٥) الْفَتَى خَرَجَ مِنَ الْمَسْجِدِ الْآنَ ابْنُ الْمُؤَدِّنِ.

(٦) تِلْكَ الْبَطَّةُ تَحْتَ الشَّجَرَةِ لِبْنْتِ الْفَلَّاحِ.

(٧) الْبَيْتُ الْجَدِيدُ فِي ذَلِكَ الشَّارِعِ لِلْوَزِيرِ.



(٨) الدَّرْسُ بَعْدَ هَذَا الدَّرْسِ سَهْلٌ جِدًّا .

(٩) مَنْ الْفَتَاةُ جَلَسَتْ أَمَامَ الْمُدْرَسَةِ؟ هِيَ طَالِبَةٌ مِنْ مَالِيْزِيَا.

(١٠) أَتِلْكَ الْحَقِيْبَةُ تَحْتَ الْمَكْتَبِ لَكَ يَاخَالِدُ؟

لَا، هِيَ لِصَدِيْقِي مُحَمَّدٍ.



NEW WORDS

الْكَلِمَاتُ الْجَدِيدَةُ:

الْعَمَّةُ: أُخْتُ الْأَبِ

الْعَمُّ: أَخُو الْأَبِ

الْخَالَةُ: أُخْتُ الْأُمِّ

الْخَالُ: أَخُو الْأُمِّ

مُسْتَشْفَى الْوِلَادَةِ

سَيِّدِي، سَيِّدَتِي

(١) حَوْلِ الْمُبْتَدَأِ فِي كُلِّ مِنَ الْجُمَلِ الْآتِيَةِ إِلَى جَمْعٍ :

Change the subject in all the following sentences to plural:

مثال: هَذَا طَالِبٌ . هؤُلاءِ طُلَّابٌ (طُلَّابٌ)



(١) هَذَا تَاجِرٌ (تُجَّارٌ)

(٢) هَذَا حَاجٌ (حُجَّاجٌ)

(٣) هَذَا رَجُلٌ (رِجَالٌ)

(٤) هَذَا كَبِيرٌ (كِبَارٌ)

(٥) هَذَا صَغِيرٌ (صِغَارٌ)

(٦) هَذَا قَصِيرٌ (قِصَارٌ)

(٧) هَذَا طَوِيلٌ (طَوَالٌ)

(٨) هَذَا وَالدٌ (أَوْلَادٌ)

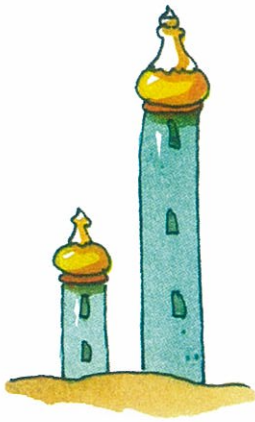
(٩) هَذَا ابْنٌ (أَبْنَاءٌ)

(١٠) هَذَا عَمٌّ (أَعْمَامٌ)

(١١) هَذَا شَيْخٌ (شُيُوخٌ)

(١٢) هَذَا ضَيْفٌ (ضَيْفٌ)

(١٣) هَذَا زَمِيلٌ (زُمَلَاءٌ)



In which class-room did you sit?

فِي أَيِّ فَصْلِ جَلَسْتَ؟

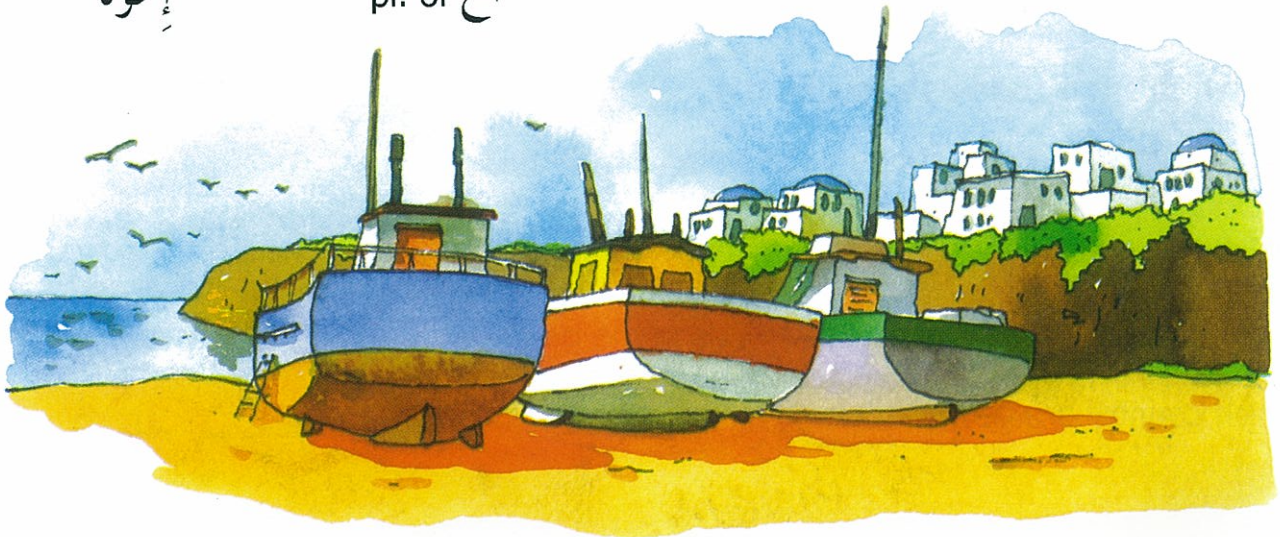
- It can be in the accusative case, e.g.,

Which language do you like?

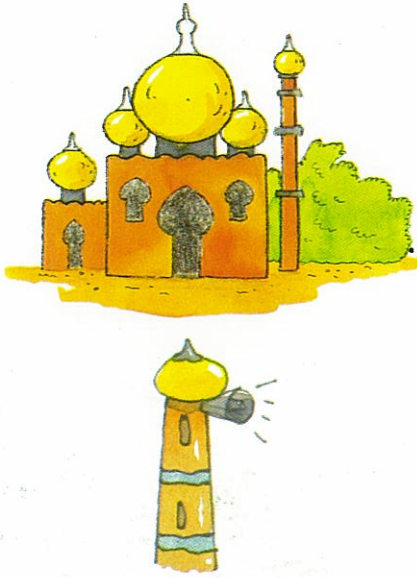
أَيِّ لُغَةٍ تُحِبُّ؟

VOCABULARY

أَهْلًا وَسَهْلًا وَمَرْحَبًا	welcome	الدُّسْتُورُ	constitution (law)
طِفْلَةٌ	child (feminine)	الْقِبْلَةُ	prayer direction
الْمَطَارُ	airport	الْمَحْكَمَةُ	lawcourt
الْكَلِيَّةُ	faculty, college	حَفِيدٌ	grandson, pl حَفَدَةٌ
كَلِيَّةُ الطِّبِّ	faculty of medicine	الْحَدِيقَةُ	garden
كَلِيَّةُ الْهَنْدَسَةِ	faculty of engineering	الرَّبُّ	lord
كَلِيَّةُ التِّجَارَةِ	faculty of commerce	يَوْمُ السَّبْتِ	Saturday
كَلِيَّةُ الشَّرِيعَةِ	faculty of Islamic law	الشَّهْرُ	month
نَصْرَانِيٌّ	Christian, pl. نَصَارَى	رَجَبٌ	the month of Rajab
النَّبِيُّ	prophet	الْيُونَانُ	Greece
الدِّينُ	religion	شَفَاهُ اللَّهُ	May Allah grant him health!
إِخْوَةٌ	pl. of أَخٌ		



(٧) اِقْرَأْ وَاكْتُبْ : READ AND WRITE



- (١) ذَهَبَ أَبِي إِلَى الْقَاهِرَةِ قَبْلَ أُسْبُوعٍ.
- (٢) مَتَى خَرَجْتُ مِنَ الْفَصْلِ يَا مُحَمَّدُ؟ خَرَجْتُ بَعْدَ الدَّرْسِ.
- (٣) ذَهَبْتُ إِلَى الْمَسْجِدِ قَبْلَ الْأَذَانِ.
- (٤) مَتَى ذَهَبَ عَمُّكَ إِلَى الرِّيَاضِ يَا آمَنَةُ؟ ذَهَبَ قَبْلَ شَهْرِ.
- (٥) أَبَعْدَ الصَّلَاةِ ذَهَبْتُ إِلَى الْمَطْعَمِ؟ لَا. ذَهَبْتُ قَبْلَ الصَّلَاةِ.

أَيْنَ ذَهَبْتُمْ يَا إِخْوَانِي؟
أَيْنَ ذَهَبْتُنَّ يَا أَخَوَاتِي؟
نَحْنُ ذَهَبْنَا.

أَيْنَ ذَهَبْتَ يَا أَخِي؟
أَيْنَ ذَهَبْتَ يَا أُخْتِي؟
أَنَا ذَهَبْتُ.

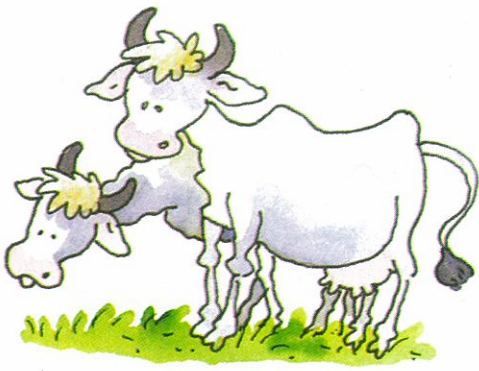
NEW WORDS:

الْكَلِمَاتُ الْجَدِيدَةُ:

قَبْلَ بَعْدَ كَيْفَ مَتَى الْأُسْبُوعُ
الشَّهْرُ الْأَذَانُ الصَّلَاةُ رَجَعَ

الضَّمَائِرُ الْمُنْفَصِلَةُ:

هُوَ طَالِبٌ هِيَ طَالِبَةٌ.
أَنْتَ طَالِبٌ أَنْتِ طَالِبَةٌ.
هُمُ طُلَّابٌ هُنَّ طَالِبَاتٌ.
أَنْتُمْ طُلَّابٌ أَنْتُنَّ طَالِبَاتٌ.
نَحْنُ طُلَّابٌ نَحْنُ طَالِبَاتٌ.

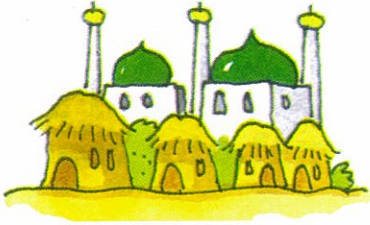


(٧) لِلْبَيْتِ مِفْتَاحَانِ.

(٨) لِمَنْ هَاتَانِ الْبَقْرَتَانِ؟

هُمَا لِلْفَلَّاحِ.

(٩) أَهَذَانِ الطَّيِّبَانِ مِنْ إِنْكَتَرَا؟ لَا. هُمَا مِنْ فَرَنْسَا.



(١٠) فِي قَرْيَتِي مَسْجِدَانِ صَغِيرَانِ.

(٣) اقْرَأِ الْأَمْثَلَةَ الْآتِيَةَ ثُمَّ ضَعْ فِي الْفَرَاغِ فِيمَا يَلِي تَمْيِيزًا لِبِ (كَمْ) وَاضْبُطْ آخِرَهُ:

Fill in the blanks with suitable words, and vocalize them with the correct ending:

كَمْ أُخْتًا لَكَ؟ كَمْ قَلَمًا عِنْدَكَ؟ كَمْ سَيَّارَةً فِي الْجَامِعَةِ؟

(١) كَمْ عِنْدَكَ؟ (٢) كَمْ لَكَ؟ (٣) كَمْ فِي هَذَا الشَّارِعِ؟

(٤) كَمْ فِي قَرْيَتِكَ؟ (٥) كَمْ فِي فَصْلِكُمْ؟ (٦) كَمْ فِي السَّنَةِ؟

(٧) كَمْ لِلدَّرَاجَةِ؟ (٨) كَمْ فِي غُرْفَتِكَ؟



(٤) حَوْلِ الْمُبْتَدَأِ فِي كُلِّ مِنَ الْجُمَلِ الْآتِيَةِ إِلَى مُثْنِيٍّ:

Change the subject in the following sentences to dual (مُثْنِيٍّ):

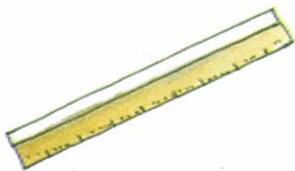
هَذَانِ كِتَابَانِ.

مِثَالٌ : هَذَا كِتَابٌ.



(١) هَذَا قَلَمٌ.

.....



(٢) هَذِهِ مِسْطَرَةٌ.

هَاتَانِ
.....

(٣) هَذَا طَالِبٌ.