The Writing System
of
Modern Standard Arabic

1976

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
CONTENTS

Introduction
   The Arabic writing system 1
   Design of this book 2

The letter daal 6
The letter daal 8
Representation of short vowels 10
The fatHa 10
The kasra 12
The sukuun 14
The letter raa' 17
The letter zaay 21
The damma 23
The letter waaw 26
The sadda 29
Connectors and non-connectors 31
The letter taa' 32
The letter daa' 36
The importance of dots as parts of letters 38
Different shapes for the same letter 39
The letter baa' 40
The letter taa' 50
The letter Oaa' 55
The symbols for tanwiin (nunation) 59
The letter faa' 61
The letter kaaf 68
The letter alif as representation of vowel length 77
<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The function of <strong>alif</strong> in representing <strong>tanwiin</strong> 81</td>
</tr>
<tr>
<td>The letter <strong>kaaf</strong> before vertical strokes 83</td>
</tr>
<tr>
<td>The letter <strong>laam</strong> 86</td>
</tr>
<tr>
<td>The combination <strong>laam-alif</strong> 95</td>
</tr>
<tr>
<td>The letter <strong>waaw</strong> as representation of vowel length 97</td>
</tr>
<tr>
<td>The letter <strong>nuun</strong> 98</td>
</tr>
<tr>
<td>The letter <strong>qaaf</strong> 104</td>
</tr>
<tr>
<td>The letter <strong>miim</strong> 109</td>
</tr>
<tr>
<td>The letter <strong>Haa'</strong> 120</td>
</tr>
<tr>
<td>The letter <strong>xaa'</strong> 131</td>
</tr>
<tr>
<td>The letter <strong>jiim</strong> 136</td>
</tr>
<tr>
<td>The letter <strong>siin</strong> 141</td>
</tr>
<tr>
<td>The letter <strong>šiin</strong> 151</td>
</tr>
<tr>
<td>The letter <strong>saad</strong> 157</td>
</tr>
<tr>
<td>The letter <strong>daad</strong> 167</td>
</tr>
<tr>
<td>The letter <strong>yaa'</strong> as a consonant 172</td>
</tr>
<tr>
<td>The letter <strong>haa'</strong> 180</td>
</tr>
<tr>
<td>The letter <strong>yaa'</strong> as representation of vowel length 188</td>
</tr>
<tr>
<td>The letter <strong>gayn</strong> 191</td>
</tr>
<tr>
<td>The letter <strong>gayn</strong> 195</td>
</tr>
<tr>
<td>The letter <strong>taa' marbuuta</strong> 202</td>
</tr>
<tr>
<td>The symbol <strong>alif maqṣuura</strong> 208</td>
</tr>
<tr>
<td>The dagger <strong>alif</strong> 212</td>
</tr>
<tr>
<td>The <strong>hamza</strong> (for recognition) 217</td>
</tr>
<tr>
<td>The <strong>madda</strong> 223</td>
</tr>
<tr>
<td>The numerals 226</td>
</tr>
<tr>
<td>The <strong>wašla</strong> 232</td>
</tr>
<tr>
<td>&quot;Sun letters&quot; 239</td>
</tr>
<tr>
<td>Alternate forms for certain letters 243</td>
</tr>
<tr>
<td>The flourished <strong>qaaf</strong> 243</td>
</tr>
<tr>
<td>The flourished <strong>nuun</strong> 245</td>
</tr>
<tr>
<td>The flourished <strong>daad</strong> 247</td>
</tr>
<tr>
<td>The flourished <strong>šiin</strong> 248</td>
</tr>
<tr>
<td>The alternate forms of &quot;</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Additional alternate forms for recognition</td>
</tr>
<tr>
<td>Alternate forms of final haa' and final taa' marbuутa</td>
</tr>
<tr>
<td>Alternate forms of the combination alif-laam</td>
</tr>
<tr>
<td>Alternate forms of kaaf-alif</td>
</tr>
<tr>
<td>Alternate forms for combinations consisting of (1) a raа', zaay, daal, or daal and (2) a following haa' or taa' marbuутa</td>
</tr>
<tr>
<td>Alternate forms of alif maqшуura and final yaa'</td>
</tr>
<tr>
<td>Writing the hamza</td>
</tr>
<tr>
<td>I. The hamza in word-initial position</td>
</tr>
<tr>
<td>II. The hamza in word-final position</td>
</tr>
<tr>
<td>III. The hamza in word-medial position</td>
</tr>
<tr>
<td>APPENDIX I. GRAPHICAL SYMBOLS</td>
</tr>
<tr>
<td>List A: The Arabic Alphabet</td>
</tr>
<tr>
<td>List B: Additional Symbols</td>
</tr>
<tr>
<td>List C: al-Huruufu l-'abjadiyyah</td>
</tr>
<tr>
<td>APPENDIX II. REFERENCE TABLES</td>
</tr>
<tr>
<td>APPENDIX III. ANSWERS TO DISCRIMINATION EXERCISES</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Arabic writing system

The Arabic alphabet is used by millions of people in the world today. It serves as the alphabet not only of the Arabic language, but also of languages such as Farsi (the language of Iran), Urdu (the official language of Pakistan), Kurdish, etc. Some languages, such as Turkish and Swahili, were written in the Arabic alphabet but have switched over to the Roman alphabet in recent times.

Unlike English, which uses the Roman alphabet and is written from left to right, Arabic is written from right to left. In addition, an Arabic book, newspaper, or magazine begins on what speakers of English would normally regard as the back cover and works toward the front.

The Arabic alphabet (as defined by Arabs) consists of a set of letters which represent the consonants as well as vowel length. Some of these letters have only one form; each of the rest, however, has several different shapes depending on where it occurs. The symbols for short vowels are small diacritical marks of which two are written above the consonant letters and one is written below those letters. The diacritical marks representing short vowels do not usually occur in handwritten and printed texts. It is as if the name /Husayn/* were

*Slant lines are used when reference is specifically to pronunciation. The phonology of Modern Standard Arabic and the Roman transcription employed in this book are discussed in Abdel-Malek's Sounds.
reduced in writing to Hsyn. When reading, an Arab sees the Arabic equivalent of Hsyn and his knowledge of how the word is pronounced tells him that the short vowel of the first syllable is /u/ and the short vowel of the second syllable is /a/. This feature of Arabic is not as formidable as it might seem at first. If you can read the English sentence "WHN DD Y DRNK TH MLK?", you should have a fairly clear understanding of how Arabic texts can be read even when the short vowels are not represented.*

Design of this book

A. Recognition vs. production

The materials which present a given symbol are divided into two distinct sections:

(1) Section 1 helps the student to recognize the symbol in different positions; three tools are utilized for this purpose: verbal descriptions (which specify the variants and their positions of occurrence), discrimination exercises (which underscore the contrasts between partly similar shapes), and reading exercises (which make extensive use of contrasting shapes but include no unfamiliar symbols).

(2) Section 2 teaches the student to write the symbol in different positions. The set of lines shown below is used as a guide:

*In this book, a text is said to be "vocalized" when the short vowels are represented, and "unvocalized" when the short vowels are not represented.
The heavy middle line is used as the basic point of reference: symbols are said to rest on the middle line, rise above it, or fall below it. As shown, the other lines of the set are the $+1$ line, the $+2$ line, the $-1$ line, and the $-2$ line. As well as the relative positions, the relative sizes of successive letters are specified by the five lines.

Section 2 includes:

(a) Verbal descriptions which specify the variants and their positions of occurrence.

(b) Tracing and copying exercises which employ various techniques (such as arrows and numerals) to show the student where to begin and how to proceed.

(c) Utterances which are represented in terms of Roman symbols and which the student must write in Arabic script.

(d) Dictation exercises.

Rather than trace or copy on the pages of the book, the student is advised to use transparent sheets of paper which can be discarded when no longer needed. After he has written a sequence in the set of five lines described above, the student should write the same sequence on an ordinary notebook sheet, using a single line as a guide. For dictation exercises, a single line should be used as a guide.

A printed Arabic letter differs somewhat in appearance from its handwritten counterpart. The type of Arabic writing used for printing is known as the nasx style; that which Arabs use in normal handwriting is known as the ruq9a style. In this book, the student is taught to read the printed nasx style* and to write the ruq9a style.

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*The nasx style taught is that of typewritten texts, of newspapers, and of most magazines. Expressions like "printed style", "nasx printing", and "nasx forms" should be understood accordingly.

The nasx style of most Arabic books employs some variants which are not taught here; however, the student will, upon completing this book, be able to recognize those variants with hardly any difficulty.
B. Review exercises

Each review exercise covers several sections and employs only familiar symbols.

Although it may be used in connection with any Modern Standard Arabic course, this book is written specifically as a companion to the language lessons of Abdel-Malek's Basic Course. The first few language lessons (which may be called the "preliminary lessons") are written in a Roman transcription; the essentials of Arabic script should be taught together with those lessons (each lesson specifies the Arabic symbols to be taught before moving to the next lesson).* All language lessons other than the preliminary ones are written in Arabic script.

The review exercises in this volume are intended to make the transition from the Roman symbols to the Arabic script as easy as possible: each review exercise draws upon the preliminary language lessons for familiar vocabulary items whose graphical constituents have been taught; equally important is the fact that almost all the vocabulary items taught in the preliminary lessons occur in the review exercises. It is therefore important for the student to learn the spelling of all items in the review exercises.

As a general rule, the items constituting each review exercise are presented first with complete vocalization then with minimal vocalization.

---

*For the psycholinguistic principles underlying this procedure, see the section "Reading and Writing" in Abdel-Malek's Manual.
C. Calligraphic models vs. normal handwriting*

The last review exercise compares calligraphic script with the normal, everyday usage of ruq9a handwriting.

D. Appendices

This book contains three appendices:

Appendix I lists the graphical symbols of Arabic. In List A, the letters of the alphabet are given in their usual order; in List C, they are given in the order used for enumeration. List B gives the diacritics and the three most common punctuation marks.

Appendix II illustrates various graphical combinations.

Appendix III gives the answers to all the discrimination exercises which are used in this book.

E. Options in using this book

If the reading exercises are recorded on tape, this book may be used in one of the following ways:

(1) Both recognition and production may be taught in class. In this case, the recorded exercises should be used for additional practice in the language laboratory or at home.

(2) The student may study Section 1 on his own (with the help of Appendix III and the tapes). In this case, the teacher should concentrate on teaching production.

*All the ruq9a models in this book have been written with an Osmiroid Italic Pen for the left-handed. The learner is advised to use the same pen when copying the models.
The letter "daal"

(1) The consonant /d/ is represented by a letter called daal. The line below shows five examples of this letter.

ر ر ر ر ر

Study the shape of the letter carefully, then place a circle around each daal in the following sequence (starting on the right side of the page, as Arabs would do):

ذ ر ز ن ح د ت ز ر ل د ر

(2) The letter daal (د) in the ruqqa style consists of two strokes: (a) a slightly slanting stroke which extends from the +1 line to the middle line, and (b) a horizontal stroke, written from right to left, which rests on the middle line. Trace the following sequence (from right to left). The arrows beside the first letter will show you where to begin and how to proceed.

داال

Write the letter daal five times in each blank set of lines below (one sequence is given as a model). Make sure that the letter does not rise above the +1 line (if it does, it might be confused with the letter for /l/).
In each of the following sets of lines, write the letter daal five times from memory, without looking at the preceding material.

The letter "daal"

(1) The consonant /d/ is represented by the letter daal. The line below shows five examples of the letter daal in printed nasx style. Notice that daal and daal are identical in shape except that the former has a superscript dot.
Study the shape of daal carefully, then place a circle around each daal in the following sequence:

(2) In the ruq'aa style, daal is written in exactly the same fashion as daal, but with a dot just above the basic part of the letter. Trace the following sequences (from right to left):

Write the letter daal ten times in each blank set of lines below. One sequence is given as a model.
Now write the letter daal ten times from memory, without looking at the preceding material.

Representation of short vowels

As was mentioned in the Introduction, the short vowels of Arabic are not usually represented in normal handwriting and printing. There are cases, however, where graphic representation of the short vowels is called for. Many books and magazines, for example, occasionally indicate the short vowels in a word which might otherwise be confused with another word. In the Koran, the holy book of Islam, the short vowels are always indicated to facilitate correct pronunciation when the text is read aloud. Arabic school books often indicate the short vowels to help Arab schoolchildren read their language correctly.

The "fatHa"

(1) When it follows a given consonant (in pronunciation), the short vowel /a/ is represented by a small slanting stroke ( ٌ ) placed above the consonant letter. Thus the Arabic syllable /da/ would be represented by a small slanting stroke written above the daal: ٌ ; the syllable /da/ would be represented by daal with the same small stroke above it: ٌ . The line below shows three examples of /da/ (daal plus fatHa) and three examples of /da/ (daal plus fatHa).

ٌٌٌ ٌٌٌ ٌٌٌ
(2) In Arabic, the symbol representing the short vowel /a/ is called a fatHa. The fatHa in ruq9a script is identical to its counterpart in nasx printing.

   To write the fatHa, one makes a short diagonal stroke, from upper right to lower left, just above the consonant letter. Trace the following sequences:

   Write each of the syllables /da/ and /da/ five times. The following sequence is a model.

   Now write each of the syllables /da/ and /da/ ten times from memory, without looking at the preceding material.
The "kasra"

(1) When it follows a given consonant (in pronunciation), the short vowel /i/ is represented by a slanting stroke--called a kasra--which is identical in form to the fatHa; the kasra, however, is written underneath the consonant letter. The Arabic syllable /di/ would be represented by a daal which has a small slanting stroke underneath it: ُ; similarly, the syllable /di/ would be represented by a daal with a small slanting stroke underneath it: ٌ. The line below shows three examples of /di/ (daal plus kasra) and three examples of /di/ (daal plus kasra).

(2) The kasra in ruqɑa script is identical to its counterpart in nasx printing. To write the kasra, one makes a short diagonal stroke (from upper right to lower left) directly below the consonant letter. Being a subscript stroke, the kasra is written below the middle line. Trace the following sequences:
In each set of blank lines below, write the syllable /di/ three times and the syllable /di/ three times. The following sequence is a model.

Now write each of the syllables /di/ and /di/ five times from memory, without looking at the preceding material.
In each set of blank lines below, write the syllable /di/ three times and the syllable /di/ three times. The following sequence is a model.

Now write each of the syllables /di/ and /di/ five times from memory, without looking at the preceding material.
Reading exercise

You have now learned how to read and write four syllables: /da/, /di/, /da/, and /di/. Read the following sequences aloud.

The "sukuun"

(1) The sukuun is a small circle (°) which occurs above a consonant letter to indicate that the consonant is not followed by a vowel. (In English, examples of a consonant not followed by a vowel are the /t/ in sit and the /l/ in salt). Thus /dad/ is written as ج and /daad da/ is written as ١١١١١١.

As true of the fatHa and the kasra, the sukuun does not normally occur in printed and handwritten texts. It does, however, occur when all the short vowels are represented; it also occurs when its absence would result in ambiguity. The line below shows some examples of the sukuun with daal and daal.
Reading exercise

Read the following utterances aloud:

(2) In handwritten rugga texts, as in printed ones, the sukuun is a small circle placed above the consonant letter. Be sure to write it as a circle, not as a dot, since to write it as a dot could change the consonant; for example, a dot above daal (א) produces daal (י). Daal with a sukuun should be written as י, and daal with a sukuun should be written as י. Trace the following sequence:

Copy the following sequence in each set of blank lines. Notice that the sukuun and the short-vowel symbols are supplied, from right to left, after all the consonants of a given word have been written.
Now write /did/ and /dad/ ten times each, supplying the diacritical marks in the appropriate places. Rely on your memory and do not look at the preceding material.

Dictation

Your teacher will dictate the following utterances several times in varying sequences:
The letter "raa'"

(1) The consonant /r/ is represented by the letter raa'. The line below shows five examples of raa' in printed nasx style.

[Image of raa' examples]

Notice that raa' begins just above the middle line then slants downward and slightly to the left, forming almost a quarter of a circle. In contrast, both daal and daal are written entirely above the line and have an angular shape. In the sequence below, notice the difference between daal, daal, and raa':

[Image of daal and raa' examples]

Place a circle around each raa' in the following sequences:

[Sample sequences with raa' marked]

Read aloud the sequence of syllables below. Each syllable consists of raa' plus fatHa or kasra.

[Sample syllables]

17
The sukun can also occur with raa', as in the utterances below:

\[ \text{\texttt{ذكر
ذر
ذر
ذر
ذر}} \]

(2) In the handwritten riqqa style raa' is a single stroke which begins slightly above the middle line, slants downward toward the left, and ends up looking something like a quarter of a circle. The written form of raa', however, is not as rounded as the printed form. Trace the following examples of the letter raa'. The arrow beside the first raa' shows how to proceed when writing the letter.

Write the letter raa' five times in each blank set of lines below (one sequence is given as a model):
Write the letter ṭaa' ten times from memory, without looking at the preceding pages.

Write /ra/, /rid/, /dir/, /did/, /radd/, /dadir/, /dirda/, and /dar/ in each blank set of lines below, imitating as closely as possible the model at the beginning of the exercise.
Now write the following utterances five times each: /rid/, /dar/, /daðra/, /dardi/, and /dirda/. 
The letter "zaay"

(1) The consonant /z/ is represented by the letter zaay. The line below shows five examples of zaay in printed nasx style.

\[ \text{\textbullet\textbullet\textbullet\textbullet\textbullet} \]

Notice that zaay and raa' are identical in shape, except that the former has a dot above the basic stroke. Thus, the difference between raa' and zaay is exactly the same as the difference between daal and daal. The line below gives an arbitrary sequence of the letters daal, daal, raa', and zaay. Identify each letter by naming it.

\[ \text{\textbullet\textbullet\textbullet\textbullet\textbullet} \]

Read aloud the sequences below:

\[ \text{\textbullet\textbullet\textbullet\textbullet\textbullet} \]

Now read the following utterances aloud:

\[ \text{\textbullet\textbullet\textbullet\textbullet\textbullet} \]

(2) In ruq9a script, zaay is identical to raa' except that the former has a dot above it. Trace the following sequence:

\[ \text{\textbullet\textbullet\textbullet\textbullet\textbullet} \]
Write the letter zaay five times in each blank set of lines below (one sequence is given as a model):

- *-fr
- *-rr

Write zaay ten times from memory, without looking at the preceding material.

Write the following utterances three times each: /zadri/, /razda/, /zid/, /dizra/, rizda/, and /darzi/. The
first set of lines below gives one example of each.

Now write the following utterances two times each:
/zarzar/, /dardir/, and /radrid/.

The "đamma"

(1) When it follows a given consonant (in pronunciation), the short vowel /u/ is represented by a symbol—called a đamma—which resembles an elongated comma with a small curl as the top part ('). Like the fatHa, the đamma is written above the consonant letter; the syllable
/du/, for example, would be represented by daal with a damma directly above it. The line below illustrates the four syllables /du/, /du/, /ru/, and /zu/.

(2) In the ruqqa style, the damma is similar to the symbol explained under (1) above. When writing the damma, one makes a very small, clockwise curl and then continues downward with a stroke similar to that of an English comma. Trace the following sequence of symbols:

Write the syllables /du/, /du/, /ru/, and /zu/ in each blank set of lines below (one sequence is given as a model):

Write each of the syllables /ru/ and /du/ ten times
from memory, without looking at the preceding material

Write the following utterances in each blank set of lines below: /ruzdi/, /dadu/, /zur/, /dirda/, and /duzur/. One sequence is given as a model.

Now write the following utterances three times each:
from memory, without looking at the preceding material

Write the following utterances in each blank set of lines below: /ruzdi/, /dadu/, /zur/, /dira/, and /duzur/. One sequence is given as a model.

Now write the following utterances three times each:
Dictation

Your teacher will dictate the following utterances several times in varying sequences:

The letter "waaw"

(1) The consonant /w/ is represented by the Arabic letter waaw. In shape, waaw is similar to the damma (۶) except that it is larger. The following are five examples of the letter waaw in printed nasx style:

Place a circle around each waaw in the following sequences:
Read aloud the following sequences:

\[3^3 \quad 3^3 \quad 3^3 \]

The diphthong /aw/ is represented by \(^w\) (the fatHa being on the consonant letter which precedes the waaw). For example, the utterances /dawru/ and /zawdu/ would be written as follows:

\[\text{dawru} \quad \text{zawdu}\]

Each of the following utterances contains the diphthong /aw/. Read the utterances aloud:

\[\text{dawru} \quad \text{zawdu}\]

(2) The handwritten ruq'9a-style waaw is similar to the waaw of nasx printing. When writing the waaw, one begins on the middle line and produces a round stroke, moving in a clockwise direction (the circle should be between the middle line and the +1 line; it is usually, but not necessarily, filled in). The round stroke is followed by a tail which extends to the -1 line and almost forms a quarter of a circle. Trace the examples below:
Write each of the following sequences three times:
/wazru/, /dawru/, /wardu/, /warada/, and /darwi/. A model is given below.

Now write each of the following sequences three times without referring to the preceding pages: /wazara/, /wizru/, /dawru/, /darzi/, and /darwu/.
The "šadda"

(1) Any consonant in the Arabic language can be doubled (i.e., prolonged in pronunciation). This doubling is indicated by a small, double semi-circle (called šadda) which is written above the consonant letter; thus /dd/ would be written as ی. You may find it helpful to remember that the doubling of a consonant is indicated by a double semicircle. If the vowel which follows the doubled consonant is either /a/ or /u/, the vowel symbol is placed above the šadda: ُ, ُ; if the vowel is /i/, the kasra is placed either directly below the šadda and above the consonant letter, or below the consonant letter (with the šadda appearing alone above the letter): ِ, ِ. Thus the utterance /radda/ is written as ُ; the utterance /raddu/ is written as ُ; the utterance /raddi/, however, may be written either as ُ or as ُ.

Read aloud the following utterances which contain doubled consonants. Be sure to prolong the pronunciation of doubled consonants since failing to do so can change the meaning of the word.

Like any other Arabic consonant, /w/ can be doubled. The utterance /rawwada/ (with /ww/ in the middle) is written as ُ. Read aloud the following words:
Some of the utterances below contain a doubled consonant and some do not. Read each utterance aloud, being careful to prolong any consonant which has a šadda.

(2) The handwritten ruq9a form of the šadda is similar to the printed nasx form. In writing the šadda, one starts from the right and proceeds toward the left. Trace the utterances below:

Write the following sequence three times:

Without referring to any of the preceding materials, write each of the following utterances three times in the lines below: /ruzzu/, /dawru/, /dawwara/, /darri/,
Dictation

Your teacher will dictate, in varying sequences, the following utterances:

Connectors and non-connectors

In regard to their forms, Arabic letters fall into two categories: connectors and non-connectors. A connector is joined to any letter which follows it in the same word; a non-connector is never joined to a following letter.

up till now you have encountered only non-connectors. In the words /darzi/, /darra/, and /zawid/, for example, no two letters are joined because daal, daal, raa', zaay,
and waaw are non-connectors:

\[ 
\begin{array}{cccc}
\text{ذ} & \text{ر} & \text{ز} & \\
\text{ذ} & \text{ر} & \text{ز} & \\
\end{array}
\]

With the exception of alif, all of the Arabic letters which you will learn from now on will be connectors.

The letter "\text{tā}'"

(1) The emphatic consonant /t/ is represented by the letter \text{tā}'. Below are five examples of this letter:

\[ 
\begin{array}{cccc}
\text{ت} & \text{ت} & \text{ت} & \\
\text{ت} & \text{ت} & \text{ت} & \\
\end{array}
\]

Place a circle around each \text{tā}' in the following sequence:

\[ 
\text{ط} \text{ض} \text{ف} \text{ض} \text{ط} \text{ق} \text{ط} \text{ض} \text{ه} \text{ط}
\]

Read aloud the following sequences:

\[ 
\text{ت} \text{ت} \text{ت} \text{ت} \text{ت} \text{ت}
\]

\[ 
\text{ر} \text{ز} \text{ز} \text{ز} \text{ر} \text{ز} \text{ز} \text{ز} \text{ز} \text{ز} \text{ز} \text{ز}
\]

The letter \text{tā}' is a connector; this means that \text{tā}' is joined to any letter which follows it in the same word. For example, in the word /ṭarada/, \text{tā}' is joined to the following \text{raa'}:

\[ 
\text{ط} \text{ر} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ}
\]

Likewise, \text{tā}' is joined to a following daal, \text{raa'}, zaay, or waaw. Study the examples below and read them aloud:

\[ 
\text{ط} \text{ر} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ} \text{ذ}
\]
(2) The handwritten ruq9a form of taa' is similar to the printed nasx form. Writing the taa' requires two separate strokes: the first is an oblong circle which rests on the middle line and which is written in the direction indicated below by arrow number 1; the line which closes the oblong circle is extended to the left, thus producing a short tail which rests on the middle line and which does not curve upwards. The second stroke is a vertical line which is written from top to bottom and which lands on the left corner of the oblong circle; this stroke is indicated by arrow number 2.

Trace the following sequence:

When taa' is to be followed by another letter, you must make the oblong circle and move on until you have finished writing the basic strokes of the whole connected sequence before coming back to add the vertical stroke of the taa'. For example, in a word like /ṭarada/, you should complete the oblong circle and the following raa before going back to put in the vertical stroke of the taa' (then you should proceed to write the daal of /ṭarada/).* Study

*A similar procedure is followed in writing English words when one crosses the t's and dots the i's.
(2) The handwritten riqqa form of taa' is similar to the printed nasx form. Writing the taa' requires two separate strokes: the first is an oblong circle which rests on the middle line and which is written in the direction indicated below by arrow number 1; the line which closes the oblong circle is extended to the left, thus producing a short tail which rests on the middle line and which does not curve upwards. The second stroke is a vertical line which is written from top to bottom and which lands on the left corner of the oblong circle; this stroke is indicated by arrow number 2.

\[\text{Trace the following sequence:}\]

When taa' is to be followed by another letter, you must make the oblong circle and move on until you have finished writing the basic strokes of the whole connected sequence before coming back to add the vertical stroke of the taa'. For example, in a word like /tarada/, you should complete the oblong circle and the following raa' before going back to put in the vertical stroke of the taa' (then you should proceed to write the daal of /tarada/).* Study

*A similar procedure is followed in writing English words when one crosses the t's and dots the i's.
the examples below.

Trace the last three words in each of the above sequences.

The basic shape of daal and daal after a connector—such as taa'—is slightly different from the shape already taught. When daal or daal is not connected, the upper part of the basic stroke is inclined to the left: 🗯️, ⚯; however, when joined to a connector, the upper part of the basic stroke is slightly inclined to the right. Study the following examples:

Notice that an ascent from the preceding joining-line is necessary in writing daal or daal; in contrast, a descent is necessary in writing raa'.

Trace the words written in the first set of lines below, then write those words five more times in the
second set of lines.

Write each of the following utterances three times in the blank lines below (an example of each utterance is given in the first set of lines): /ṭūrida/, /waṛaṭa/, /waṭṭada/, /ṭaraza/, /ṭawwara/, /ṭardu/, and /ṭazru/.

Without referring to the preceding materials, write each of the following utterances two times in the lines below: /ṭawwara/, /ṭawwir/, /ṭarada/, /warriṭ/, /waṭṭada/,
The letter "daa'"

(1) The consonant /ḍ/ is represented in Arabic by the letter daa'. The only difference between the Arabic symbols for /t/ (ط) and /ḍ/ (ḍ) is that the latter has a dot above the oblong circle; in every other respect, the two letters are identical. Read the following utterances aloud:

(2) As true of taa', the handwritten ruqūṣ form of daa' is similar to the printed nas̱ūṣ form. When writing daa', one produces a taa' and then adds a dot above the oblong circle. Trace the examples below:
Write the following sequence three times:

\[\begin{array}{c}
\text{\textsuperscript{1}}/
\text{\textsuperscript{2}}
\end{array}\]

Without consulting the preceding material, write each of the following utterances two times in the lines below:

/\text{\textsuperscript{1}}\text{\textsuperscript{2}}/, /\text{\textsuperscript{1}}\text{\textsuperscript{2}}/, /\text{\textsuperscript{1}}\text{\textsuperscript{2}}/, /\text{\textsuperscript{1}}\text{\textsuperscript{2}}/, /\text{\textsuperscript{1}}\text{\textsuperscript{2}}/, /\text{\textsuperscript{1}}\text{\textsuperscript{2}}/.

Dictation

Your teacher will dictate to you, in varying sequences, the following utterances:

\[\begin{array}{c}
\text{\textsuperscript{1}}\text{\textsuperscript{2}}\text{\textsuperscript{3}}\text{\textsuperscript{4}}\text{\textsuperscript{5}}\text{\textsuperscript{6}}\text{\textsuperscript{7}}
\end{array}\]
The importance of dots as parts of letters

As you have probably realized by now, dots are a vital part of certain Arabic letters. The elimination or addition of a dot may result in changing the letter. So far you have had three examples of this phenomenon:

(1) When a dot is added above ٍ (the letter ٌ which represents /d/), the result is ٍ (the letter ٌ which represents /d/).

(2) When a dot is added above ٍ (the letter ٍ which represents /r/), the result is ٍ (the letter ٍ which represents /z/).

(3) When a dot is added above ٍ (the letter ٍ which represents /t/), the result is ٍ (the letter ٍ which represents /q/).

Since the Arabic alphabet uses dots to differentiate two or more letters which would otherwise be identical, the student of Arabic does not have to learn very many basic shapes. In the letters which you will learn from now on, the presence or absence of dots will continue to be of vital importance. Some of these letters will have no dots at all; some will have a dot either above or below the basic stroke; some will have two dots either above or below the basic stroke; and some will have three dots above the basic stroke. Therefore, when learning to recognize and write Arabic letters, students must pay attention to:

(1) the basic stroke of each letter,
(2) the presence or absence of dots with the basic stroke,
(3) the number of dots present, and
(4) the placement of dots (i.e., whether the dots are above or below the basic stroke).

The next three letters to be presented illustrate
the importance of the factors mentioned above. Those letters have the same basic stroke; they are distinguished one from the other only by means of dots.

Different shapes for the same letter

Each of the Arabic letters presented so far has the same shape in all positions (the only exceptions to this statement are the ṭaḥṣā forms of َdal and َdāl which vary slightly depending on whether they are connected or not connected). The letter َtā, for example is written as ِّ in all positions. The same holds true for َdāl', َwāw, َrā, and َzāy:

The alif (which will be presented in the near future) is one more letter which has the same shape (١) in all positions. Of the remaining letters, some have two shapes, others have three, others have four, and still others have five; the shape which a given letter has depends on whether it occurs:

(1) initially in a joined sequence of letters (this
position may be at the beginning of the word or following a non-connector; 
(2) \textit{medially} in a \textit{joined} sequence of letters; 
(3) \textit{finally} in a \textit{joined} sequence of letters; or 
(4) \textit{independently} (i.e., not joined to a preceding or a following letter).

The expressions "initially", "medially", "finally", and "independently" will be used to designate occurrence in the positions specified above.

The forms which occur finally and independently (when different from those which occur initially and medially) are referred to as the "flourished" forms; the flourished forms are almost always longer than the other forms. For a given letter, the citation form (i.e., the one cited whenever reference is made to the letter as such) is the flourished form which occurs independently.

The letter "baa'"

(1) The consonant /b/ is represented by the Arabic letter \textit{baa'}. Initially, the shape of \textit{baa'} is \begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{baa_initial_shape.png}
\end{figure}. The initial form of \textit{baa'}, then, consists of a small vertical line which curves horizontally to the left upon reaching the middle line. The right corner of the letter has a subscript dot. Being a connector, \textit{baa'} (like \textit{taa'} and \textit{daa'}) is joined to any letter which follows it in the same word. Below are five examples of initial \textit{baa'}.

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{baa_initial_examples.png}
\end{figure}

The above examples of initial \textit{baa'} are theoretical since the initial form of any connector is always joined to a following letter. Below are some examples of initial \textit{baa'} joined to a following letter:

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{baa_initial_following.png}
\end{figure}
Place a circle around each initial baa' in the following sequences:

مبي بنس مجب

بيون قب بض

Read the following words aloud:

\[ \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \]

Remember that a letter's initial shape is used not only at the beginning of a word, but also in the middle of a word after a non-connector. Below are some examples of initial baa' occurring word-medially after a non-connector:

\[ \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \]

Read aloud the following Arabic utterances:

\[ \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \quad \text{بدَر} \]

The medial shape of baa' is similar to the initial shape: the two differ in that the medial shape is joined from behind and thus has the following appearance: 

Given below are some examples of medial baa':

طير طبّد طبد ظبط ببد
Place a circle around each medial baa' in the following sequence:

Read the following utterances:

When medial baa' precedes a raa' or a zaay, it assumes a special shape which rises slightly above the preceding joining-line. Study the shape of medial baa' in the following words:

The flourished form of baa' (used in final position and independently) is َ. The final shape and the citation form differ in that the former is joined to a preceding letter: ََ.

Here are some examples of final baa':

And here are some examples of independent baa':

42
Place a circle around each baa' in the following sequences:

Read aloud the utterances below:

Now read the utterances of the following exercise; they show baa' in all possible positions.

(2) The baa' of rubqa script is very similar to that of nassx printing. The writing of initial baa' consists of making a very short vertical stroke, followed by a horizontal stroke which joins baa' to the next letter (the vertical stroke is optional in some contexts and obligatory
in others*). The dot is added underneath the horizontal stroke of baa' after all the basic strokes in the connected sequence have been written. Study the examples below:

Trace the last four examples in each of the above sequences.

*In general, the vertical stroke is obligatory when initial baa' is followed immediately by a straight line or a closed circle (whether the circle is round, oblong, or triangular); thus the vertical stroke is required before siin, siin, faa', waaw, qaaf, taa', daa', saad, daad, and ayn.

It will be shown later that initial baa' has a special shape before jiim, Haa', xaa', miim, and medial haa'; it will also be shown that initial baa' and final yaa' combine to produce a special form.

Elsewhere, initial baa' usually occurs without the short vertical stroke but may also occur with it.
In runqasha script, when baa' (or any other letter) is joined to a following taa' or daa', there is a special way of connecting the two letters. Once the horizontal stroke of the first letter has been written, the oblong circle of the second is written with its base rising slightly above the middle line. After writing the basic strokes of the whole connected sequence, the dots and vertical strokes are inserted. Study the following examples, and trace the last seven of them:

\[
\begin{array}{c}
\text{Example 1} \\
\text{Example 2} \\
\text{Example 3}
\end{array}
\]

Copy the following utterances in each blank set of lines below, reading each utterance aloud as you proceed.
The vertical stroke of medial baa' is slightly inclined to the right. In this position, a vertical stroke is always obligatory. Trace the last five examples in each of the following sequences:

The initial slanting stroke of medial baa' is called a "tooth".

Now copy the above utterances in the set of lines below:

When handwritten baa' occurs medially and precedes either raa' or zaay, its basic stroke has a special shape which rises slightly above the middle line (and which is known as the "bridge" shape); by itself it would look like this ـ, and within a word (such as /tabari/) it would appear like this: طبر.* Study the examples

*All letters which are related to baa' have a bridge shape before raa' and zaay. Letters are "related" if they have the same basic stroke.
Trace the last three examples of the above sequence.

Now write the word /tabari/ seven times in the set of lines below (one example is given):

Copy the following sequence in each set of blank lines given below. Read each utterance aloud as you write it.
Without consulting the preceding materials, write each of the following utterances two times in the lines
below: /baṭṭu/, /ṭabari/, /dabbir/, /rabāṭa/, /birru/,
/ṭabada/, /bawwara/, /bardu/, /badara/, /zubdu/, and
/babiru/.

Dictation

Your teacher will dictate to you, in an arbitrary sequence, the following utterances. (Remember the special strokes involved when baa' is joined to taa' or ḏaRank and when medial baa' precedes raa' or zaay):

When independent, handwritten baa' is similar to its nasx counterpart and presents no special problems. Writing it consists of (1) making a small downward stroke which lands on the middle line (this stroke is optional, and independent baa' often occurs without it), (2) continuing with a horizontal stroke from right to left on the middle line, (3) making an upward curve which does not rise above the +1 line, and (4) placing a dot at the middle of the letter underneath the long horizontal stroke. Final baa' is written in exactly the same way, except that its first
vertical stroke (which is joined to the preceding connector) is slightly inclined to the right; in this position, the vertical stroke is obligatory. Trace each of the following symbols:

Trace the following utterances:

Now trace the following examples of final baa'.

Copy the following utterances:
Without referring to the preceding materials, write each of the following utterances three times: /ṭibbu/, /rabbu/, /ṭariba/, /dabbaba/, /durriba/, /dawwaba/, /darbu/, /ṭabbaba/.

Dictation

Your teacher will dictate, in varying sequences, the following utterances:

The letter "taa'"

The consonant /t/ is represented in Arabic script by the letter taa'. In nask printing, the letter is identical in every way to the letter baa' except for the number and placement of dots: whereas baa' has one dot underneath the basic stroke, taa' has two dots above it. The basic strokes for initial, medial, final, and independent taa' are identical to the corresponding basic strokes for baa'.

50
Initial and medial taa', then, have the forms ٍ and َُ (or َُُ ) respectively.* Below are examples of initial and medial taa':

Place a circle around each taa' in the following sequences:

Read the following words aloud:

*The bridge shape occurs medially before raa' and zaay.
Below are some examples of final and independent taa'.

Place a circle around each taa' in the following sequence:

Read the following words aloud:
Since you are now acquainted with all the forms of taa', you should be able to read the utterances below.

(2) Since the basic stroke of taa' is identical to the basic stroke of baa', there is no need for detailed instructions concerning the writing of taa'. It must be emphasized, however, that there is an important difference between the form of taa' in nasx printing and its form in ruq'a handwriting: printed taa' is rendered with two dots above the basic stroke; handwritten taa' has a small horizontal stroke instead of the two dots. Below are some examples of handwritten taa':

Trace the following utterances:
Place a circle around each Qaa' in the following sequences:

ٌٌٍٍ ٌٌٍ ٌٌٍ ٌٌٍ ٌٌٍ ٌٌٍ

Read aloud the utterances below:

َبَتَتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ

َنُرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ

َكَوْنُتْ ُكوْنُتْ ُكوْنُتْ ُكوْنُتْ ُكوْنُتْ ُكوْنُتْ

َبَتْ ُبَنْتْ تُبَنْتْ تُبَنْتْ تُبَنْتْ تُبَنْتْ تُبَنْتْ

َرَتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ ُبَنْتْ

َلَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ ُنَرْنُتْ

َدَرْنُتْ ُدَرْنُتْ ُدَرْنُتْ ُدَرْنُتْ ُدَرْنُتْ ُدَرْنُتْ

(2) In ruq’ah handwriting, the basic stroke of Qaa' is identical to that of baa'. In nasx printing, the Qaa' has three dots above the basic stroke; in ruq’ah handwriting, however, these three dots are replaced by a small curve whose left half slants downward. Trace the following examples of Qaa', then copy them in the blank sets of
Write each of the following utterances without looking at any of the preceding materials: /tibru/, /rattib/, /tawatturu/, /turattibu/, /bitawatturi/, /tabba/, /waddat/, /zurtu/, /warraṭat/, /rabbata/, /durtu/, /dabbat/, /ṭirtu/, and /dabbat/.

Dictation

Your teacher will dictate the following utterances in an arbitrary sequence:

The letter "Qaa'

The consonant /Q/ is represented by the connector Qaa'. In nasx printing, the basic stroke of Qaa' is identical to that of baa' and has three dots above it. The examples below illustrate Qaa' in all four positions.
Copy the utterances below in each blank set of lines, reading each utterance aloud as you write it:
The symbols for "tanwiin" (nunation)

The Arabic endings /-un/, /-in/, and /-an/ occur on nunated words. The representation of /-un/ consists of two adjacent damma's written above the last consonant symbol; below are some examples (the utterances, in order, are: /tatarun/, /ṭardun/, /baṭṭun/, /badwun/, /wirūun/, /qawrun/, /raddun/, and /ṭarabun/).

The representation of /-in/ consists of two kasra's (one directly below the other), written in conjunction with the last consonant letter.

The graphical representation of /-an/ is a special problem since it usually involves the occurrence of alif after the last consonant symbol. Because you are not yet familiar with the letter alif, the representation of /-an/ must be briefly postponed.

(2) The symbols — and — are the same in ruq9a script as in nasx printing. To produce — one merely writes two adjacent damma’s; to produce — he writes two kasra's, one immediately below the other.

Copy the following utterances in the blank lines, reading each utterance aloud as you write it.
Now copy the following words in the blank sets of lines:

Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:
Now copy the following words in the blank sets of lines:

Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:
The symbols for "tanwiin" (nunation)

The Arabic endings /-un/, /-in/, and /-an/ occur on nunated words. The representation of /-un/ consists of two adjacent damma's written above the last consonant symbol; below are some examples (the utterances, in order, are: /tatarun/, /ṭardun/, /baṭṭun/, /badwun/, /wirṇun/, /gawṛun/, /raddun/, and /ṭarabun/).

The representation of /-in/ consists of two kasra's (one directly below the other), written in conjunction with the last consonant letter.

The graphical representation of /-an/ is a special problem since it usually involves the occurrence of alif after the last consonant symbol. Because you are not yet familiar with the letter alif, the representation of /-an/ must be briefly postponed.

(2) The symbols and are the same in ruq'a script as in naskh printing. To produce one merely writes two adjacent damma's; to produce he writes two kasra's, one immediately below the other.

Copy the following utterances in the blank lines, reading each utterance aloud as you write it.
The letter "faa'"

(1) The consonant /f/ is represented by the connector faa'. Initial faa' is دـ; medial faa' is the same as initial faa' but is joined from behind, and thus appears as دـ. Independent faa' is فـ; final faa' is the same as independent faa' is joined from behind: دـ.

Study the following symbols:

Place a circle around each faa' in the following sequences:

Read aloud the following Arabic words which provide drill on initial faa':
Read aloud the following words which provide drill on medial fa'a':

\[
\text{طَفَّتُ، طَفَّتُ، طَفَّتُ، طَفَّتُ، طَفَّتُ}
\]

Read aloud the following words which provide drill on fa'a' in both initial and medial positions:

\[
\text{فُرَّد يُفْرَد يُفْرَد يُفْرَد يُفْرَد}
\]

Read aloud the following words which provide drill on final fa'a':

\[
\text{وَطَفَّت، وَطَفَّت، وَطَفَّت، وَطَفَّت، وَطَفَّت}
\]

The words below provide drill on independent fa'a'. Read them aloud.

\[
\text{رَفْفُ، رَفْفُ، رَفْفُ، رَفْفُ، رَفْفُ}
\]

Now you should be able to read the following words which illustrate fa'a' in all positions.

\[
\text{قُرْفُ، قُرْفُ، قُرْفُ، قُرْفُ، قُرْفُ}
\]
(2) The faa' of ruq9a script resembles that of the
nasx style. Writing initial faa' consists of making a
small, clockwise circle between the middle line and the
+1 line (the circle is usually but not necessarily filled
in). The stroke which closes the circle continues descend-
ing until it rests on the middle line where it turns to the
left and joins with the next letter. After the whole con-
ected sequence has been written, a dot is put above the
circle of faa'. Study the examples below:

Trace the last three words in each of the above
sequences.
Copy the words below in the blank lines, reading each word aloud as you write it.

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

Medial faa' consists of a small oblong circle which is slightly inclined to the right and which is not filled in. Unlike the initial shape, the medial form of faa' does not have a "neck". Study the examples below.

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

\[ \text{\ldots} \]

Trace the last four words in each of the above sequences.
Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

Write the following words in Arabic script, without looking at the preceding pages: /wafyun/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /ṭafat/. 
(2) The faa' of ruq9a script resembles that of the nasx style. Writing initial faa' consists of making a small, clockwise circle between the middle line and the +1 line (the circle is usually but not necessarily filled in). The stroke which closes the circle continues descending until it rests on the middle line where it turns to the left and joins with the next letter. After the whole connected sequence has been written, a dot is put above the circle of faa'. Study the examples below:

Trace the last three words in each of the above sequences.
Copy the words below in the blank lines, reading each word aloud as you write it.

Medial faa' consists of a small oblong circle which is slightly inclined to the right and which is not filled in. Unlike the initial shape, the medial form of faa' does not have a "neck". Study the examples below.

Trace the last four words in each of the above sequences.
Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

Write the following words in Arabic script, without looking at the preceding pages: /wafdu/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /tatifat/.
Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

Write the following words in Arabic script, without looking at the preceding pages: /wafdu/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /ṭafat/. 
Dictation

Your teacher will dictate, in an arbitrary sequence, the following words.

The flourished form is used for both final and independent 'faa'. For flourished 'faa', the horizontal line after the circle extends to the left and ends with a small upward stroke. The circle of final 'faa' is identical to that of medial 'faa'; on the other hand, the circle of independent 'faa' is identical to that of initial 'faa'.

Study the examples below, then trace the last six letters of the first line, the last four words of the second line, and the last five words of the third line.
Copy the following words in each blank set of lines:

\[ y \]

Copy the following words in each blank set of lines:

\[ x \]

Copy the following words in each blank set of lines:

\[ s \]
Study the symbols below.

Circle each kaaf in the following sequences:

Read aloud the words of the following exercises:

**Exercise 1**

**Exercise 2**
Exercise 3

رَبِّ رَبِّكَ رَبِّي دَرْسَتَهُ كُبْكَ

بُدْلِكَ بُدْلِكَ رَبِّي دَرْسَتَهُ كُبْكَ

Exercise 4

رَبِّ رَبِّكَ رَبِّي دَرْسَتَهُ كُبْكَ

بُدْلِكَ بُدْلِكَ رَبِّي دَرْسَتَهُ كُبْكَ

Exercise 5

فَكَّ لَكَ ثَلَّثَ كُلَّ يَكْ لِكَ رَبِّكَ

رَفِّكَ رَفِّكَ ذَكَّ لَكَ رَبِّكَ دَرْبِكَ

بُطْلَكَ بُطْلَكَ ذَرِّبِكَ كُبْكَ كُبْكَ

Exercise 6

رَبِّ رَبِّكَ رَبِّي دَرْسَتَهُ كُبْكَ

بُدْلِكَ بُدْلِكَ رَبِّي دَرْسَتَهُ كُبْكَ

رَبِّي كُبْكَ بُطْلَكَ كُلَّةَ تُدْكِبَهُ كُبْكَ
Exercise 7

The shapes of kaaf in ruq'a handwriting are considerably different from the corresponding shapes in nask printing. However, as in nask printing, the kaaf of ruq'a script has only two forms: The first occurs in initial and medial positions, while the other occurs in final position and independently.

The writing of initial kaaf requires two separate strokes: the first is a vertical line (often slightly inclined to the left) which extends from the +2 line to the middle line and which then continues horizontally to

71
the left until it joins the following letter. After the whole connected sequence has been written, the slanting second stroke is written diagonally in the manner shown below:

\[
\begin{array}{cccc}
\text{Trace the following examples, then copy them in the blank sets of lines:}
\end{array}
\]
Medial kaaf is similar to initial kaaf except that its vertical stroke is usually perpendicular. The vertical stroke is written upward, then traced from top to bottom without lifting the pen from the paper. Study the examples below and trace the last two words of the sequence.

Copy the following sequence in each blank set of lines.

Write each of the following utterances three times in
the blank sets of lines: /tuktabu/, /dakkarə/, /tukabbiru/, /kaddabta/, /bikufrin/, /katifun/, /kaḍa/, and /takubbu/.

Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:

Unlike the initial and the medial shapes, the final and the independent forms of kaaf do not involve strokes which are written separately. When writing final kaaf, one continues from the preceding connector and makes an upward perpendicular stroke (approximately as high as the vertical line of initial and medial kaaf). Without lifting the pen from the paper, one then traces the perpendicular
ular stroke downward, continues horizontally on the middle line (moving from right to left) and finishes the letter with a small upward curve followed by a clockwise stroke which resembles the letter daal. Independent kaaf begins on the +2 line and then takes on the same flourished form as final kaaf.

Study the following examples which illustrate final kaaf:

\[ \text{\begin{align*} &1 \ \text{فَلَّ} \ \text{فَلَّ} \ \text{فَلَّ} \\ &2 \end{align*}} \]

\[ \text{فَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَلَّ} \ \text{بَл
Trace the following examples of independent kaaf:

لاَّ يَهْزِئُكَ ذَلِكَ كَلَّا، طَرَفَكُ تَزْلَكَ

Copy the following words in the blank lines:

كَارَاهُ دَفْرَكَ كَبَلَكَ رَزْكَهُ طَرَفَكُ كَفَرَكَ

Now write the following utterances in Arabic script:
/تَدُكَّ/، /فَكَ/، /دَفْرَكَ/، /تُفَارِكَ/، /رَدَكَ/،
/كَأَدَابَكَ/، /وَدَكَ/، /دَفْرَكَ/، /تَرَكَ/، /رُزَكَكَ/،
Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:

The letter "alif" as representation of vowel length

The non-connector alif represents vowel length when preceded by a single fatHa.* The letter alif consists

*As will be seen later, two fatHa's and a following alif represent the ending /-an/ which occurs on accusative nunated forms.
The form of alif in ruq'a script is similar to its form in nasx printing. When not preceded by a connector, alif is written as a downward vertical stroke which lands on the middle line. When connected to a preceding letter, alif is a vertical stroke which is written upwards. Study and trace the examples below.

Copy the following sequences in the blank lines:

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79
Write each of the following utterances once in the blank lines: /taɾaaka/, /daaka/, /θuwwaɾun/, /ˈturiːdɑː/, /ˈtəaraa/, /badaa/, /baazaaɾaɾatun/, /fakkaɾa/, /wadda/, /zaaɾat/, /daa/, /kaffaɾa/, /waadin/, /raawin/, /radda/, /waaθibun/, /ˈtəaridun/, /kabbaɾa/, /taɾaaki/, /θaabita/, /baabun/, and /taraaabatəa/.

Dictation.

Your teacher will dictate the following words in whatever order he chooses:

غَرَّةٌ نَرَابِطُ كَوْمَتْ قَرَّةٌ كَارِكَ طَارَطُ طَابُرُ

كَارَ بَرَّةَ بَاذَارِ بَّاتَ زَاذاً يَكَبُ بَبُ
Review

(a) Practise reading the following items until you can recognize them easily.

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are the same as the items of exercise (a).

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The function of "alif" in representing tanwiin

The endings /-un/, /-in/, and /-an/ occur on nunated words. You have already learned that the endings /-un/ and /-in/ are represented respectively by two gamma's and two kasra's written in conjunction with the last consonant letter.

The ending /-an/ is represented by two fatHa's which are written over the final consonant letter and which are

*Notice that the conjunction ْ and the following form are always written as one word. The conjunction ْ never occurs at the end of the line without a following form.
usually followed by an alif.* For example, the words /baarid/ 'cold' and /θaabit/ 'firm' would be √ and Ⰸ in the nominative case; in the genitive case they would be Ⰸ and Ⰸ; in the accusative case, however, they would be Ⰸ and Ⰸ.

Writing an alif after the two fatHa's reflects the pronunciation of ancient Arabs (who developed the writing system): in that pronunciation, the /-an/ of accusative nunated words was usually replaced by /-aa/ before a pause (most modern speakers, on the other hand, retain the suffix /-an/ in that position).

Read aloud the following sequences:

BARA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA'IBA' IB...
Dictation

Write the following words as your teacher dictates them to you:

بابا طَرَدَة نَوْىَا كِىْدَا كَايْباً: دَفْتَا رِنَا
كَا نَبَّا يَكْرَا كَرْرَا وَدَا رِنَا كَا

The letter "kaaf" before vertical strokes

In nasx printing, there is nothing unusual about an initial or a medial kaaf which precedes a vertical stroke. Read the examples below.

کَابِبُ کےِفَرُو طَارُہُ کاَبِبُ کَرِئُ طَارُہُ تَكَابُ تَتَکَابُ تَمَکَّکَ
کَابِبُ کُراتِ کَئِفُ کَاَبِبُ کَابِبُ تَتَکَابُ تَتَمَّارُ کُنَارُ
In ruq9a script, however, there is a special way of writing an initial or a medial kaaf which precedes a vertical stroke. In this context, kaaf consists of two distinct parts: the first is a clockwise semi-circle which is closed by the upward vertical stroke of the following letter; the second is a downward slanting line which lands where the top of the semi-circle meets the vertical stroke. Study the examples below.

Study and trace the following sequences:

Copy the following sequence in the blank set of lines:
Write each of the following words twice in the blank lines below: /kaatibun/, /kaadibun/, /takaataba/, /kaafirun/, /ţaarifun/, /kaafīran/, /tuţaaridu/, /kataba/, /kaatibin/, /takaatabaa/, /kakitaabin/, /kakurraatin/, and /fakkaka/.

When the second of two consecutive kaaf's is followed by a vertical stroke, the second kaaf is combined with the vertical stroke in the manner explained above, but the first kaaf does not have a semi-circular stroke.
Study and trace the examples below.

Copy the above words in the blank sets of lines.

The letter "laam"

(1) The consonant /l/ is represented by a connector called laam. In nars printing, laam has two shapes: \( \text{J} \) and \( \text{J} \). The first shape occurs initially and medially, while the second one occurs finally and independently.
Study the examples below.

Laam in initial and medial positions, then, is nothing more than a vertical line followed by a short horizontal line. The flourished form of laam, however, contains a semi-circular stroke at the bottom. The horizontal part of flourished laam is more curved than that of flourished kaaf; besides, the horizontal part of laam falls below the middle line whereas that of kaaf does not. Notice also that flourished laam does not have the symbol * which flourished kaaf has. In the two lines below, place a circle around each laam:

Read aloud the following two exercises in which initial laam occurs.

Exercise 1
Exercise 2

Medial laam differs from initial laam only in that the former is joined from behind. Read aloud the following two exercises in which medial laam occurs:

Exercise 3

Exercise 4

Now read the following four exercises in which final and independent laam occur:

Exercise 5

88
Exercise 6

Exercise 7

Exercise 8

(2) Writing the ṭaḡa forms of initial and medial laam is easy to learn. Initial laam is a vertical stroke (written downward) which lands on the middle line and then continues horizontally to the left until it joins the following letter. Study then trace the examples below:
Medial laam begins with an upward vertical stroke which is then traced from top to bottom. Study the examples below.

Trace the following examples:

Copy the following sequences in the blank sets of lines.
Write the following words in Arabic script (consult the preceding materials if necessary) /lafun/, /falakun/, /bulufun/, /laka/, /waladin/, /labba/, /tulawwiou/, /baladan/, /lawkin/, /kalbun/, /takallafa/, /tilka/, /lablab/, /wallat/, /talaṭṭafa/, /talzubu/, /labata/, /talidu/, /zalafin/, /lubban/, /lawzin/, and /talaḥfaḍan/.
Study the following examples of final and independent laam.

Trace the following sequence:
Copy the following sequences in the blank sets of lines:

\[ 4 \times \frac{1}{2} = 2 \times ^3 \sqrt[2]{3} \]

\[ 3 :: \]

\[ 3 \times 3 = 2 \times 2 \times 2 \]
Write the following words in Arabic script (refer to any of the preceding materials if you need to do so): /bal/, /kaala/, /ṭaala/, /tallun/, /zalalin/, /kullun/, /ṭiflun/, /ḍalla/, /waalin/, /zalzala/, /zilzaalin/, /aalla/, /baalun/, /dalla/, /kalalin/, /tatazalzalu/, /likullin/, /tuḍillu/, /baṭalun/, /aakila/, /taalin/, and /ḍillin/.

Dictation

Your teacher will dictate the following words in an arbitrary sequence:

كَلَّ تَلَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَّ كَلَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُкَفِّ فُ لِكَّ لَبَنَّ يُكَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَّ يُکَفِّ فُ لِكَّ لَبَنَ**
The combination "laam-alif"

(1) The combination consisting of laam and a following alif has two special shapes in Arabic script: ٌ (when joined), and ِ (when not joined). Read the following words which contain laam-alif.

(2) In ruqqa script, the laam-alif is somewhat different from its nasx version. Study the examples below.

Trace the following examples:

Copy the following sequence in the lines below.
Write the following words in Arabic script: /bilaadin/, /tilaalan/, /laazibun/, /zulaalun/, /zulaalan/, /bilaaduka/, /kalaalun/, /wabaalan/.

Review

(a) Practise reading the following items until you can recognize them easily.

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).
(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "waaw" as representation of vowel length

In addition to representing the consonant /w/, the letter waaw represents vowel length. The waaw represents vowel length if it (a) has no šakl,* and (b) follows a damma; otherwise it represents the consonant /w/. Thus /buurun/, /duudun/, and /kuutiba/ are written as follows:

\[
\text{بوّر} \quad \text{دوّن} \quad \text{كوّب}
\]

Read aloud the following words in which waaw represents vowel length.

\[

d'\text{وّر} \quad \text{طّول} \quad \text{تّرار} \quad \text{تّوب} \quad \text{دوّن} \quad \text{كوّب}
\]

In some of the words below, waaw represents vowel length; in others, waaw represents the consonant /w/. Read the words aloud.

\[

d'\text{وّر} \quad \text{دّور} \quad \text{تّرار} \quad \text{زرّن} \quad \text{زرّن} \quad \text{زرّن} \quad \text{دوّن} \quad \text{دوّن}
\]

\[

t'\text{ول} \quad \text{تّول} \quad \text{تّول} \quad \text{تزّول} \quad \text{زرّن} \quad \text{زاّل}
\]

\[

t'\text{ول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول}
\]

\[

t'\text{ول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول} \quad \text{تّول}
\]

*The term šakl (plural: aškaal) denotes a short vowel symbol.
nuun:

In the sequences below, circle each nuun.

head the two exercises below:

Exercise 1

Exercise 2

Study the following examples of final and independent nuun.
Now read the following two exercises:

Exercise 1

Exercise 2

(2) In ruq'a script, the basic strokes of initial and medial nuun are identical to those of initial and medial baa' respectively; nuun differs from baa' in that the former has a superscript dot instead of a subscript one. Study then trace the following words:
Copy the following words in the blank lines:

Write the following words in Arabic script: /naḍḍafa/, /naffa/, /kuntu/, /naṭuurun/, /nanzilu/, /banaatin/, /nakaba/, /fannan/, /kanadaa/, /lanaa/, /nantaḍiru/, /waṭanan/, /nuurin/, and /linara/.

The final and the independent forms of ruqqa nuun resemble the blade of a sickle and have a dot above the
basic stroke. Study then trace the examples below:

Copy the following sequences in the blank lines:
When it precedes a final nuun, the basic stroke of medial baa' (or of any letter related to baa') is usually raised somewhat above the middle line (as happens before ṭaa' and zaay). Trace the following examples:

طبّخ فش طلّف كتبّح كابلّح

Copy the above words in the blank lines.

Dictation

Your teacher will dictate the following words in an arbitrary sequence:

\[
\text{نَذَا بَنَتُ كُنْ كَانَ لَنَ يْنُورُ وَقَنْ نَظَرَ ظُّنَّ كَنَّا}
\]

The letter "qaaf"

(1) The consonant /q/ is represented by a connector, called qaaf, which has two shapes in nasx printing: َ (in initial and medial positions) and ق (in final position and independently). Notice that initial and medial qaaf are identical to initial and medial faa' respectively, except that qaaf has two suprascript dots instead of one; final and independent qaaf begin with the circle of faa', but end with a flourished stroke similar to that of nuun.

Study the following examples of qaaf:

\[
\text{٣٧}
\]

104
Circle each qaaf in the following sequences:

داقع ن قاف قاف قاف قاف قاف قاف قاف قاف قاف قاف قاف قاف

Read the following two exercises (the words of the first exercise provide drill on initial qaaf; those of the second exercise provide drill on medial qaaf):

Exercise 1

قد قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر فر قرر

Exercise 2

لقد بقر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر فر

Read the next two exercises (the words of exercise 3 provide drill on final qaaf; those of exercise 4 provide
drill on independent qaaf):

Exercise 3

Exercise 4

(2) In rugh'a script, the basic strokes of initial and medial qaaf are identical to the basic strokes of initial and medial faa' respectively; a horizontal stroke (corresponding to the two dots of qaaf in nasx printing) is placed above the basic stroke of the letter. Trace the following words which have initial and medial qaaf.

\[
\text{\textbf{ما ئع} تَرِيمُ نَقْلُ تَشَبُّ ثَبَّ نَقَّ قَثُّ نَقَّا}
\]

\[
\text{\textbf{ذَقْنُ قُلُوبُ قَالَ نَقْوَلُ طَبَّاتِ قُلَ نَقَّلُ}
\]
Copy the following sequence in the blank sets of lines:

\[ \text{بیمار} \quad \text{وقد} \quad \text{قال} \quad \text{نَفَّسْ} \quad \text{فَخَرَ} \quad \text{نَفَّسْ} \quad \text{فَرْوَع} \]

Write the following words in the lines below:
/nanqulu/, /qaala/, /qabla/, /quutun/, /biqarnin/, /qarra/, /quluubin/, /qaalibun/.

In ruq'ā script, final and independent qaaf consist of
(1) a blocked circle written in a clockwise direction;
(2) a flourished stroke which, like that of nuun, resembles
the blade of a sickle; and (3) a short horizontal stroke
added above the basic part of the letter. Trace the
examples below.
Copy the following sequence in each blank set of lines:

Write the following words in the lines below: /rizqun/, /nabuqqu/, /wiθaaqun/, /baqqa/, /tuṭliqu/, /waffaqa/, /dawqin/, and /riqqun/.
Review

(a) Practise reading the following items until you can recognize them easily.

قُوَّادٍ
طالب
طالب

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

قُوَّادٍ
طالب
طالب

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "miim"

(1) The consonant /m/ is represented in Arabic script by the connector miim. In nasx printing, there are two shapes for miim. The first shape is that of a small, slightly oblong circle which leans somewhat toward the left; this form occurs initially (ـ) and medially (ـ). The second shape is the flourished form, consisting of a similar circle and a long tail; this form occurs in final position (ـ) and independently (م).
Study the following examples of initial and medial miim, then read the four exercises which follow:

Exercise 1

Exercise 2

Exercise 3
Exercise 4

Now study the following examples of final and independent miim, then read the four exercises which follow:

Exercise 1

Exercise 2
Copy the following sequence in each blank set of lines:

Write the following words in Arabic script: /muftin/, /maṭṭarun/, /markazan/, /dumta/, /kaamilan/, /miñ/, /man/, /māa/, /māaadā/, /makaanun/, /mawtin/, /miqāla/, /mudunan/, /qaamat/, /milkun/, /malikan/, /maṭṭa/, /maṭṭarin/, /makaθa/, /makaθaa/, and /mullaakin/. 
The writing of miim in medial position involves a principle which we have already encountered: namely, that certain letters* cause all preceding connectors to gain a rise in level.

When writing a medial miim, one ends the joining line with a descending stroke which does not reach the middle line; without raising the pen from the paper, he then writes the blocked circle of miim in a clockwise direction, making sure that the base of the circle rests on the middle line. The stroke which closes the circle of miim continues horizontally to the left until it reaches the point where the next letter begins.

Trace the following examples:

Care must be exercised in order not to produce a tooth when making the descending stroke of the joining line; thus طمن is acceptable, but طمن is not.

When it precedes miim, the basic stroke of baa' (or of any letter related to baa') consists of a small downward curve. Study then trace the following examples.

*Those are called the "descending letters"; they are jiim, Haa', xaa', raa', zaay, miim, medial haa', and final yaa'. Notice that jiim, Haa', and xaa' are "related" letters; similarly, raa' and zaay are related letters.
Medial miim is written directly underneath the preceding letter when that letter is an initial laam or an initial kaaf. Study then trace the following examples:

The stroke which joins medial kaaf or medial laam to a following miim will be called a "branch"; the joining stroke branches out from the middle of the preceding vertical line, and miim is then written to the left rather than underneath the letter it follows. Study then trace the examples below.

The miim cannot be written below the middle line; consequently, a letter which precedes medial miim is usually raised above the middle line. Sometimes several letters must be written one below the other in a series, resulting in a sequence with a 45° slant. In such cases, one must write the first letter quite high above the middle line to make sure that the last letter of the series ends up on the middle line. Study then trace the examples which
are given below:

Compare the above ruqūḥa shapes with the corresponding nasx shapes:

Copy the following words in each blank set of lines:

Write the following words in Arabic script: /lammaa/, /falimaa/, /θamarun/, /biθamarin/, /qamarun/, /biqamarin/, /mukammilan/, /tammamat/, /famaaadaa/, /kammamaki/,
Dictation

Your teacher will dictate the following words in whatever sequence he chooses:

\[\text{\textit{Final miim} is essentially the same as medial miim except that it ends with a long downward stroke. All the principles which govern the joining of medial miim to preceding letters apply in the case of final miim. Study the examples below.} \]
Copy the following words in the blank lines:

Write the following words in Arabic script: /daalimun/, /filmin/, /qum/, /raqmun/, /tammama/, /mutammimum/, /nam/, /lam/, /θumma/, /kam/, /faṭama/, /ṭamaṭimu/, /kammama/, and /famun/.
The blocked circle of independent \textit{miim} is identical to initial \textit{miim}. The long, downward stroke is the same as that of final \textit{miim}. Study the examples below:

\begin{center}
\texttt{\textbackslash laazimun, \textbackslash qaama, \textbackslash tadaumu, \textbackslash tanaamu, \textbackslash damun, and \textbackslash malmuumum.}
\end{center}

Copy the following words in the blank lines:

\begin{center}
\texttt{\textbackslash laazimun, \textbackslash qaama, \textbackslash tadaumu, \textbackslash tanaamu, \textbackslash damun, and \textbackslash malmuumum.}
\end{center}

Write the following words in the blank set of lines:

\begin{center}
\texttt{\textbackslash laazimun, \textbackslash qaama, \textbackslash tadaumu, \textbackslash tanaamu, \textbackslash damun, and \textbackslash malmuumum.}
\end{center}
Dictation

The following words contain final miim and miim in isolation. Your teacher will dictate them in an arbitrary sequence:

كم قام قلم تطم تنام
لم لا زيم كلام يلم طاطم ثم كم

The letter "Haa'"

(1) The consonant /H/ is represented by the connector Haa'. In naskh printing, Haa' has two forms: ه (initially and medially), and ح (finally and independently). Study the following examples of initial and medial Haa':

ه هه هه هه هه هه

Circle each Haa' in the two lines below:

هه هه هه هه هه هه هه هه

Read the following exercises:

Exercise 1

كدكد حبل حبل حبل حبل حبل حبل حبل حبل
كدكد حبل حبل حبل حبل حبل حبل حبل حبل
Study the following examples of final and independent Haa':

\[ \text{Exercise 2} \]

\[ \text{Exercise 3} \]

\[ \text{Exercise 4} \]
In the sequences below, circle each Haa'.

Read the following four exercises:

Exercise 5

Exercise 6

Exercise 7
Exercise 8

(2) The shape of initial Haa' in ruq'aa script is different from the corresponding shape in nasx printing. The ruq'aa shape is fully closed, whereas the nasx counterpart is open on its left side.

When not followed by a descending letter, initial Haa' has the shape illustrated below:

Copy the following words in the blank lines:

---
When it precedes a descending letter, initial Haa' consists of: (a) a stroke which begins on the middle line, slants upward to the left, then curves to the right; (b) a stroke which slants downward to close the shape, forming with the first stroke an acute angle on the right and an obtuse angle on the left.

Study the examples below, then copy them in the blank lines.

In contrast to the initial Haa' described above, initial saad consists of (a) a stroke which slants upward to the right then curves downward, and (b) a horizontal stroke which forms with the first stroke an oblong circle. Study the following pairs, then copy them in the blank lines.
Write the following words in the blank lines:

Medial Haa’ is an angular shape which is written under the joining line in the manner shown below. Unlike medial miim, it is not closed. Study the following words:

Like miim, Haa’ is a descending letter. This fact explains the following observations:

(1) Medial Haa’ is written below the preceding letter:
(2) The letter baa' and the letters related to it assume before Haa' the forms which they have before miim:

(3) Medial Haa' is written directly underneath an initial laam or an initial kaaf:

(4) A medial laam or a medial kaaf is joined to a following Haa' by a branch:

Copy the following words in the blank sets of lines:
Write the following words in the blank lines:

Dictation

Your teacher will dictate the following words in an arbitrary sequence:
َحَلَبُ نَعَمَ حَمَّلَ حُكُمُ حَلَّ عَلَّ حَالَةَ مَخَوَبُ حَارِبٍ حَزَّةَ
حُنَفٍ كَلَّ حَمَالٍ حَمَّلَ مَخَفِّ حُنَفَ حَنَا رَبِّحَتْ لَعْنٍ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ لَّعَنٍّ L٧٧
Final Haa' is written under the joining line; it begins with a stroke similar to medial Haa' and ends with a long, curved tail which reaches the -2 line. Study and trace the examples below.

Copy the following words in the blank lines:
Write out the following words in Arabic script:
/falaHa/, /laHHa/, /raabiHin/, /taHaHa/, /tulaqqiHu/,
/raHa/, /fatHun/, /faatiHin/, /manaHa/, /mukaafiHun/,
/murbiHin/, /balaHun/, /muliHHun/, and /taftaHu/.

The first part of independent Haa' is similar to the initial Haa' which precedes a descending letter. The second part is the flourished curved tail. Study and trace the examples below:

٨٨٨

Copy the following words in the blank lines:

كفاخ" مارع" طبع" نقّع فَرع" منّع" كلّع"
Write out the following words in Arabic script:
/lawHin/, /tabuuHu/, /ťaraHa/, /fallaaHun/, /fařaHin/, /miftaaHun/, /ruuHin/, /mubaaHun/, /kifaaHun/, /maťaariHu/, /fariHa/, /kadaHa/, /murtaaHin/, and /fattaHun/.

Dictation

Your teacher will dictate the following words in whatever sequence he chooses:

VECTOR

Review

(a) Practise reading the following items until you can recognize them easily.
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

ما ٰمن ین قَلم ملازم مقدم
مكتب نحن مكتبات ملك مرحبا
حكومتكم طالب طالبان حكومتكم

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "xaa'"

The consonant /x/ is represented by a connector called xaa'. The letter xaa' is identical in every way to the letter Haa' except that it has a dot above it. Study the following examples of xaa' in nasx printing:

خ - خ - خ - خ
خ - خ - خ - خ
خ - خ - خ - خ
خ - خ - خ - خ

In the sequences below, circle each xaa'.

خ - خ - خ - خ - خ - خ - خ - خ
خ - خ - خ - خ - خ - خ - خ - خ
خ - خ - خ - خ - خ - خ - خ - خ
خ - خ - خ - خ - خ - خ - خ - خ

Read the following four exercises which provide drill on initial and medial xaa'.
Exercise

1
tt 0

-* -

-- -

- s -

i*„ -

«3,/*•

o>**

v>**

l/v**

-

3J**
Jk£^>

-Jn-ft.

J»j-

Jai>.

^-Ja-fr.

t

* t^*'

^jj*"

-

-

i

,9

"
» '*'
i

o^**

*-*-***

V*A/*"

w

"w"
i*u

«-><»>

f

f

^*"

*-***

Exercise 2
*

-

-"

i"

ft t"

.J3U

J»i.

Exercise

—

ft

"•" r

i

-

-

st

%'

\*

.

o5x *iZ

'i?

>

%u

r

^i>

jl*

jfc

lLL»>

Isto.

<*sjj&.

(>***

j***

jK&*4

j«-»y

O^jiw

t_-^w

l- -^-.

—

h" r

_/**»•

j"***

»(T

«--r

oju.

u«>:

!/^**

V"*^*

3

*

""
j>

ir-

•jj Iji*.

V3«*
^ r?-

<

/•>*>-'

f^

i*

l>*w

??;r

«v»»

ftJ.-K.-

*•?'
UjkS

0-»«*

p»«5

>
g

»f'9 vi*J **""i

f-***

Exercise 4

tfc'

*f

0

-

<*

t *

S3

..-°f

»

sr-"

132

"iT-'

-TT--

,

-

.

/

i

rr»

-'i

r

i

-r


Now read the next four exercises which provide drill on final and independent xaa.

Exercise 5

Exercise 6

Exercise 7

Exercise 8
(2) To write xaa', one writes Haa' and then adds a dot above it. The shapes and the relative positions which letters assume before xaa' are those they assume before Haa'.

Copy the following sequences in the blank lines:
Write the following words in Arabic script:

/maṭbaxun/, /xaanin/, /manaaxin/, /kuuxun/, /xadamat/, 
/maxaazinu/, /xaṛuufun/, /baxtun/, /faaxirin/, /xaṛaabun/, 
/mutaraaxin/, /wabbaxa/, /xalxala/, /xurṭuumin/, /tuxaalifu/, 
/xazzaanun/, /nafaxa/, /fixaaxun/, /xaṭṭin/, /muxaṭṭatun/, 
/laxxa/, /laxaba/, and /talxubu/.
Dictation

Write down the following words as your teacher dictates them:

خُمْمُ نُحيَّت تُخْنَم كُلُّ جَتْرَإ حُرَب خَالِد فَانَع
نتَخُم حُرَب تُخْنَم نَأْنَكُ لَغْفَ مَعَايِرَات كُلُّ خَلَف

The letter "jiim"

The consonant /j/ is represented by a connector called jiim. The basic stroke of jiim is identical to that of Haa' and xaa'; however, jiim has a dot underneath the part which rests on the middle line. The following examples illustrate the jiim of nasx printing.

جَـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِ~

In the sequences below, circle each jiim:

خَيْجَج جَـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِ~

Read the following four exercises which provide drill on initial and medial jiim.

Exercise 1

جَـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِ~
Exercise 2

Now read the following four exercises which provide drill on final and independent jiim:

Exercise 5
Exercise 6

Exercise 7

Exercise 8

(2) In ruga script, the only difference between jiim and Haa' is that the former has a dot underneath the part which rests on the middle line. The shapes and the relative positions which letters assume before jiim are those they assume before Haa' and xaa'.

Copy the following sequences in the blank sets of lines.
Write out the following words in Arabic script:

Dictation

Your teacher will dictate the following words in an arbitrary sequence:

جَعَّلَ جَعَّلَ جَعَّلَ جَعَّلَ جَعَّلَ جَعَّلَ جَعَّلَ
Review

(a) Practise reading the following items until you can recognize them easily.

فيّنّان نة رجل رجل

بخير خبير فيّنّان فيّنّان

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

فيّنّان نة رجل رجل

بخير خبير فيّنّان فيّنّان

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "siin"

(1) The consonant /s/ is represented by the connector siin which has two basic shapes in nasx writing: س (in initial and medial positions) and س (in final position and independently). Medial and final siin are, of course, joined from behind and would therefore appear as ـس and ـس respectively.

Study the following examples of siin:

سـس سـس سـس سـس

سـس سـس سـس سـس
Place a circle around each siin in the following sequences:

Read the following four exercises which provide drill on initial and medial siin.

Exercise 1

Exercise 2

Exercise 3
Exercise 4

Now read the next four exercises which provide drill on final and independent šīn.

Exercise 5

Exercise 6
The shape — consists of two letters (siin + siin); however, the tooth can be used as the basic stroke of a medial letter: — (siin + baa' + siin), — (siin + nuun + siin), — (siin + yaa' + siin), — (siin + taa' + siin), — (siin + 0aa' + siin). Study and trace the following examples:

Copy each of the following sequences in the blank lines:
/saṟra/, /sadda/, and /saqaṭat/.

Medial siin in ruq'a script consists of a long horizontal line between the preceding letter and the following one. No tooth separates medial siin from the preceding letter unless that letter is also a siin (or šiin, which you will learn later). Study then trace the examples below.
Copy the following words in the blank lines:

Write out the following words in Arabic script:
/sawfa/, /sabaqa/, /sukkarin/, /salaamun/, /saaHilan/, /sinnun/, /sanadan/, /sajjaadun/, /sal/, /samma/, /saaqun/,
Exercise 7

(2) The **siin** of **rug9a** script differs from the corresponding **nask** shape in that the former has a straight horizontal line rather than three teeth. Initial **siin** in **rug9a** script begins with a very small slanting stroke which is written upwards. Study then trace the examples below:
Write out the following words in Arabic script:

---

Dictation

Your teacher will dictate to you the following words in an arbitrary sequence:

سَلَامُ سَمَّتُ سَمِّمْ حَسَنَ حَسَنَ سَابَ سَيَتُ حُسَبَ
سَمَّتُ سَمَّتُ سُلَكُ سُلَكُ سَجَابُ سَجَابُ سَجَابُ قَسَمُ قَسَمُ قَسَمُ قَسَمُ

Except for having a straight line rather than three teeth, final siin in ruq\a script is like final siin in nasx printing. Study then trace the examples below:

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147
The shape  consists of two letters (siin + siin), but the tooth may be used as the basic stroke of a medial baa', taa', θaa', nuun, or yaa'.

Copy each of the following words in the blank lines:
Write out the following words in Arabic script:
/tamassu/, /taHassasa/, /tuunisu/, /muflisin/, /malaabisu/,
/ţaraabulusa/, /xamsin/, /talmasu/, /basbasa/, /nuHissu/,
/kilsun/, /dibsun/, /labisa/, and /lamasa/.

In rug9a script, independent siin begins with the small upward stroke which occurs on initial siin; from then on it has the same shape as final siin. Study then trace the examples below:
Copy the following words in the blank lines:

Write out the following words in Arabic script:
Dictation

Your teacher will dictate the following words to you:

هَارِسْ خَيْبَسُ عَلَيْهِ خَمْسُ دَرَسٍ طَرَابُلسُ قَابِيِّس
كَابِيِّسُ كَيْسُ جَامْوُسُ لَمَنْ فَلَسْ سَكَكُ سَتَتَسْكُ سَسَتْ سَسَسَ

The letter "šīn"

(1) The consonant /s/ is represented by the connector šīn. Except for having three dots on top of the basic stroke, the nasx-style šīn is identical to the nasx-style šīn. Study the following examples:

ش - ش - ش - ش - ش - ش

Circle each šīn in the following sequence:

س - ش - ش - ش - ش - س - ش - ش - ش - ش

Read the following four exercises which provide drill on initial and medial šīn.

Exercise 1

شَنَّ شَنَّ شَنَّ شَنَّ شَنَّ شَنَّ شَنَّ شَنَّ شَنَّ
Read the next four exercises which provide drill on final and independent šiin:

Exercise 5

لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً، لاً，

152
Exercise 6

Exercise 7

Exercise 8

(2) In ruq9a script šīn is characterized by a semi-circular, suprascript stroke which corresponds to the three dots of printed šīn; otherwise, the shapes of ruq9a-style šīn are identical to those of ruq9a-style šīn. The suprascript stroke of ruq9a šīn is the same as that of ruq9a ḡaa'; with šīn, the suprascript stroke is above the middle point of the horizontal line.
Study then trace each of the following words:

Copy the following sequences in the blank lines:
Write out the following words in Arabic script:
and /muHtasimun/.

Dictation

Your teacher will dictate the following words to you:

 nawā wa mawā bi naffas sha'kosh nafqat firașī
kahf fasara kāfīf shanq hammad nafqat sāṣaf rūf tashanq

Review

(a) Practise reading the following items until you can recognize them easily.

sha'aka shagha sibhaat yamq
sha'aka shagha sibhaat yamq
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

شَبَالَةُ - شَبَالَةٌ - شَبَالَةٌ
سُورَةُ - دَمِشقُ - دَمِشقُ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "ṣaad"

The consonant /ṣ/ is represented by a connector called ṣaad. The letter ṣaad has two shapes: ظ (in initial and medial positions) and ص (in final position and independently). The following are examples of initial and medial ṣaad:

Notice that the initial and medial forms of ṣaad are characterized by a tooth after the loop.

The following are examples of the final and the independent forms:

Place a circle around each ṣaad in the following sequences:

Place a circle around each ṣaad in the following sequences:
Read the following exercises:

Exercise 1

صباح مام وصل وصل صدر صاحب ضاح ضاح
ماف تأيير

Exercise 2

صباح صاحب صحفا صارت صمم صوت صغير
صين مالين صبر صبر صفر صفر صفر صفر صفر صفر
نصر صرف صفر صفر صفر صفر صفر صفر صفر صفر صفر
صباح ضاح ضاح ضاح ضاح ضاح ضاح ضاح ضاح

Exercise 3

틀 لمصف بطلمو بحر قصا قصرا
قصد فصل قصل قصل فصول بحر فصل نصين
نصين

Exercise 4

تَصْنُصْ صَمْصَصَتْ نَصْمُتْ نَصْمُتْ نَصْمُتْ تَصْنُصْتْ
بَصَابُ بحر قصرا نقبا نقبا نصبا نصب نصب نصب
نصبه نصب نصب نصب نصب نصب نصب
تَصْنُصْ تَصْنُصْ تَصْنُصْ تَصْنُصْ تَصْنُصْ تَصْنُصْ تَصْنُصْ

158
Exercise 5

Exercise 6

Exercise 7

Exercise 8

(2) Like its counterpart in nasx printing, saad in rugqa script has two shapes. It is important to remember that, unlike taa' and daa', saad always has a tooth before the following letter.
Initial saad is written by first making an oblong loop similar to that of ṭaa' and ḍaa', then adding a tooth immediately after the loop. The circle of initial miim and the circle of initial saad differ in that the former is smaller, blocked, and not followed by a tooth. Study then trace the examples below:

When it precedes a descending letter, the tooth of saad is raised slightly above the middle line, thus assuming a bridge shape. Compare the shape of saad in the first line with its shape in the second line:
Copy the following words in the blank lines:

Write out the following words in Arabic script:

/ṣufuufun/, /ṣadrun/, /waṣalti/, /ṣaHiban/, /ṣarraHa/, 
/ṣabran/, /ṣifrūn/, /ṣabaHān/, /ṣamaa/, /ṣaraftu/, /ṣaxiba/,
Like that of medial taa' (or  qa'a'), the loop of medial saad should be written slightly above the middle line. It must be emphasized that the loop of medial saad is followed by a tooth whereas the loop of medial taa' (or qa'a') is not. Study then trace the following examples:
The circle of medial َسَد and the circle of medial َفِئ differ in that the former (1) is larger, (2) is followed by a tooth, and (3) is written with its base rising slightly above the middle line. Study the following examples:

Copy the following words in the blank lines:

When the tooth of initial or medial َسَد is followed by two or more other teeth, every other tooth is prominent; it must be emphasized, however that the last tooth is never prominent, and that a prominent tooth does not occur before a bridge. Study then copy the sequence of words given
Write out the following words in Arabic script:
/qasabun/, /nisfun/, /musahHaHin/, /qasada/, /tasduru/,
/musawwarun/, /miṣru/, /biṣamtin/, /naṣran/, /nuṣannifu/,
/baṣalan/, /faṣlin/, /miṣbaaHan/, /naṣabataa/, /naṣṣabaα/,
/naṣṣabtanaa/, /ṣababtunna/, and /ṣababtu/.
Dictation

Your teacher will dictate the following to you:

وصّنا ّقصَّه الصّرّاح تأتيّ صَلُّح صَبَّة نَصِبًا صَرَّر
مُدُروّن صَمحًا ّقصَّه صَحف ّقصّنا ّقصّت قَسّتان نَصْتَنٌ

When writing final saad, one completes the oblong loop, then makes a very short upward stroke which is traced downward in the process of making the semicircle. Study then trace the examples below:

Copy the following words in the blank lines:

وَصْنَا ّقصَّه ْفُصُّ نصِّ ْفُصُّ ّقصَّه ْفُصُّ

Write out the following words in Arabic script:
/narquṣu/, /tanūṣṣu/, /qasṣa/, /qafaṣun/, /naqṣin/,
Independent \textit{saad} is the same as final \textit{saad} except that it is not joined from behind and its oblong loop is thus on (rather than above) the middle line. Study then trace the examples below:

Copy the following words in the blank lines:
Write out the following words in Arabic script:
/raqqašun/, /furašun/, /rašašin/, /qannašun/, /buusuš/,
/rašaš/, /qašaš/, /qišašin/, /qannašun/, /mamsuusušun/,
/manquušin/, /luusušin/, /taqallaša/, and /xaališin/.

Dictation

Write out the following words as your teacher dictates them:


deed

The letter "daad"

The consonant /ḍ/ is represented by the letter daad. The shapes of daad are identical to those of saad in all respects except that daad has a dot above the oblong loop. Circle each daad in the sequences below:

ṣ gratuitement

167
Read the following exercises:

Exercise 1

ماً قاد فرّ ضرّ ضلّ ضم ضرب ضارّ فاضل ضابط
ضرمّ ضجل ضج ضبط ضخم ضباب ضار فار

Exercise 2

ضرائب ضبن ضواج حاجر حاجر محاصّرات ضار ضابطًا
ضبأط ضنلا ضاجأ ضحم محاء ضجل ضرب ضباب
ضارًا ضن فن ضارب ضم ضناف ضاقت فاقت

Exercise 3

حضر حضر قضت قضت قضت حمارات تضرب تضرب
فصل تفضل فضل تضحك تضحك تضرب تضرب تعضو تعضو

Exercise 4

حضر ضعفون تفخم ضخم ضرب ضاف ضارًا مقرأ
مضحك دخلت حضر تفخم تفخم تفخم ضررًا ضاف
تضحكون تضرب مضطرب مضنلا مضار ضعفون مضحك
The loops of saad and daad are written in exactly the same way. The dot of daad is placed above the loop after the whole joined sequence has been written. The loop of daad and that of faa' differ in that the former is larger and must be followed by a tooth; besides, the loop of daad in initial position does not have a vertical neck. Study
and trace the following examples:

Copy the following sequences in the blank lines:
Write out the following words in Arabic script:
/didda/, /taḍHakunna/, /Haḍda/, /faaḍin/, / рафаḍa/,
/nabaḍa/, /maḍat/, /tufaḍḍilu/, /durabat/, /qarḍin/,
/qaḍḍa/, /tamaaraḍa/, /Haḍartum/, /naabiḍun/, /ḍaabiṭan/,
/ḍaxmun/, /qaḍat/, /tama xaḍa/, /nafaḍat/, /nafaḍtunna/,
/raf 아니다/, and /tarfuḍnanaa/.
Dictation

Your teacher will dictate to you the following words in an arbitrary sequence:

\[
\text{ضّبّاطاً رافٍ نيفق فتّت موضّ تضرُّ} \\
\text{مّمهكُ ظفاوضّ نتّفوق نفّرّضُ}
\]

The letter "yaa'" as a consonant

The consonant /y/ is represented by the connector yaa' which is characterized by two subscript dots. Initially and medially, the basic stroke of yaa' is identical to that of baa', taa', ちな', and nuun; the flourished form of yaa' (which occurs finally and independently) has its own basic stroke.

Study the following examples of initial and medial yaa':

\[
\text{جبّ نبّ ننّ ّبّ قّبّ}
\]

Study the following examples of final and independent yaa':

\[
\text{نّبّ نبّ نبّ نبّ}
\]

In the sequences below, circle each yaa':

\[
\text{بـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـبـب~}
\]

172
Read the following exercises which provide drill on initial and medial yaa'.

Exercise 1

يَصِبُّ بِصَلٍ يَشْرَبُ بِيَمَّ يَصِفُ بِيَرْ ثُرُ يَكَفُّ يَمَّ يَمُّ

يَدَا بُدَا يَبِسِرُ يُوْنَانُ يَمُّكُّ يَقِفُ يَا سُورَى رَأَا يَا

Exercise 2

يُحَضِّرُ قَلَايَا يَكُلُّمُ بَلَدَا يَلْدَن يَكُتُّنُ رِيَاضِ

وَلَيَامِ يَسِرُّ يَصَفِّحُ يَمْتَنُّ يَكُتُّرُ يَكَرَّرُ يَا يَرَفُّ

يُوْسُ يَدَا بُدَا يَبِسِرُ يُوْنَانُ يَمُّكُّ يَقِفُ يَا سُورَى رَأَا يَا

Exercise 3

بَيْنَ بَيْتٍ بْيُوْتِ حَيَّةٍ قَفْدُ سَيْرُ سَيْرَازِيْ سُيْفٍ

صَفِّيْفُ طَيْبُ طَيْرَانُ لَيْسَ بِبُيْوَرْ سَيْدُ جَيْشَا كَيْفُ

Exercise 4

جُيُوشُ حَسَّوُن ضَقَّ سُيِّفَةٌ طَيْبَّةٌ طُبَّارًا حَيَّوَاة٤ لَيْتَ

حَيَايِ صَدَا تَبْعَرُ كَيْدُ قُوُّوُا طَيْرُ بِيْشُ شَيْخًا

جُيُوشُ ضُيُوفُ صَيْامُ تُرْكِيَا رُوسِيَا سَيْدَايِ حَيَايِ
Now read the next four exercises which provide drill on final and independent yaa):

Exercise 5

Exercise 6

Exercise 7

Exercise 8

174
The writing of initial and medial yaa' poses no problem: the basic strokes are identical to those of initial and medial baa', taa', ūaa', and nuun; a short horizontal line (corresponding to the two dots of the nasx-style letter) is written under the basic stroke. Study then trace the examples below.

نسخ

Copy the following words in the blank lines:

نسخ

Write out the following words in Arabic script:
/laysa/, /yawman/, /riyaadun/, /suuriyaa/, /suyuuxin/, /ruusiyaa/, /yasrifu/, /wilaayaatun/, /tayyibin/, /sayyidan/, /yarfuḍu/, /yadun/, /bayna/, /baytan/, /yahṣudu/, /yamallu/,
and /maymuunun/.

Flourished yaa' has its own special form in the ruq9a style (as it does in the nasx style). After the basic stroke has been completed, a short subscript line is written. Study then trace the examples below.

Before final yaa', the basic stroke of medial baa' (or of any medial letter related to baa') assumes a bridge shape.* Study and trace the following words:

*Remember that final yaa' is one of the descending letters.
Copy the following sequences in the blank lines:

```
رازُوُحَلْ يَكْيَ مُركَبَيْ فُحْيٌ مُسْرَيْ مُحسَبَيْ مُتُنَّ
```

An initial baa' (or any initial letter related to baa') and a final yaa' combine to produce a special form. Trace the following words, then reproduce them in the blank lines:

```
حَبَّ يَكْيَ مُكْتَبَيْ ذَيَّ كُوَّنٍ وَنَاَّيْ
```

The same form of final yaa' is used after an initial faa', qaaf, kaaf, or laam. Trace the following words, then reproduce them in the blank lines:

```
صَفَيْ حَبَّ يَرْكِيَ مُكْتَبٍ مَالِي مُتَنَّ مَسْتَقَيْ مُبَكِّي بَصِّي
```

177
Write out the following words in Arabic script:
/šadriyyun/, /raḍiya/, /faransiyyin/, /aariyyun/, /laqiya/,
/likay/, /ziyyin/, /mawlaliyyun/, /jundiyyun/, /yamdiya/,
/Θawriyyun/, /lubnaaniyyun/, /suuriyyin/, /manfiyyun/,
/naqdiyyun/, /tuwiya/, /miṣriyyin/, /turkiyyin/, /buniya/,
/maadiyyun/, /rasmiyyun/, and /fardiyyin/.

Dictation

Your teacher will dictate the following words to you:

"نةئب Nie بَئْي جَنَدَي كُرْسِيِّ رُشِيْي سُقْيَي سُقْيَي يُوناني
كُرْسِيِّ حَيِّ قُوَّةٍ لَّيْت بَئْي يَنامُ شَيْخان حُرْسِيِّ بَرْقِيِّ بِبِرْوَيِّ
مُحَلِّي كُحْوَلٌ تَنَاسِلٌ"
Review

(a) Practise reading the following items until you can recognize them easily.

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.
Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "haa'"

(1) The consonant /h/ is represented by the connector 'haa' which has four shapes in nasx printing: ٣ (in initial position), ٤ (in medial position), ٥ (in final position), and ٦ (when independent).

Study the following examples of 'haa':

٣٥٦٧٨٩٠١٢٣٤٥٦٧٨٩٠١٢٣٤٥٦٧٨٩٠١٢٣٣٤٥٦٧٨٩٠١٢٣٤٥٦٧٨٩٠١٢٣
Circle each haa' in the following sequences:

Read the following exercises:

Exercise 1

Exercise 2

Exercise 3

181
Exercise 4

(2) In ruq'ah script, the writing of initial haa' requires three strokes: the first stroke is a short slanting line written upwards; the second stroke is a slightly slanted, slightly curved line written downwards; and the third stroke resembles a medial faa' (without the dot) written a very short distance to the right of the first stroke. Trace the following examples then reproduce them in the blank set of lines:

Copy the following words in the blank lines:

١٢٨٢
Write out the following words in Arabic script:

Study and trace the following examples of medial haa':

The only rise which may occur before medial haa' is the bridge-shaped stroke which constitutes the positional variant of a tooth.* Trace then reproduce the following words:

*Remember that medial haa' is one of the descending letters.
A word like /kahlun/ should be written neither as \( ^*r^c \) (with a tooth before medial haa') nor as \( ^*r^c \) (with a hump before medial haa').

Medial haa' is sometimes followed by a downward curve and other times by a tooth; the downward curve occurs before descending letters, and the tooth occurs elsewhere. Study and trace the following examples:

Copy the above examples in the blank lines:
By way of review, the "descending letters" are listed below:

jiim, Haa', xaa', ʿaa', zaay, miim, medial haa', and final yaa'.

Descending letters are set off as a group by the fact that (1) a baa', a taa', a ʿaa', a nuun, or a yaa' which occurs before them assumes a special form,* (2) an initial jiim, an initial Haa', or an initial xaa' which precedes them assumes a special form, (3) a preceding medial haa' is joined to them by a downward curve, and (4) all consonants which precede them gain a rise in level.

Write the following words in Arabic script: /mahjaʿun/, /nahzimu/, /tahallala/, /Hamalin/, /nahru/, /hayhaati/, /nazala/, /taraka/, /jahru/, /mutahaawin/, /muhimmun/, /tahawwurun/, /manzilun/, /tahliku/, /Hajalin/, /nahjun/, /mahjaʿrun/, /tantahii/, and /sahmun/.

*The only exception being that an initial baa', taa', ʿaa', nuun, or yaa' does not assume a special shape before ʿaa' and zaay.
By way of review, the "descending letters" are listed below:

\[ jiim, \text{ Haa'}, xaa', \text{ ṭaa'}, zaay, miim, \text{ medial haa'}, \]
and final yaa'.

Descending letters are set off as a group by the fact that (1) a \text{ baa'}, a \text{ taa'}, a \text{ ẓaa'}, a \text{ nuun}, or a \text{ yaa'} which occurs before them assumes a special form,* (2) an initial jiim, an initial Haa', or an initial xaa' which precedes them assumes a special form, (3) a preceding medial haa' is joined to them by a downward curve, and (4) all consonants which precede them gain a rise in level.

Write the following words in Arabic script: /mahjaṛun/, /nahzimu/, /tahallala/, /Hamalin/, /nahrūn/, /hayhaati/, /nazala/, /taraka/, /jahrūn/, /mutahaawin/, /muhimmun/, /tahawwurun/, /manzilun/, /tahliku/, /Hajalin/, /nahjun/, /mahjaṛun/, /tantahii/, and /sahmun/.

*The only exception being that an initial baa', taa', ḍaa', nuun, or yaa' does not assume a special shape before ṭaa' and zaay.
Study and trace the following examples of final haa':

\[ a a a a a \]

Copy the following words in the blank lines:

\[ \text{کتابُ رَضَاءُ بَلْدَةُ فَظةُ ذَكَرَةُ فَقْهُ } \]

Write out the following words in Arabic script:
/kitaabuhu/, /waṭanuhu/, /sayyaaratuhu/, /baytuhu/, /maaluhu/, /qalamuhu/, /ibnahu/, and /kalimatuhu/.

Independent haa’ is a circular stroke whose upper half is narrower (and therefore more curved) than the lower half.
Study then trace the examples below:

Copy the following sequence in the blank sets of lines:

Write out the following words in Arabic script:
/faahu/, /afwaahun/, /fidaahu/, /yaduhu/, /qawwaahu/, /nafaahu/, and /bilaaduhu/.

Dictation

The following words have haa in all possible positions; your teacher will dictate them to you in an arbitrary sequence.
The letter "yaa'" as representation of vowel length

In addition to representing the consonant /y/, the letter yaa' represents vowel length. The yaa' represents vowel length when it (a) has no ṣakl* and (b) follows a kasra; otherwise it represents the consonant /y/. Thus /fiilun/, /Hiinun/, and /niirun/ are written as follows:

فیلъ چینٔ ییرъ

Read aloud the following words in which the yaa' represents vowel length:

تینٔ وینٔ وینٔ ییینٔ پیینٔ ییینٔ ییینٔ
م‌سیرٔ تیبیرٔ ندیبٔ نچیبٔ تُلبیبٔ قریبٔ سَلیمٔ
حکیمٔ کبیرٔ قریبٔ صیغٔ تیبیرٔ قییرٔ خمیلٔ
صیدقی گَویلٔ گَویدلٔ مَناپیلأ مَصایبٔ یُستَریدأ

نَی لی پی پی مَنی یِلَمیزی کَتیبٔ
صیدقی مَندیلی دینی مَصایبٔ یّساتیبٔ
پییاری سِنلی مُناپیلأ ثلَمیزی قِیکارتی

*The term ṣakl (plural: aškaal) denotes a short vowel symbol.
In some of the following words the yaa' represents vowel length and in others it represents the consonant /y/. Read the words aloud:

كَيْرُ ْجَيْشُ ْمُرِيضٍ ْلَفْيَ ْعَرْفٍ
سُئِفٌ ْبِئْرُوتُ ْسَيْفٌ ْمُلِيمٌ ْيَامًا ْقِيلُ حَبيبٌ
تَيْنُي رَيْبُ ْثَرِيضٍ ْسَوَادٌٰي كَيْفُ سَيْدٌٰ ْحَيًا ْتَنْتَبِي
تَشْتَرْي تَشْتَرْي تَخْتَنَّي تَخْتَنَّي تَخْتَنَّي تَخْتَنَّي تَخْتَنَّي

Study the following sets of words:

زَاحُ رَحُ ثَيْنُ ثَيْنُ ثَيْنُ ثَيْنُ

زَاحُ رَحُ ثَيْنُ ثَيْنُ ثَيْنُ ثَيْنُ

زَاها رَحُ ثَيْنُ ثَيْنُ ثَيْنُ ثَيْنُ
Write out the following words in Arabic script:
/nadiimun/, /musayyarun/, /masiirun/, /tanaabiilu/,
/yuqaayida/, /qaayada/, /madrasatii/, /tajniya/, /tajnii/,
/najiibun/, /daftarrii/, /fanaajiinii/, /masaamiirii/,
/kitaabii/, /mušiirun/, /safiirun/, /jaybii/, /yamdii/,
and /mudarrisatii/.
The letter "9ayn"

(1) The consonant /9/ is represented by the connector 9ayn which has four shapes in nasx printing: ٢ (in initial position), ٢ (when independent), ٢ (in medial position), and ٢ (in final position).

Study the following examples of 9ayn:

٢٢٢٢٢

Circle each 9ayn in the following sequences:

٢٢٢٢٢٢٢

Read the following exercises:

Exercise 1

٢٢٢٢٢٢٢٢٢

Exercise 2

٢٢٢٢٢٢٢٢٢٢٢
Exercise 3

(2) The ruqūqa-style 9ayn is similar to its counterpart in nasx printing. Trace the following examples of initial 9ayn, then reproduce them in the blank lines:
Independent ۹ayn is written in two strokes: the first stroke is identical to initial ۹ayn while the second stroke is a long, curved tail similar to that of ١iim, Haa', and xaa'. Trace the following examples then copy them in the blank lines:

Trace the following examples of medial ۹ayn, then copy them in the blank lines:
Notice that, unlike medial faa' and medial saad, medial 9ayn is blocked; besides, the somewhat triangular shape of medial 9ayn contrasts with the oblong circles of medial faa' and medial saad.

Final 9ayn is written in two strokes: the first is identical to medial 9ayn; the second is a long, curved tail similar to that of independent 9ayn. Trace the following examples, then copy them in the blank lines:

\[
\begin{array}{cccc}
\text{حـ} & \text{حـ} & \text{حـ} & \text{حـ} \\
\text{مـ} & \text{مـ} & \text{مـ} & \text{مـ} \\
\text{حـ} & \text{حـ} & \text{حـ} & \text{حـ} \\
\end{array}
\]

Dictation

The following words contain 9ayn in all possible positions; your teacher will dictate them to you in an arbitrary sequence:

\[
\begin{array}{cccc}
\text{عـ} & \text{غـ} & \text{غـ} & \text{غـ} \\
\text{بـ} & \text{بـ} & \text{بـ} & \text{بـ} \\
\text{مـ} & \text{مـ} & \text{مـ} & \text{مـ} \\
\end{array}
\]
The letter "gayn"

(1) The consonant /ɣ/ is represented by the connector "gayn" which has four shapes in nask printing: غ (in initial position), غ (when independent), غ (in medial position), and غ (in final position). Notice that the only difference between َayn and ُayn is the superscript dot of the latter.

Study the following examples of ُayn:

ُغُغُغُغ

Circle each ُayn in the following sequences:

ُغُغُغُغُغُغُغُغُغُغُغ

Read the following exercises:

Exercise 1

ُعَلَّبَتُ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ فَغَّلَبَ
Exercise 2

صباغ بلاغ نماغ صوغ بااغن تاغ
دباغ قراغ بلاغ قرغ براغ قرغ بلوغ

Exercise 3

تفرب تفرب نبيبة نتفان يقدر يضربها يمسها بلبها
بغرف يفرح يفرح يفدو يفدو يغوص يخرب تتفلب

Exercise 4

حلج بله يله يله يبسيب يلبح يلبح
بده يضبح يصير صبج كابج كابج نابج نابج صابج

(2) To write gayn, one writes 9ayn and adds a dot on top of it (if gayn is joined to a following letter, the dot is added after writing the whole connected sequence).
Copy the following words in the blank lines:

غلبها غنم فصبا عطق يقرل يغشبى نغس


196
Dictation

The following words contain gayn in all possible positions; your teacher will dictate them to you in an arbitrary sequence.

أعمال غنية كتاب بلاغ قراغ يبرغ بلبع شبيب
يغمد نتغلب يغور يغفو يبلغ صمع صمع صمع

Review

(a) Practise reading the following items until you can recognize them easily.

قصر طويل هم هم معلما بليدات عسكري هي عريف قريب
عقيد هام بسما بيدله لجدي عزافي بنداد نظمكما
لا. هؤلاء هنا؟
لا. فنُهاكِ صغير؟
ذاك ينتمي لي.
نعم. كيف صديقي؟
مشير؟ يُشير في ممشرك بعيد من هنا.
نعم. هي هنا.
لا. فنُهاك قريم.
هُو مرسول غريب مشهور.
نعم. مكتبة قريب من مكتبي.
لا. هُو بليد هذا.
نعم. يِندي كتاب.
نعم. تعلمها جميل.
علم ليبيبي جميل.
عرف بها.
شكراً.
هل فنّهاكِ هُنا؟
هل فنّهاكِ كبير؟
مَنذ ينتمي هذا؟
هل قريم تلبست في صفقك؟
مشير؟ يُشير؟
هل خريطتك هُنا؟
هل فنّهاك عليم جديد؟
هل صديبك مرسل مشهور؟
هل مكتبة قريب من مكتبي؟
هل تحب معلم؟
هل يعتقد كتاب؟
هل علم تركيًا جميل؟
وعليّ ليبيبي؟
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).
لا. هو هناك.
هل فنجانك هنا؟
لا. فنجانك كبير.
هل فنجانك كبير؟
ذاك منذ يلي.
هل صديقك في صبليك؟
نعم، وهو صديقي.
هل فيه تلميذ في مسدرك بعيد من هنا؟
يشير ضابط في مسدرك بعيد من هنا.
نعم، هو هنا.
هل خريطتك هنا؟
لا. فنجانك مليم جديد.
هل صديقك مراسل معروف؟
هو مراسل عربي مشهور.
هل مكتبي قريب من مكتبي؟
نعم، مكتبي قريب من مكتبي.
لا. هو مليم هنأ.
هل نجيب معال؟
نعم. عندما كتاب.
هل كتاب كتب؟
نعم. علمها جميل.
هل علمك تركي جميل؟
علم ليبسي جميل.
شكراً.
(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.
The letter "taa' marbuuta"

You have already learned that the letter taa' (whose flourished form is ☉ ) represents /t/. There is, however, another symbol which represents /t/: that symbol is called taa' marbuuta and occurs only at the end of a word; it has two shapes which, except for their supra-script dots, are identical to final and independent haa'. In general, words which end in taa' marbuuta are feminine. Ancient Arabs usually pronounced such words with /-ah/ before a pause—which explains the similarity between the two shapes of taa' marbuuta and the two corresponding shapes of haa'. (In modern pronunciation, the picture is somewhat different: if the words in question are nominative or genitive, the pausal form in each instance may end either in /-a/ or in /-ah/, the latter termination characterizing the speech of purists; if the words in question are accusative, the pausal form usually ends in /-an/. Thus before a pause, each of the forms مَدْرَسَة and مَدْرَسَة may be pronounced either as /madrasa/ or as /madrasah/, while the form مَدْرَسَة is usually pronounced as /madrasatan/).
Study the following examples of final taa' marbuṭa:

Study the following examples of independent taa'
marbuṭa:

Circle each taa' marbuṭa in the sequences below:

Read the following exercises:

Exercise 1
Exercise 2

Pronounce the non-pausal and then the pausal form of each word given below:

In بَنُوَّا, كَانَّا, وُلُبَّيدًا, etc., the two fatHa's are followed by an alif; this is because Ancient Arabs (who developed the writing system) usually pronounced such forms with /-aa/ before a pause. On the other hand, forms like مَحاَضَرَة, مَدَارِسَة, مَجَارَة, were not commonly pronounced with /-aa/ before a pause; for this reason they have no alif after the two fatHa's.

Read the following words (remember that the final /-an/ of each word may occur before a pause):

204
When a word ending in taa' marbuța is expanded by the addition of at least one letter, the taa' marbuța is replaced by ﯟ or ﯠ (depending on whether the preceding letter is a non-connector or a connector). Compare, for example, جريدة 'newspaper' with جريدة 'his newspaper', and رحلة 'journey' with رحلة 'our journey'.

Read the following pairs of words:

<table>
<thead>
<tr>
<th>مدرسة</th>
<th>دولة</th>
<th>حكومة</th>
<th>قاعدة</th>
<th>سيرة</th>
<th>مدينة</th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرستًا</td>
<td>دولة</td>
<td>حكومتهم</td>
<td>قاعدة</td>
<td>سيرة</td>
<td>مدينة</td>
</tr>
<tr>
<td>جزيرة</td>
<td>مكية</td>
<td>مكرمة</td>
<td>جزيرة</td>
<td>مكرمة</td>
<td>جزيرة</td>
</tr>
<tr>
<td>خبير</td>
<td>سيئة</td>
<td>جامع</td>
<td>خبير</td>
<td>سيئة</td>
<td>خبير</td>
</tr>
</tbody>
</table>

In some vocabulary lists, a modified version of the Roman alphabet is used to transcribe Arabic items, and the final ﯟ of certain words is placed within parentheses; e.g., madrasa(t), tilmiida(t), and muHaadaara(t). The parentheses mean that each of the words in question has two forms: a pausal form which ends before the specified ﯟ, and a non-pausal form which includes the specified ﯟ. Such a ﯟ corresponds to the taa' marbuța of Arabic script.

(2) To write taa' marbuța, one simply makes a final or an independent haa' (depending on whether the preceding letter is a connector or a non-connector) and adds a short horizontal stroke above it. Study the following examples.
then trace them:

<table>
<thead>
<tr>
<th>ٌ</th>
<th>١</th>
<th>١</th>
</tr>
</thead>
<tbody>
<tr>
<td>٢</td>
<td>٢</td>
<td>٣</td>
</tr>
</tbody>
</table>

Copy the following words in the blank lines:

Write out the following words in Arabic script (the Arabic representation of each word ends in a taa' marbuuta): /qahwatın/, /wisaadatın/, /haammatın/, /sanatın/, /qadiimatın/, /țawiilatın/, /jadiidatın/, /qaliilatın/, /kațiiiratın/, /qaşiiiratın/, /dawlatin/, /mu_methodatın/, /marratın/, /șa9batın/, /Hayaatın/, and
Write out the following pairs of words in Arabic script:

/jariidatun/, /jariidatuhu/
/kitaabatun/, /kitaabatuhaa/
/sayyaaratur/, /sayyaaraturhum/
/dawlatun/, /dawlatukum/
/madrasatun/, /madrasatii/
The symbol "alif maqṣuura"

(1) There are cases when word-final /-aa/ is represented not by a fatHa and a following alif, but by a fatHa and a following symbol called alif maqṣuura. Except for not having two subscript dots, alif maqṣuura is identical to the flourished form of yaa'. Study the examples below:

Circle each alif maqṣuura in the sequence below:

Read the following two exercises:

Exercise 1

Exercise 2

You have already learned that, together with two preceding fatHa's, a final alif represents the ending /-an/; e.g., بيوتًا 'houses (accusative)' is pronounced as
Together with two preceding fathHa's, alif maqsuura has a similar designation; thus مَعْنَى 'meaning' is pronounced as /ma9nan/. Below are more examples:

While words ending in ِاٰ are accusative, those ending in ى may be nominative, genitive, or accusative. In this context, ى is a replacement of ُيِ، ُيِ، or ُيِ.

2 (a). Words ending in /-aa/ are a spelling problem because they require a choice between ِا and ى. Most of those words are spelt in accordance with the rules stated below:

(i) The final /-aa/ is represented by ِا in foreign proper nouns (e.g., فرنسا 'France', تُركیه 'Turkey', سویس 'Switzerland') and in grammatical forms* (e.g., لا 'No', ما 'what', هما 'both of them', ذا 'this'). Some common exceptions are the grammatical forms مَعْنَى 'when', عَلَى 'on', and حَتَى 'until'.

In a minimal word which is neither a foreign name nor a grammatical form, the representation of final /-aa/ depends partly on the length of the word:

(ii) In a triliteral minimal word,** a final

*The vocabulary items of any language fall into two classes: the grammatical and the lexical. In Modern Standard Arabic, the first class includes particles, personal pronouns, and demonstratives, while the second class includes verbs, nouns, and adjectives.

**A "minimal word" is the smallest form which can occur by itself; it excludes such affixes as the definite article, bound (i.e., inseparable) particles, and the dual suffix (represented by ِا). The length of a given minimal word is defined as the number of Arabic letters which constitute that word; in this context, a letter which has a sadda counts as two letters: thus بَنَآ، بَنَآ، and يَرُبُّ ' حَتَى consist of three, four, and five letters respectively.
/-aa/ which manifests the root consonant /w/ is represented by ٌ (e.g., َّّٰ، َّّٰ، َّّ ، ََّّّ). One which manifests the root consonant /y/ is represented by ٌ (e.g., َّّٰ، َّّٰ، َّّّ).

(iii) In a minimal word which exceeds three letters, final /-aa/ is represented by ٌ if the penultimate letter is َّّٰ (e.g., َّّٰ، َّّٰ، ََّّّّ) and by ٌٰ if the penultimate letter is not َّّٰ (e.g., َّّٰ، َّّٰ، َّّٰ، َّّٰ، َّّٰ، َّّٰ، َّّٰ، َّّٰ).

Learners are often unable to determine the last root consonant of a minimal word whose pronunciation ends in /-aa/ and whose Arabic representation consists of three letters; in regard to their spelling, minimal words of this kind must therefore be learned as items. In addition, exceptions to the above rules must be learned as items.

It must be emphasized that medial /aa/ is always represented by ٌ:

(ب). Writing the alif maqṣūra consists of writing a flourished َّّٰ without a subscript horizontal stroke.
Copy the following words in the blank lines:

Write out the following words in Arabic script (each word ends in alif maqsuura): /naadaa/, /ṣuğraa/, /bakaa/, /tasannaa/, /yabqaa/, /tujraa/, /9alaa/, /yusammaa/, /ta9aalaa/, /ma9a/, /na9a/, quran/, /ma9nan/, /hudan/, and /maqhan/.
Dictation

Your teacher will dictate to you the following word (all of which end in *alif maqsuura*):

جَرِى رُى عَلَى كُتْبٍ تَسْتَمِعْ وُسْطًا تُرْى كُتْبٍ مَّجْرَى مَّفْتِى

The "dagger alif"

(1) You are already familiar with two representations for the long vowel /-aa/; those are ْ and َىَ. In some instances, the vowel /aa/ is represented by a short vertical stroke (known as the "dagger alif") written above the consonant symbol. Placing the dagger alif above a consonant symbol means that the consonant is followed (in pronunciation) by /aa/. Only a handful of words are written with a dagger alif, but some of those words occur very frequently; for example, the word /haadaa/ 'this' is written with a dagger alif above its haa':

هُذَا هَذَا هَذَا هَذَا هَذَا

Read the following exercise:

هُذَا هَذَا هَذَا هَذَا هَذَا هَذَا

هُكَذَا لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ

In unvocalized and partly-vocalized texts, the dagger alif is usually omitted. Read the following examples:

هُذَا هَذَا هَذَا هَذَا هَذَا هَذَا

هُكَذَا لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ لَكَنْ

212
(2) Dagger alif has the same shape in nasx printing and rúqqa script. Study and trace the words below:

هَذَا هُدَا ذَلِكَ ذَلِكَ كَذَلِكَ كَذَلِكَ

Copy the following words in the blank lines:

لاَنِتَ كُنْتُمْ هَذِئَ هَذِئَ كَذَئِبَ هَذَا

Write out the following words in Arabic script (if necessary, you may refer to the preceding materials):
/laakin/, /haadihi/, /lidaalika/, /haakadaa/, /haadaa/, /kadaalika/, /laakinnahu/, /haadayni/, /laakinnahaa/,
and /haadaani/.

Review

(a) Practise reading the following items until you can recognize them easily.

لا يوجد مشاهدة متصلة بـ "رجل" قصير وحكى عنها بـ "مغزاة". 
خريطة بشر هنا. 
طلايب في مدينة ينشق عاصمة سوريا. 
كتاب على طراوة مملق. 
هذا سرقة سودانية وتلك طالبة عراقية. 
هذا ضابط كبير من قاعدة قريبة، وله رجل قصير. 

214
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

"ما رَبِّيّةٌ صَدِيقٌٍ عَلَيْ؟ وهٓوَ عَقِيلٌ.
فَأَهَّلُت تَلْبِيَّةٌ فِي مُدرَّسةٍ فَرْخَيَةٍ مِنْ هَٰذَا، وَفَرْخَيَةٌ تَلْبِيَّةٌ فِي مَدرَّسَةٍ جَمِيعَةٍ مِنْ هَٰذَا.
سُورَةُ مَرْسَالَةِ جَرِيَّةٍ مُضْرِيَّةٍ مَعْرَوَقَةٍ، سُورَةُ مَرْسَالَةِ مَدْرَسَةٌ مَعْرَوَقَةٍ.
هَذِهِ فَرْخَيَةٌ جَرِيَّةٌ، وَفَرْخَيَةٌ مَعْرَوَقَةٍ، مَعْرَوَقَةُ جَرِيَّةٍ عَرَبِيَّةٍ، سَيّْارَةُ جَرِيَّةٍ جَدِيدَةٌ وَجَميِّلَةٌ.
صَديقَتِي مُوَظَّفةٌ فِي جَامِعةٍ يَوْتَا.
هِيَ وزَرِيَّةٌ هُوَ زَيْمٌ.
شَابِكُ طَرِيقٌ، طَرِيقَةٌ طَرِيقَةٌ.
هَذِهِ مَسْأَلَةٌ مَعْلُومَةٍ، وَلِلْكَ مَنْدُوُةٌ جَرِيَّةٌ مَشْهُورَةٍ.
كَانَتْهَا عَلَى طَأَلَّي، هَذَا كِتَابٌ وَذِلِكَ كِتَابٌ صَدِيقٌ.

هذه مملكة ملكها رجلٌ قد بُرِ وحكَمْتُها ديمقراطيةٌ.
خريطة مصر هذا.
طالبٌ من مدينة دمشق عاصمة سوريا.
كاتبٌ على طارئٍ معلمي.

215
هذه ممرسة سودانية وتلك طالبة عراقية.

هذا ضابط كبير من قاعدة قريبة، وهو رجل قدير.

ما رتبة صديقك على؟ هو عقيد.

قاهر تلميذ في مدرسة قريبة من هنا، وفريدة تلميذة في مدرسة بعيدة من هنا.

سوزان مراسلة جريدة مصرية معروفة. سوزان في مكتبة مدرستنا مع مدرسة صفن.

هذه ورقة فريدة وتلك ورقة معلمتها. معلمة فريدة عربية. سيارة فريدة جديدة وجميلة.

صديقي موظفة في جامعة بوطا.

هي وزيرة وهو زعيم.

شاكر طريف وفريدة طريفة.

هذه مساعدة معلمي، وتلك مندمة جريدة مشهورة.

كتابها على طولتي.

هذا كتابي وذلك كتاب صديقي.
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

"What is your name?"

"He is a student of our college."

"He is the head of the department of science."

"She is a professor of geography."

"He is a scholar of our department."

"She is the head of the department of geography."

"Our department is famous.

"This is my book, and you are my teacher."
هذه مرضة سودانية وتلك طالبة عراقية.

هذا ضابط كبير من قاعدة قريبة، وهو رجل قدير.

ما رتبة صديقك على؟ هو عقيد.

قاهر تلميذ في مدرسة قريبة من هنا، وفريدة تلميذة في مدرسة بعيدة من هنا.

سوزان مراسلة جريدة مصرية مشهورة. سوزان في مكتبة مدرستنا مع مدرسة صننا.

هذه ورقة فريدة وتلك ورقة معلمتها. سياحة فريدة عريقة، سيارة فريدة جيدة وجميلة.

صديقي موظفة في جامعة بوطا.

هي وزيرة وهو زعيم.

شاكر طريف وفريدة طريفة.

هذه مساعدة معلمي، وتلك مديبة جريدة مشهورة.

كتابها على طولتي.

هذا كتابي وذلك كتاب صديقى.
(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The "hamza" (for recognition)

(1) In English, the glottal stop sound occurs as the onset of utterance-initial vowels;* it also occurs word-medially in certain regional pronunciations of cotton, little, bottle, etc. Nevertheless, the English writing system has no symbol for the glottal stop. In the Roman transcription which this book uses, the glottal stop of Modern Standard Arabic is not represented when occurring at the beginning of an utterance because (in this position) it is predictable** and produced naturally by English speakers; in Arabic script, however, the symbol which stands for the glottal stop (and which is called the hamza) occurs utterance-initially as well as in other positions.

It is very easy to recognize the hamza, but it is rather difficult to learn certain aspects of writing it: the hamza is *; but due to the manner in which the Arabic writing system evolved, and because the glottal stop was sometimes weakened or replaced by vowel length in the pronunciation of some ancient Arab tribes,*** the hamza may (depending upon the environment) be written:

(1) above waaw,
(2) above yaa' (in which case the yaa' has no dots),
(3) above alif.

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*An utterance is a stretch of speech which is preceded by silence or a pause, and followed by silence or a pause.

**In Arabic, no syllable begins with a vowel; thus a transcribed Arabic utterance which begins with a vowel symbol is pronounced with an initial glottal stop.

***See the note which ends the section Writing the hamza.
(4) below alif, or
(5) independently.

When it occurs in conjunction with the symbol ُ, a waaw, a yaa', or an alif is called a "chair"; for example, waaw is the chair in the combination ﺟ. Recognizing the hamza is a simple matter because the symbol ُ is always present no matter what chair occurs (if any).

Study the following examples which illustrate the various occurrences of the hamza:

أَوْلَى، أَوْلَى، أَوْلَى.

Circle each hamza in the following sequences:

أَوْلَى، أَوْلَى، أَوْلَى، أَوْلَى، أَوْلَى.

Read the following exercises:

Exercise 1 (hamza in conjunction with alif)

أَمَّمُ أَلْفُ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ أَنَّ A

218
Note

The above examples illustrate three important rules:

1. Word-initial hamza is always written in conjunction with alif.

2. When written above alif, the hamza may have a fatHa, a damma, a kasra, or a sukuun; when written underneath alif, it always has a kasra. Thus the kasra of a subscript hamza is redundant and is often dropped.

3. With the combination ؤ٢, a kasra may occur (a) below the alif, or (b) below the hamza but above the alif.

Exercise 2 (hamza above waaw)

Exercise 3
When the hamza is written above yaa', a kasra may be written (a) underneath the chair or (b) underneath the hamza but above the chair. Both positions are illustrated in the foregoing exercise.

Exercise 4 (hamza written independently)

Exercise 5 (hamza in different environments)
(2) The ruqja-style hamza is somewhat different from its nasx-style counterpart; the former is س while the latter is ض. The symbol س is, of course, written with a chair or independently, depending on the environment.

Trace the following examples, then copy them in the blank lines:

letters
The rules which specify the domain of independent hamza and the domain of each chair are rather complicated; discussion of those rules will therefore be postponed until the student has gained considerable practice in reading words where the hamza occurs. Eventually the student will conclude that certain environments require a certain chair, and his conclusion will be confirmed (or corrected) when the rules are presented.
The "madda"

Whenever ٍ would otherwise occur, the symbol ٌ is used. The horizontal wavy stroke is called the madda, and the alif functions as the chair.

The symbol ٌ represents the sequence /'aa/: for example, the word /aakulu/ (/'aakulu/ if one represents the initial glottal stop in the Roman transcription) is written as ٌااٌلٌ rather than ٌااٌلٌ.

Read the following exercises:

Exercise 1

ٍاااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ
ٍاااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ

Exercise 2

ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ
ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ
ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ
ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ ٌااٌلٌااٌلٌ
(2) The madda in ruq'a script is slightly more wavy than its counterpart in nasx printing; it begins with a downward stroke, and is written from right to left. Study and trace the following examples:

Copy the following words in the blank lines:
Write out the following words in Arabic script:
/aaxidan/, /aakilun/, /mir'aatin/, /aasifin/, /aadaaban/, 
/ʁa'aanii/, /aabaa'un/, and /aajilan/.

Review

(a) Practise reading the following items until you can recognize them easily.
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

(3) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The numerals

(1) The printed forms of 0 - 9 are given below (from right to left):

0 ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩

The pronunciation and the grammatical usage of Arabic numerals are rather complicated; in this book, only the graphical representation can be dealt with.

Identify each of the following numerals by giving
The digits of a written Arabic number and those of the corresponding English number occur in precisely the same arrangement; for example, in both the Arabic number 931 and the English equivalent 531, the symbol for 'five' is on the left, the symbol for 'one' is on the right, and the symbol for 'three' is in the middle.

Give the English equivalents for the following numbers:

(2) The handwritten forms of the Arabic numerals 'two' and 'three' are different from the corresponding printed forms; for the rest of the numerals, the handwritten forms and their printed counterparts are quite similar. Trace the following numerals then copy them in the blank.
lines:

\[
\frac{1}{2} \sqrt{2} \lambda \frac{1}{2} \sqrt{\nu_1} \frac{1}{2} \sqrt{\nu_2} \phi \quad \frac{2}{3} \sqrt{\nu_1} \frac{2}{3} \sqrt{\nu_2} \phi
\]
In writing a group of two digits, Arabs start from the right unless the digit on the right is zero. In writing a group of three digits, Arabs proceed as follows:

(a) The digit for the hundreds is written first.
(b) The other two digits are written from right to left if they constitute one of the numerals 21 - 99; otherwise they are written from left to right. In this context, it is significant that the numerals 21 - 99 are pronounced in the fashion "one and twenty", "five and
sixty", etc.

Study the following examples, then copy them in the blank lines:

\[
\begin{array}{cccccccc}
19 & 18 & 17 & 16 & 15 & 14 & 13 & 12 \\
\end{array}
\]

\[
\begin{array}{cccc}
9 & 8 & 7 & 6 \\
\end{array}
\]

\[
\begin{array}{cccc}
5 & 4 & 3 & 2 \\
\end{array}
\]

\[
\begin{array}{cccc}
1 & & & \\
\end{array}
\]
A long number consists of groups (separated by commas). The groups are written consecutively, beginning with the highest. The digits constituting a group are written in the order specified above. Study the examples below:

\[
\begin{array}{cccc}
\text{a c e d} & \text{a b c e d} & \text{a b d c e g f h i j f} \\
5,420 & 7,946 & 1,550,497,234
\end{array}
\]

\[
\begin{array}{cccc}
\text{a c e d} & \text{f g h a} & \text{b c d e f g} & \text{a b c d e f g h i j k l}
\end{array}
\]

\[
\begin{array}{cccc}
54,329,11 & 1,317,41 & 710,249,47 & 817
\end{array}
\]

For all practical purposes, it is immaterial whether the learner writes the digits of a given number in the order described above or in some other order, so long as each digit is placed in the correct slot.

Copy the following numbers in the blank lines:

\[
\begin{array}{cccc}
419,500,147,34 & 42,440 & 9,840 & 34,509,11
\end{array}
\]

231
Write out the following numbers in Arabic:

1,590,750  382,112  6,150,048  273,949
6,386,027  918,446,516  10,542,170  18,142,229
98,071,333

The "waṣla"

(1) In regard to their pronunciation, some Arabic words begin with a consonant cluster when they follow another form in the same utterance;* when one of those words introduces the utterance, a prefix (consisting of a glottal stop and a following short vowel) occurs before the two consonants.** Such words are therefore utterance-conditioned.

In the first of the two environments specified above, utterance-conditioned words are pronounced in close association (liaison) with the preceding form; the environment in question will therefore be called the "liaison position". Compare the underlined forms in the following two utterances:

/haada lmuraasilu/  'this correspondent'
/almuraasilu hunaa./  'The correspondent is here.'

The symbol ~ indicates liaison; it is called waṣla or hamzat waṣl 'connective hamza' (in opposition to the symbol • which is called hamzat qaṭ9 'disjunctive hamza'), and seems to be an abbreviation of the saad in ُوُـَلْـَة.*** According to the rules of Arabic spelling,

*An utterance is a stretch of speech which is preceded by silence or a pause and followed by silence or a pause.

**Addition of the prefix prevents the unpermitted occurrence of consonant clusters in utterance-initial position. The short vowel of the prefix is /a/ in some words, /u/ in others, and /i/ in the rest.

***In this book, the unqualified term "hamza" always refers to the symbol •.
an utterance-conditioned word which occurs in the liaison position should be written with an initial \textit{hamzat wasl}; one which introduces the utterance should be written with an initial \textit{hamzat qat9}. In the written forms of utterance-conditioned words, each of the initial symbols ’ and is combined with an \textit{alif}; such forms should therefore begin with ʰ, ʰ, ʰ, or ʰ:

- ُهُدَا َالْكِتَابُ ُجْدِيدٌ. 'This book is new.'
- ُالْكِتَابُ ُهُنَا. 'The book is here.'
- ُقَلْتُ أَكْتَبْ مَكَالَةٍ. 'I said: Write an article!'
- ُأَكْتَبْ مَكَالَةٍ. 'Write an article!'
- َسَا شَأْنَهُ؟ 'What is his name?'
- ِإِسْمُهُ سَلَيْمُ. 'His name is Salim.'

Although correct, the use of initial ʰ, initial ʰ, and initial ʰ in writing utterance-conditioned words is not popular; the more common practice is to omit the symbol ’ and to retain the accompanying \textit{sakl}:

- ُالْكِتَابُ ُهُنَا. 'The book is here.'
- ُأَكْتَبْ مَكَالَةٍ. 'Write an article!'
- ِإِسْمُهُ سَلَيْمُ. 'His name is Salim.'

In unvocalized and partly-vocalized texts, all utterance-conditioned words (no matter where they occur) are usually written with an initial \textit{alif} which has neither a \textit{hamzat qat9} nor a \textit{sakl}. Study the examples which are given
This book is new.
The book is here.
'I said: Write an article!' 'Write an article!'
What is his name?
'His name is Salim.'

Read the following exercises:

Exercise 1
Exercise 2

2 (a). Listed below are the common utterance-conditioned words of Modern Standard Arabic:

(i) Words beginning with the definite article: e.g., ﺹﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺘَﻌَ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ 

(ii) Imperative sound verbs of Measure I: e.g., ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Write!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', ﻓَﻠْﻜَتْ ﺍًﺷْﺸَﺖُ 'I said, Go!', 

(iii) Past-tense forms, imperative forms, and verbal nouns of Measures VII – X: e.g., ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ ﺍًﺷْﺸَﺖُ ﻟَهُ ﺷﺪﻴﻖ 

'on the other hand, the past-tense forms, imperative forms, and verbal nouns of Measure IV are written with a hamzat qat9).
(iv) The following nouns:  إِبْنٌ 'son', ابْنَة 'daughter'; اثْنَان 'two (M)', اثْنَان 'two (F)'; اِمْرَأَة 'a man', إِمَّة 'a woman'; and إِسم 'name': e.g., هَذَا أَبِي هُنَا 'This is my son', إِبَيِي هُنَا 'My son is here.'

Notice that, in utterance-initial position, words of the first type are written with ﻓ as the first symbol, those of the second type are written with ﻓ (if the stem vowel is /u/) or ﻓ (if the stem vowel is not /u/), and the rest are written with ﻓ .

Note

The definite article is usually written with an initial ﻓ; however, that ﻓ is dropped after the prepositional particle ﻓ; it is also dropped after the particle ﻓ and the interrogative particle ﻓ (both of which rarely occur before the definite article in Modern Standard Arabic).* After other particles, the ﻓ is retained:

أَرْدُنٍ 'Jordan'
لَآرْدن 'To Jordan'
بِالآرْدن 'in Jordan'
كَآرْدون 'like Jordan'

(b). The wasla in ruqṣa script resembles its counterpart in naskh printing. After writing the ﻓ, one writes above it a small loop similar to that of saad, then continues to the left with a short, wavy tail. Study and trace the examples below:

* A sequence consisting of the interrogative ﻅ and the alif of the definite article is replaced by ﻅ; thus ﺟ تَأْلَآيْكَب ١ ﺟ تَأْلَآيْكَب
Copy the following sequences in the blank lines:

مع الوزير إلى العراق جبت الدّرض بالسيّن

في الغربة عن البلدان الغربة ما استمر وكتب

كتاب أنمي فاجتمع مع المدير والذين أذهب

Writing exercises

(1) Write out the following sentences in Arabic script; each sentence begins with an utterance-conditioned word:
/alkitaabu hunaa/, /almuraasilu hunaaka/, /uxruj min huna/, /isma9 liqawli/, /albaytu ba9iidun/, /insarafa ba9da saa9atin/, /ibnuka huna/, /al9amalu ka9iirun/, /ismu hu
(2) Write out the following expressions in Arabic script. Each expression contains one of the utterance-conditioned words used in exercise (1): /kataba lkitaaba/, /qaabaltu lmuraasila/, /qultu xruj/, /fasma9/, /lilbayti/, /fantaqala/, /libnika/, /bil9amali/, /hali smuhu bašiirun?/. 
"Sun letters"

Prescriptive rules of spelling stipulate that, after the graphical sequence 
who represents the definite article, a šadda must occur above the letters , , , , , and (called "sun letters" because 'sun' begins with one of them*). The šadda indicates that, in pronunciation, the consonant represented by the laam is assimilated to the following consonant. Two examples are given below:

\[ \text{\textit{Ale\'lam}} \quad (/\text{\textit{a}}\text{\textit{ṣṣamsu}/}) \quad \text{'the sun'} \]

\[ \text{\textit{Alla\'ab}} \quad (/\text{\textit{a}ṭ\text{\textit{ṭa}a}libu}/) \quad \text{'the student'} \]

Notice that when followed by a "sun letter", the laam of \( \text{\textit{a}} \) is written with no accompanying diacritical marks.

Except for \( \text{\textit{al}} \), the "sun letters" listed above represent dental consonants; thus in most cases it is to a dental consonant that the dental /\( l \)/ is assimilated. In some pronunciations (e.g., that of Egyptians), \( \text{\textit{al}} \) and \( \text{\textit{j}} \) are optionally included in the "sun letters".

In most handwritten and printed texts, the short vowel symbols, the sukuun, the initial hamza, the dagger alif, and the šadda are omitted although some Arabists insist that the hamza and the šadda must be dropped under no circumstances. Even when supplied elsewhere in partly-vocalized and totally unvocalized texts, the šadda is often missing above the "sun letters" after \( \text{\textit{a}} \).

Read the following words and phrases:

*The contrasting group are called "moon letters" because 'moon' begins with one of them; to this group belong all consonant symbols other than the "sun letters".
"Sun letters"

Prescriptive rules of spelling stipulate that, after the graphical sequence ﺟ ﺍ which represents the definite article, a ﺱﺩﺍﺩﺍ must occur above the letters ﺟ ﺍ, ﺟ ﺍ, ﺁ, ﺟ ﺍ, ﺟ ﺍ, ﺡ, ﺝ, ﺡ, ﺖ, ﺞ, and َ (called "sun letters" because ﺟ ﺍ 'sun' begins with one of them*). The ﺱﺩﺍﺩﺍ indicates that, in pronunciation, the consonant represented by the ﻝﺎﻡ is assimilated to the following consonant. Two examples are given below:

\[
\begin{align*}
ال & \text{ (/aššamsu/)} & \text{the sun} \\
أُلُปาก & \text{ (/aṭṭaalibu/)} & \text{the student}
\end{align*}
\]

Notice that when followed by a "sun letter", the ﻝﺎﻡ of ﺟ ﺍ is written with no accompanying diacritical marks.

Except for ﺝ ﺍ, the "sun letters" listed above represent dental consonants; thus in most cases it is to a dental consonant that the dental /l/ is assimilated. In some pronunciations (e.g., that of Egyptians), ﻝ and ﻝ are optionally included in the "sun letters".

In most handwritten and printed texts, the short vowel symbols, the ﺱعرو, the initial ﻩﺎﻡﺯﺍ, the dagger ﺍﻝﻴ, and the ﺱﺩﺍﺩﺍ are omitted although some Arabists insist that the ﻩﺎﻡﺯﺍ and the ﺱﺩﺍﺩﺍ must be dropped under no circumstances. Even when supplied elsewhere in partly-vocalized and totally unvocalized texts, the ﺱﺩﺍﺩﺍ is often missing above the "sun letters" after ﺟ ﺍ.

Read the following words and phrases:

---

*The contrasting group are called "moon letters" because ﺭ ﻗ ﺭ 'moon' begins with one of them; to this group belong all consonant symbols other than the "sun letters".

239
(2) Dictation

Your teacher will dictate the following sentences to you:

- الكتب مع الصديق الأمريكي.
- السيرة قريبة من الباب.
- هذا الرجل عربي.
- هذا الشباك كبير.
- اللغة العربية للغة الأردن.

Review

(a) Practise reading the following items until you can recognize them easily.
السَّلَامُ عَلَيْكُمُ السَّلَامُ.
وَعَلَيْكُمُ السَّلَامُ.
وَسَمَاءَ النَّورُ.
وَصَبَاحَ النَّورِ.
هلَّ الْيَمَنُ بِعَيْدَةٍ مِنَ الْأَرْدُ؟ كَمَا لَعْتَةُ الْيَمَنُ؟
لِلْإِخِرَاءِ جُمْهُورِيَّةٌ دِيمُقْرَاطِيَّةٌ، وَأَمِيرِكَا أَيْضًا جُمْهُورِيَّةٌ دِيمُقْرَاطِيَّةٌ.
السُّوُدُّانُ قَرِيبٌ مِنَ جُمْهُورِيَّةِ شَرْعُ العَرَبِيَّةِ.
جِرِيَّةَ الْأَهْرَامَ مَعْرُوفَةُ فيَ أَمِيرِكَا، وَجِرِيَّةٌ الْوَاسِعُنِ بُوْسَت مَعْرُوفَةً فِي يَسْرُ.
جِرِيَّةُ الْخَليْجِ العَلْمَيْنِيَّةِ، وَجِرِيَّةُ الْوَاسِعُنِ بُوْسَتَ أمِيرِكَةً.
الْقَاهِرَةُ عَاصِمَةُ يَسْرُ، وَهِيِّ سَمُرَ الحُكْوَمَةِ.
ما أسْتَكِلْتُ؟ وكَأَنْ أَسْتَمْشِئُكَ الْطَرْفِيفِ.
أَيْنُ الْطَالِبُ الْعَلْبِيَّ؟ أَيْنُ الْرَّجُلُ العَزَازِيُّ؟ وَالْمَلِكُ العَلْمِيُّ ؟ وَالْعَرَاسُ الْلَّهَيْنِ.
أَيْنُ الدَّفْنِرُ؟ هَلْ هُوَ قَرِيبٌ مِّنَ الشَّعْبِ؟
هلَّ أَسْتَنادُكَ هَذَا النَّيَّمُ؟ أَيْنُ أَسْتَدَاكَ تَلَّكَ الْآَنَ؟
هلُ رَئِيسُ الْفَوْزِرَاءُ رَجُلٌ قَدِيرٌ؟
241
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

صباح الخير.
مساء النور.
سلامكم السلام.
مع السلام.

هلِ اللهِ بعيدةٌ من الأردِنّ؟ ما لغةِ اليمن؟
العراق الجمهوريةِ ديمقراطيةِ، وأمريكا أيضاً جمهوريةِ ديمقراطيةِ.
السودان قريب من الجمهوريةِ مصر العربيةِ.
جريدة الأهرام معروفة في أمريكا، وجريدة الواشنطن بوست معروفة في مصر.
جريدة الحياة اللبنانية وجريدة الواشنطن بوست أمريكية.
القاهرة عاصمة مصر، وهي مركز الحكومة.

ما استُكِدَّ؟ وما اسم صديقك الظريف؟
أين الطالب التركي؟ وأين الرجل العراقي؟ والضابط المصري؟ والمراسل الليبي؟
أين الدفتر؟ هل هو قريب من الشباك؟
هل أستاذُك هنا اليوم؟ أين أستاذُك الآن؟
هل رئيس الوزراء رجل قدير؟

242
(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

Alternate forms for certain letters

You are now familiar with all the letters of the Arabic alphabet; however, some Arabic letters have alternate shapes which you must learn to recognize and some of which you must learn to write. The alternate forms which will be discussed here are found only in the ruq9a style.

There are four alternate forms each of which ends in a short tail; that tail corresponds to the dot (or dots) of the nasx counterpart. The forms in question are discussed below.

The flourished "qaaf"

The flourished form of qaaf which you have already learned to write is illustrated below:

The more common way of writing flourished qaaf is to end the semicircular stroke with a short slanting tail which is written from right to left above the middle line; no suprascript stroke is written as part of the letter. Study and trace the examples below:
Copy the following words in the blank lines:

Write out the following words in Arabic script, using the alternate form of flourished qaaf: /faaruqun/, /saaqun/, /abraqa/, /tamziiqun/, /baqqin/, /yusbaqu/, /suriqa/, /nassaqa/, /saaqqin/, /ibqa/, and /yaliiqu/.
The flourished "nuun"

The form of flourished nuun which you have already learned to write is illustrated below:

قَلِينَ رَبَّ أَطْرَفَ

The more common way of writing flourished nuun may be described as follows:

(1) The downward stroke of independent nuun is begun slightly above the middle line, but instead of making a semi-circle and adding a dot above it, one makes a shape which is round on the right side but angular on the left, and then ends the letter with a tail similar to that of flourished qaaf; no suprascript dot is written. Study and trace the examples below:

(2) Final nuun begins with a descent from the joining line. The letter in this position is V-shaped but ends with the characteristic slanting tail. Study and trace the following examples:
Copy the following words in the blank lines:

Write out the following words in Arabic script, using the alternate forms of flourished nuun: /al-yaabaanu/, /afgaanistaanu/, /al-yuunaanu/, /baṭnin/, /danna/, /diinun/, /adaana/, /almuduna/, /jayśaani/, /yaliinu/, /mu9askarayni/, and /lijaanun/.

Dictation

Write the following words as they are dictated to you, using the alternate forms of flourished qaaf and flourished
nuun:

\[ \text{The flourished "daad"} \]

The flourished form of \text{daad} which you have learned to write is illustrated below:

\[ \text{The more common way of writing flourished daad is to replace the semi-circle by a stroke which is identical to the alternate form of final nuun, but which begins with an ascent. This form of daad has no dot above the loop. Study and trace the examples below:} \]
Copy the following words in the blank lines:

عَوْضَةٌ رَاضِيَةٌ، أَمْراَضٌ رَفْعَةٌ، يُفَتَّرَصُ بَعْضُهُنّ

Write out the following words in Arabic script, using the alternate form of flourished َdaad: /riyaḍun/, /bayḍin/, /qaḍīn/, /mariidin/, /infaḍḍa/, /furūḍun/, /qurūḍin/, and /tamriidun/.

The flourished "ṣīn"

The flourished form of ṣīn which you have learned to
write is illustrated below:

قَرْنَ - فَرَأَسْنَ \ نَقَّاش - نَقَّاش كِرْمَنَ قَرْنَ

The more common way of writing flourished šiin is to replace the semicircle of the basic shape by a stroke identical to the alternate form of final nuun and to omit the suprascript stroke. Study and trace the examples below:

قَرْنَ - فَرَأَسْنَ \ نَقَّاش - نَقَّاش كِرْمَنَ قَرْنَ

قَرْنَ - فَرَأَسْنَ \ نَقَّاش - نَقَّاش كِرْمَنَ قَرْنَ

Copy the following words in the blank lines:

قَرْنَ - فَرَأَسْنَ \ نَقَّاش - نَقَّاش كِرْمَنَ قَرْنَ
Write out the following words in Arabic script, using the alternate form of flourished \textit{siin}: \textit{/ja'sin/}, \textit{/aljaysu/}, \textit{/qa'sin/}, \textit{/maasin/}, \textit{/niqasun/}, \textit{/firaasin/}, \textit{/Hasiisin/}, \textit{/Ha$\ddot{s}$aasun/}, \textit{/kab$\ddot{s}$in/}, and \textit{/ra$\ddot{s}$aasin/}.

\textbf{Dictation}

Write the following words as they are dictated to you, using the alternate forms of flourished \textit{daad} and flourished \textit{siin}:

\begin{quote}
\textit{تَأَفَّتِي فَأَمِّي نَفَقَتْ نَبَقَتْ نَقَشْنَاءَ}
\end{quote}

The alternate forms of \\

The suffix \textit{/-un/} which occurs on nunated nominative forms can be written in one of three ways: the first way, which you have already learned, is to place two \textit{damma}'s above the last consonant symbol of the word. The following are examples:

\begin{quote}
\textit{بَيْتُ فَتْجَانَ كُتُبُ طَالِبٍ مَعْتَرَكَ ضَابِطٌ قَالَ}
\end{quote}
The second way is to write a damma then surround its head with a halo (written upwards):

\[ \text{بَعْثٌ فَنْحَانٌ مَّعَكَّرُ ضَابِطًٰ قَالَ} \]

The third (and most common) way is to write a damma and add to the bottom of its tail a small semicircle similar to the suprascript stroke of the ruq9a-style 9aa'. The symbol is one continuous stroke. Study and trace the examples below.

\[ \text{بَعْثٌ سَجَّةٌ سِيْحٌ جَنِّديٍ طَالِبٌ} \]

Copy the following words in the blank lines:

\[ \text{بَعْثٌ فَنْحَانٌ كَبّْرَ طَالِبٌ مَّعَكَّرُ ضَابِطًٰ قَالَ} \]
Write out the following words in Arabic script, using the alternate formُ: /Harfun/, /salaamun/, /qahwatun/, /kitaabun/, /darsun/, /yadun/, /rašiifun/, /maw9idun/, /juyušun/, /ardun/, /sayyaaratun/, and /šaHnun/.

Review

(a) Study the following sentences until you can read them fluently.

1- جامعة سانفورد كبيرة والأساتذة الذين فيها قديرون. مِن الأَسَاتِذَات اللَّوائِي في تلك الجامعة أَسَاتِذة شهور* من أَورَبا أَثْمَرَا جبِيل براون.

2- بَيْن مِصر كَبير وقائدة شَهير مَعروف.*

3- في مَكتَب الأَساتِذ مُمَرَضين ومحرَضة. أَحْرَض عِرَائِق وُلَمَرِضَة مِصرَية.*

(b) Practise writing the above sentences. Your teacher will dictate them to you in whatever order he chooses.
Additional alternate forms for recognition

In ruq'a script there are some fairly common forms which you must learn to recognize but which you need not learn to write. Those forms are discussed below.

Alternate forms of final "haa'" and final "taa' marbu'uta"

Final haa' and final taa' marbu'uta have the forms أ and أ respectively, as in the following examples:

اللغة العربية

The stroke أ is often replaced by a downward stroke which starts from a point on the middle line. Accordingly, the above words would be written as follows:

اللغة العربية

Read the following words aloud.

باب عظام الطرارة

رأس شريحة بطة سماء

بيت فارق داسس دقين

253
Alternate forms of the combination "alif-laam"

The two letters which stand for the definite article are normally written as 
ال . The following are examples:

الكتب الرجل للكل أثناء الصباح

البيت القهوة العارقة الرض من ورق النقص

Sometimes, however, Arabs write the alif below the middle line and underneath the laam. Accordingly, the foregoing words would be written as follows (the short vowel symbols are omitted):

كتب الرجل للكل لصباح

بيت القهوة العارقة الرض لورق بنيق

A less common way of writing the definite article is to join the two letters at the top. Study the following examples (short vowels are not represented):

الكتب الرجل للكل لأ lpام 

البيت القهوة العارقة الرض لورق النقص
Alternate form of "kaaf-alif"

The standard form of kaaf-alif is that which occurs in the following examples:

كان كاَفِ كاَفِ كاَفِ كاَفِ كاَفِ كاَفِ كاَفِ كاَفِ

Another form of the same combination is illustrated below (short vowels are not represented):

كان كَافِ كَافِ كَافِ كَافِ كَافِ كَافِ كَافِ كَافِ

Alternate forms for combinations consisting of (1) a "raa'", "zaay", "daal", or "daal" and (2) a following "haa'", or "taa' marbuuta"

The examples below show the standard form of haa' and taa' marbuuta after raar, zaay, daal, and daal:

القاهرة العاصمة فرقة عزيزة سما الوالدة فتى للف

Many Arabs, especially when writing fast, join raar, zaay, daal, and daal to a following haa' or taa' marbuuta. Some Arabs omit taa' marbuuta's suprascript stroke, a practice which is considered erroneous. The following are examples (short vowels are not represented):
Alternate forms of "alif maqṣuura" and final "yaa'"

The standard forms of alif maqṣuura and final yaa' are illustrated below:

في لي كي كي علي الى رمي

Alif maqṣuura and the basic stroke of final yaa' may assume the form ـ whose horizontal stroke is written beneath the preceding connector. This is especially common in very short words such as /fii/ 'in', /galaa/ 'on', and /lilaa/ 'to'. Study the examples below (short vowels are not represented):

في لي كي كي علي ال

Review

Study the following sentences until you can read them fluently.

1- الوزير خالد قريدة، أستاذ اللغة العربية في حكومة السودان.
2- جمعية بشير أستاذ قديم، في مدرسة خاصة في مدينة بيروت. رئيس مدرستها رجل قديم معروف اسمه علي قريدة، وهو أستاذ اللغة العربية. ساعته الرئيس أستاذ جهينة اسمها سمية تحيى.
3- جا معهد كاليفورنيا أكبر مصنع جامعة كنزاس.
Writing the "hamza"

The paragraphs below summarize the rules for writing the hamza in word-initial, word-medial, and word-final positions.

I. The hamza in word-initial position

When it occurs at the beginning of an Arabic word, the hamza is always written in conjunction with an alif.

A. When it has a fatha, initial hamza is written above the alif. Read the examples below:

أنا أنت أنتم أنتن أنواع أجنحة أخر
أكل أحسن أتم أترب أكبر أيام أوفر أرض

Write the above words in ruq'aa script.

Write out the following words in Arabic script:
/arkaba/, /alfin/, /amriikaa/, /afdaluu/, /abadan/, /asrabu/,
When it has a َّدمم, initial َّهمزة is written above the َّالف. Read the examples below:

أَفْضَلُ أَسْتاذُ أَوْلُهُ أَهْدِي أَنْتَ
أَحَارِبُ أَشْارِكُ أَسْسَ أَعْجَمُ أَعْظِمُ

Write the above words in ruqū'a script.

Write out the following words in Arabic script:
/عَفَرِيْغَ/، /عُسَتَّانَ/، /عَمَامَنَ/، /عُسْلَمْنَ/، /عَنَاْقِسَ/،
/عَكاَتِبُ/، /عُذَرَيْسَ/، /عُوْنَيْ/، /عُوْمَاْلِكَ/، and
/عَوْحَرِبْعُوْم/.
C. When it has a kasra, initial hamza is usually written underneath the alif (with the kasra under the hamza): ٥٤٥٧. An initial hamza which has a kasra may also be written above the alif; in this case, the kasra may be written under the hamza or under the alif: ٥٤٥٧ or ٥٤٥٧.

The kasra of a subscript hamza is redundant and may therefore be dropped. Read the following examples:

إِرسَالٍ إِنَّ الْقَاءَ إِبْرَانُ
أَرسَالٍ أَنَّ الْقَاءَ أَبْرَانُ
إِرسلَالٍ إِنَّ الْقَاءَ إِبْرَانُ

Write the above words in ruq'a script.

Write out the following words in Arabic script:
/idxaalin/, /irsaalan/, /iiraanu/, /iiṭaaliyya/, /idnun/, 259
D. If it would otherwise occur, the sequence is replaced by . Read the following examples:

آبُهُ آبَةَ آنَ آكلٍ آخذُ آبَ انِّدَلُآ آلِمٍ آسِمَا

آذارِيِّ آنِهَ آسِيَ آنَ آثارَ آبَ آذارٍ آنُمٍ آلهَ

Write the above words in ruq9a script.

Write out the following words in Arabic script:
/aajilan/, /aadamiyyun/, /aasiyaa/, /aakulu/, /aamiran/
/aaxudu/, /aa9aarin/, /aayatin/, /aana/, /aasifin/ , and
Dictation

Write down the following words as your teacher dictates them to you:

أَكْبَرْ أَمْ إِرْسَالٍ إِبَرَانَ آلِ آيَةٍ

إِبطَالِيَا أُدْرِسُ إِفْطَارٍ أُرْضُ آيِبَا أُنَاصِفُ آلِ آيَةٍ

II. The hamza in word-final position

A word-final hamza is one which occurs as the last letter of the word.

The chair of word-final hamza is homogeneous with the immediately preceding šakl:*  

A. When preceded by a fatHa, final hamza is written in conjunction with an alif: if accompanied by a kasra, it may be written either above the alif or beneath it; otherwise it is written above the alif. Read the following

*The term šakl (plural: aškaal) denotes a short vowel symbol.
examples:

Write the above words in ruq'a script.

Write out the following words in Arabic script:
/qara'a/, /taqra'u/, /annaba'i/, /mabda'in/, /naba'in/, /kaafa'a/, /yaf'ta'u/, /namla'u/, /mabda'an/, /mala'un/,
/yabda'u/, and /naqra'u/.

B. Whenever it would otherwise occur, a word-final ꞉ ꞉ is replaced by ꞉. Read the following examples:

Write the above words in ṭurqā script.

Write out the following words in Arabic script:
/bada'aa/, /yabda'aa/, /qara'aa/, /nabba'aa/, and /mala'aa/.
C. When final hamza is preceded by a kasra, it is written over a yaa' (without the two subscript dots).

Read the following examples:

شاطئ فارئ يتبجي ماجين ينبيئ مبتدي لاحي
شاطئ مفرئ يستمرئ فارئ ماجين مستمرئ
بطرق متكافئ بيبرئ لاحي يبتدي مستلئ

Copy the above words in ruqqa script.
Write out the following words in Arabic script:
/qaari'\un/, /\saati'in/, /laaji'in/, /yabtadi'u/, /bari'a/,
/muqri'un/, /laaji'un/, /tunbi'u/, /malaaji'a/, /nubbi'a/,
/mumtali'in/, and /mukaafi'un/.

D. When preceded by a damma, final hamza is written
over a waaw. Read the examples below.

\u0628\u0627\u062a\u0627\u0628\u0627\u062a\u0627\u062a

\u0628\u0627\u062a\u0627\u062a\u0627\u062a

Copy the above words in ruq9a script.
Write out the following words in Arabic script:
/lu'lu'in/, /yajru'u/, /tanabbu'un/, /jaru'a/, /tawaa'tu'\textsc{in}/, and /takaafu'in/.

Dictation

Write down the following words as your teacher dictates them to you:

E. If there is no immediately preceding šakl, final hamza is written independently (i.e., no chair is used).

Read the two exercises below:

Exercise 1

Exercise 2
Write out the following words in Arabic script:
/say'in/, /daw'un/, /buṭ'in/, /9ib'in/, /mil'un/, /saa'a/, /masaa'un/, /barii'un/, /xubaراحة'u/, /suu'in/, /suu'un/, /tajii'u/, /jarii'un/, /maa'un/, and /nasuu'u/.

Dictation

Write down the following words as your teacher dictates them to you:

جياء بري ساء ساء شيء شيء ضوء ضوء عب عب ينوه عملاء رجا سوء

III. The hamza in word-medial position

The chair of medial hamza is homogeneous with a contiguous šakl.* Of a non-identical pair, the contiguous šakl which has priority determines the chair; if ranked in terms of priority, the aškaal would assume the following

*A "contiguous" šakl is one which accompanies the hamza or occurs immediately before it.
order: kasra, damma, fatHa. Thus (a) if there is a contiguous kasra, the chair is yaa' (e.g., "نَكَاب"، "نَكَاب");
(b) if there is a contiguous damma but no contiguous kasra, the chair is waaw (e.g., "بُرَة"، "رُوَّف"); (c) if there is a contiguous fatHa but neither a contiguous kasra nor a contiguous damma, the chair is alif (e.g., "يُرَسَّ", "كَاس", "كَاب").

Read the following examples in which the chair is yaa'. Notice that in each case the hamza has a contiguous kasra.

Write the above words in ruq9a script.
Write out the following words in Arabic script:
/ра'исун/, /састи'an/, /исраа'илу/, /альжаза'иру/,
/кабилан/, /кабимин/, /ри'асатан/, /лааи'ан/,
/би'рин/, /ми'атун/, /ми'аатин/, /ас'илатин/, and
/ди'аабан/.

Now read the following examples in which medial hamza
has waaw as a chair. Notice that in each case the hamza
has a contiguous damma but no contiguous kasra.

سؤال: يوجد معلومات بشأن شؤون تفاعلًا
رؤف: دُوان رؤوسًا مشكولاً رؤساء روُف
نُبجر يُبهرُون تولف مولعون موقتات مؤقتة موقتًا
 موازنة موؤلة رؤية رؤوس يجرؤون تشاوُون مراوون
تُبُطُوا تُكَّا فوا لُؤجًا تُوا طلُوا يُكا فوا

Write the above words in ruqqā script.
Write out the following words in Arabic script:
/su'aalun/, /lu'lu'an/, /mas'uulun/, /su'uunan/, /fu'aadin/, /mu'aamaraatan/, /ru'uusun/, /tawaa'tu'an/, /ru'asaa'u/, /daa'uudu/, /yu'addii/, /tafaa'ulun/, /mu'allifuuna/, and /nu'a00iru/.

---

Read the examples below in which medial hamza has alif as a chair. Notice that in each case the hamza has a contiguous fatha but neither a contiguous kasra nor a contiguous damma.

سَأَلَ يُسَالُ تَرَاسُ شَأْنُ بَأْسِ تَأْلِيفُ كَأْنَرْ كَأَلْ
سَأَلُ تَأْلِيفُ كَأْنَرْ كَأَلْ تَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
تَتَأْلِيفُ يُخْدُ تَتَأْلِيفُ كَأْنَرْ تَتَأْلِيفُ كَأْلْ تَتَأْلِيفُ يُخْدُ
Write the above words in ruq9a script:

Write out the following words in Arabic script:
/ʁaˈsan/, /naˈkulu/, /taˈxuðuuna/, /mutaˈaxxirin/, /masˈalatan/, /saˈalat/, /nasˈalu/, /baˈsun/, /taˈliifin/, /taˈadduban/, /saˈnin/, and /taˈaθaŋnaa/.
Dictation

Your teacher will dictate the following words to you:

رئيس شأن مسلول سأل سؤال أسئلة رأساً
روسياً إسرائيل كُلما تأكل كأيلا فِيما مَكَّالاً
سُيَّل كأم تأخذ منوَّنا مُولِّف أبوُجْرَاء مَشَالاً

Exceptions to the rules for medial hamza

A. If it has a fatHa and follows an alif which represents vowel length, a waaw which represents vowel length, or a waaw which represents the second part of /aw/, medial hamza is written independently.

لا أَمَّ، تُسَافُل كَذَافَ سُنَّةَ قرآة إِسْتَفَاتٍ قرآاتٍ
مْوَؤِّةُ سُوَّةُ سُوَّةَاءُ

B. Whenever it would otherwise occur, a word-medial ُ is replaced by َ. Thus /qur'aanun/ is written as ُ قْرَانُ instead of ُ قْرَانٍ. Read the examples below:

الْقُرْآنُ مُرَأَى مِنْ لَآ إِلَى مَآخذ حَارِب مَآزن رَآئِنَ

By way of review, read the following words as well (notice that in each case َ replaces ُ):

آَكَامُ آَمَل آَمَلُ آَمَلُ آَخَدَا آَمَرُ آَمِرُ

بُدَأَ إِبْتَدَا ْتَآَا كَتَلَ جُرَا بُدَأَ خَيَا أَبا رَآيَ

C. After a yaa' which represents vowel length or the second part of /ay/, medial hamza is written over yaa'.
no matter whatẹ sakl accompanies it. Read the examples below:

\[
\text{الحُطيقةُ مِنَوَسِ هِنيَةُ حُطيقةَ بِرَيحَمِ بَريِهمُ حَريئةَ}
\]

Copy the above words in ruqą script.

---

D. The following exceptions apply when a word-final hamza becomes medial upon the addition of a suffix:

1. If the final hamza is written in conjunction with an alif, the addition of a suffix (other than the relative ٌ) does not usually change the chair in spite of the priority rules. Read the following examples:

\[
\begin{align*}
\text{سَدَأُ} & : \\
\text{يُقَأُرَ} & : \text{يُقَأُرُ} \text{أَيَّا} : \text{أَيَّا} \\
\end{align*}
\]

Compare the chairs in سَدَأَيً , سَدَأَي , سَدَأَي . Also compare the chairs in يُقَأُرَي , يُقَأُرَي , يُقَأُرَي.

2. If the final hamza is written independently after a nonconnector, the addition of an alif or a waaw introduces no chair; if the final hamza is written independently after a connector, adding an alif or a waaw results in the use of yaa' as a chair. Read the following examples:
Notes:

(a) No final َ occurs in the Arabic representation of /jaa'aa/ and /asaa'aa/ because َ replaces ِ not َِ. For the same reason, no medial َ occurs in the Arabic representation of /juz'aani/ and /inaa'aani/. It must be remembered that, although َ represents /'aa/, not every /'aa/ is represented by َ.

(b) The alif of nunation cannot be added to words which end in ِ or َاء; it can be added to other words which end in a hamza. Read the following examples:

\[
\begin{align*}
\text{نِما} & \quad \text{سَبَّاقَ} \quad \text{مُلِّجَة} \quad \text{مَّلا} \\
\text{سَأَءَة} & \quad \text{سَيّاءَة} \quad \\
\text{بَيّاءَة} & \quad \text{بِنَاءَة} \\
\text{جُرِّه} & \quad \text{ضَوْءَة} \quad \\
\end{align*}
\]

Write the following words in ruq'a script:

\[
\text{الْقُرْآنُ مَلَّانُ آمَالُ آرَاءَ بَدَأَ مَلَارْيَا} \quad \text{بِنَاءَة} \quad \text{سَمَاءَة} \quad \text{صُوْءَة} \\
\]

275
E. When a word-initial hamza becomes medial simply because the definite article or some other prefix is added, the chair remains an alif. Read the examples below:

أصلٌ: الأَصلُ إِخْرَاجٌ: الإِخْرَاجُ أُسَانٌ: الأُسَانُ أُولِىٌ: الأُولِيٌ

إِجْزاءٌ: كَابِرًا إِنّ: فَإِنَّ أَذَهَبَ: لاَذَهَبَ أَمْرِيْكاً: يَا أَمْرِيْكاً أَوْجَدُ: يَا أَوْجَدُ

Write the above words in ruq'ah script.

As a mnemonic device, notice that the first three of the above exceptions deal with writing the hamza next to an alif, a waaw, or a yaa', while the rest of the exceptions
deal with adding letters before or after the hamza.*

*Because their application requires more familiarity with the language than the average beginner has, two important exceptions are excluded from the foregoing list and relegated to this footnote for future reference:

(1) In a masdar whose function is closely related to the corresponding verb, the chair of final hamza is alif after a sukun. The function of a masdar is closely related to the corresponding verb in three contexts (see Wright's Grammar, Vol. II, pp. 54-62):

(a) Where the masdar can be replaced by َأَنْتَ plus the corresponding verb; compare the following pair of sentences: ُعَبْدُ َأَنْتَ في َفَتْحٍ "He wishes to begin working immediately", ُعَبْدُ َأَنْ يَبْدِئُ في َفَتْحٍ "He wishes to begin working immediately".

(b) Where the masdar intensifies the meaning of the corresponding verb: ُعَبْدُ َوَمَا ضَخَّ "He trod on it (with) a treading (i.e., heavily)".

(c) Where the masdar (together with a following modifier) defines the meaning of the corresponding verb:

ُعَبْدُ ُخَلَّةُ حَسَنًا "He began a good beginning (i.e., well)".

Notice that, in the above contexts, both function and graphical representation relate the masdar to the corresponding verb.

In the following sentences, /waṭ'/ and /bad'/ are written as ٌوَّطَةٍ and ُبَدَّةٍ respectively (notice that the function of neither is closely related to the corresponding verb): ُحِقْيَةٌ ُوَّطَةٍ 'Tread softly', ُحِقْيَةٌ ٌبَدَّةٍ 'In the beginning was the Word'.

(2) The indicative and the subjunctive forms of some defective verbs are written with َأَنَّ before the last letter. The jussive form of such verbs is usually written with ٌ as the last letter; thus the indicative, the subjunctive, and the jussive forms are related one to the other by graphical similarity: ُيَنَا "to be distant (indicative and subjunctive)", ُيَنَا "to be distant (jussive)"). The jussive form in question may also be written with an independent hamza as the last letter: ُيَنَّ. 277
Exceptions which are not accounted for in this section should be learned as items.

Dictation

Your teacher will dictate the following words to you:

Note:

As explained in the foregoing pages, the chair of the hamza is usually specified by the vocalic environment. Conversely, the vocalic environment is specifiable, at least in part, once the chair is given; thus in texts where the short vowels are not represented, the use of various chairs provides clues to the correct pronunciation of words like the following:

In addition, the use of various chairs reflects a difference in pronunciation between the two major dialects of ancient Arabia: while speakers of the eastern dialect pronounced the hamza clearly, those of the western dialect pronounced the hamza weakly or replaced it by vowel length in certain environments.* The following are

*See Anīs' Fī al-Lahajāt al-ʿArabiyya, pp. 75-80.
examples (the eastern pronunciation is given on the right and the corresponding western pronunciation is given on the left; notice that in each case the chair indicates the western pronunciation):

**Examples**

<table>
<thead>
<tr>
<th>Eastern Pronunciation</th>
<th>Western Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>فَأَرَ</td>
<td>Fɑɑr</td>
</tr>
<tr>
<td>بِئْرُ</td>
<td>Bɛeɾ</td>
</tr>
<tr>
<td>ضُمْئُ</td>
<td>Zum</td>
</tr>
</tbody>
</table>

Review

Read each of the following passages and prepare for a dictation based on it.

**النَسْقُ الأَوَّل**

السيدة آمال فكري أستاذة قديرة فذة كثيرا عن تاريخ البيضريين القدماء;

ودرس النسق التأريخ في جامعة القاهرة.

ذهبت السيدة آمال إلى مكتبة السياحة وهناك عرفت الهيكلة الموظفة وُدْرُ.

طلاباً أمريكياً حضرن إلى مسرح السياحة يشيرين بوذا.

خادمة السيدة طالبة، وناند أيام جالستين في نسيمها واحتشم.

في مسحيلة تخليد النشأة العربية وفي وضع التراة في كل من الولايات المتحدة والشرق الأوسط.

ذهبت السيدة آمال مع الطلبة للحجر المشاهدة للآثار القديمة في العاصمة البيضري.

البيضريون وساعادتهم على فهم التاريخ البيضري الغدي.
This passage demonstrates the practice of occasionally extending the joining line after an initial or a medial connector. The practice is used primarily to make the left margin straight. It is also used in fully vocalized texts:

(a) To keep diacritical marks from getting crowded together (compare خطأ خطأ).

(b) To avoid the association of a given diacritical mark with the wrong letter (compare مبدأ مبدأ).
The first of the preceding passages is repeated below in calligraphic script then in normal handwriting; study the passage in these forms, then read it aloud.


collection of the preceding passages is repeated below in calligraphic script then in normal handwriting; study the passage in these forms, then read it aloud.
السيدة آمال فكري أستاذة قديرة قرأت كثرا عند تاريخ المصري القديم ودعت التاريخ إلى جمعها القاهر.

ذُكِرت السيدة آمال إلى مكتب السياحة ولم تنسوا عرفتها الموظفة بعشر طالبات أمريكيات هضرته إلى مصرف السياحة شرويدا، عادت الطالبات الطالبات، وبعد أيام بسعتها في بيترها وباختصار في مسألة ترجم المرأة العربية في وضع المرأة في كل مرحلة الواردات المبكرة الأوكرانية والشرقالأوسط.

ذُكِرت السيدة آمال مع الطالبات العشر لتحذفة الازدهار القديم في العاصمة المصرية وساعدته على قسم التاريخ المصري القديم.
APPENDIX I. GRAPHICAL SYMBOLS

List A: The Arabic Alphabet

As defined by Arabs, the Arabic alphabet consists of the following letters (in the order given); for letters which have more than one shape, only the flourished form is listed.

<table>
<thead>
<tr>
<th>Name of Letter</th>
<th>Arabic Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>(hamza)*</td>
<td>(ء)</td>
</tr>
<tr>
<td>alif</td>
<td>ا</td>
</tr>
<tr>
<td>baa'</td>
<td>ب</td>
</tr>
<tr>
<td>taa'</td>
<td>ت</td>
</tr>
<tr>
<td>Qaa'</td>
<td>ث</td>
</tr>
<tr>
<td>jiim</td>
<td>ج</td>
</tr>
<tr>
<td>Haa'</td>
<td>ح</td>
</tr>
<tr>
<td>xaa'</td>
<td>خ</td>
</tr>
<tr>
<td>daal</td>
<td>د</td>
</tr>
<tr>
<td>daal</td>
<td>ز</td>
</tr>
<tr>
<td>raa'</td>
<td>ر</td>
</tr>
<tr>
<td>zaay</td>
<td>س</td>
</tr>
</tbody>
</table>

*Although considered the first letter of the alphabet, hamza is not listed separately. It is usually treated in conjunction with alif, waaw, and yaa'.

283
<table>
<thead>
<tr>
<th>Name of Letter</th>
<th>Arabic Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{s}i\text{in}$</td>
<td>ش</td>
</tr>
<tr>
<td>$\text{s}a\text{ad}$</td>
<td>ص</td>
</tr>
<tr>
<td>$\text{d}a\text{ad}$</td>
<td>ض</td>
</tr>
<tr>
<td>$\text{t}a\text{a}'$</td>
<td>ط</td>
</tr>
<tr>
<td>$\text{g}a\text{a}'$</td>
<td>ط</td>
</tr>
<tr>
<td>$\text{g}a\text{y}n$</td>
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<tr>
<td>$\text{g}a\text{y}n$</td>
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<tr>
<td>$\text{f}a\text{a}'$</td>
<td>ف</td>
</tr>
<tr>
<td>$\text{g}a\text{a}f$</td>
<td>ق</td>
</tr>
<tr>
<td>$\text{k}a\text{a}f$</td>
<td>ك</td>
</tr>
<tr>
<td>$\text{la}\text{am}$</td>
<td>ل</td>
</tr>
<tr>
<td>$\text{m}i\text{im}$</td>
<td>م</td>
</tr>
<tr>
<td>$\text{n}u\text{u}n$</td>
<td>ن</td>
</tr>
<tr>
<td>$\text{h}a\text{a}'$</td>
<td>ه</td>
</tr>
<tr>
<td>$\text{w}a\text{a}w$</td>
<td>و</td>
</tr>
<tr>
<td>$\text{y}a\text{a}'$</td>
<td>ي**</td>
</tr>
</tbody>
</table>

Note: The combination consisting of a laam and a following alif is represented by the special symbol ٍّ.

*Except for having two suprascript dots, the shapes of taa' marbuuta are identical to final and independent haa'.

**Except for not having two subscript dots, the shapes of alif maqsuura are identical to final and independent yaa'.

284
List B: Additional Symbols

fatHa

damma

kasra

sukuun

šadda

madda (written above alif)

Dagger alif

Nunation with fatHa

Nunation with damma

Nunation with kasra

wašla (written on alif)

Question mark

Comma

Period
List C: al-Huruufu l-'abjadiyyah

When listing paragraphs or other segments of written material, English uses A, B, C, D, etc. in the order of the Roman alphabet. Arabic, on the other hand, uses "al-Huruufu l-'abjadiyyah"—i.e., the letters of the Arabic alphabet in the following order:

ابجد هوز ط
ي ك ل م ن س ع ف ص
قرش ت ش خ ض ط غ

As a mnemonic device, al-Huruufu l-'abjadiyyah are combined into the following words:*

ابجد هوز حطي كلمن سعفص قرششدخضغ

*The words are pronounced as /abjad, hawwaz, Huṭṭii, kalaman, sa9fas, qaraṣat, ṭaxad, ḏaḍag/. 

286
This appendix provides eleven tables* which the learner can use to ascertain the correct shapes of certain connected sequences. The sequences in the first table consist of two letters each; those in the other tables, of three letters each.

The tables consist of rows and columns. The "horizontal axis" of a given table is the row at the very top; the "vertical axis" is the column at the extreme right. The initial letters for various sequences are listed in the vertical axis, while the final letters are listed in the horizontal axis; in other words, each row is introduced by the letter which occurs initially in all the sequences of that row, and each column is introduced by the letter which occurs finally in all the sequences of that column. A sequence occurs wherever a row and a column meet. To locate a sequence, one merely locates the square where the appropriate row and the appropriate column meet; for example, to locate a sequence which begins with baa' and ends with kaaf, one locates the row introduced by baa' and the column introduced by kaaf, then locates the square at which the row and the column meet.

---

*The tables are from Writing Arabic: A Practical Introduction to Ruq'ah Script by T.F. Mitchell, published by Oxford University Press. Reprinted by permission of the publisher.
In tables 2-11, a medial letter occurs between the initial and the final letters of each sequence; that medial letter appears in the same box with the numeral identifying the table.

For the sake of brevity, a set of related letters is represented by the basic stroke; as a result, the tables include variants neither for final šiin nor for final daad. Again, for the sake of brevity, only one shape is used for each of final qaaf, final nuun, and final haa'.

Erratum

The letters of each axis are listed in alphabetical order; in all of the tables, however, the horizontal axis contains an error since waaw should follow, rather than precede, haa'.**

*The error is acknowledged in Mitchell's book.*
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<th>4</th>
<th>5</th>
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<tbody>
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</tbody>
</table>

292
APPENDIX III

ANSWERS TO DISCRIMINATION EXERCISES

The letter "daal"

The letter "daal"

The letter "raa'"

The letter "waaw"

The letter "taa'"
The letter "baa'"

The letter "taa'"

The letter "thaa'"

The letter "faa'"
The letter "kaaf"

The letter "laam"

The letter "nuun"

The letter "qaaf"

The letter "Haa"
The letter "xaa"

The letter "jiim"

The letter "siin"

The letter "šiin"

The letter "šaad"
The letter "daad"

The letter "yaa'" as a consonant

The letter "haa'"

The letter "9ayn"

The letter "gayn"

The letter "taa' marbuuta"
The symbol "alif maqṣūra"

The "hamza" (for recognition)

The numerals

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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</tbody>
</table>

<p>| 35 | 62 | 13 | 28 | 16 | 10 | 97 | 90 | 80 | 45 |
| 542 | 23 | 197 | 978 | 542 | 638 |
| 9,870 | 4,321 | 1,350 | 6,823 | 930 | 32,996 |
| 9,102 | 10,005 | 42,638 | 14,999 | 32,896 |</p>
<table>
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<th>Description</th>
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<td>638,362</td>
</tr>
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BIBLIOGRAPHY


