



ألفاعل

The Doer

Introduction and important points:

- 1. We have so far looked at nominal sentences with the exception of sentences beginning with the past tense verb نان
- 2. A nominal sentence will always begin with a noun¹.
- 3. We have looked at past tense verbs and imperfect tense verbs. To understand this new grammar rule, you must be able to recognise and recall various past tense and imperfect tense verbs.
- 4. We will now look at sentences made up of a "verb and doer".
- 5. Look at this example and understand what the "doer" is:

Zaid sat.

The man ran.

The boy listened.

The children played.

She prostrated.

- 6. The underlined word is the "doer". The "doer" is the person, animal etc that does the action.
- 7. In the example "The man ran", the "man" is the doer, as he is doing the work of running.
- 8. In English, the doer is placed before the verb.
- 9. In Arabic, the verb comes first. Then the doer.
- 10.Despite the verb coming first in Arabic, we will <u>translate the doer first</u>, as the language we are translating into is English, and in English the Doer comes first.
- 11.The Arabic word for Doer is ناعِل.

Now look at the following examples and note the Harakah of the . ناعِل.

¹ In sentences such as إلى the first significant component of the sentence will determine whether it is nominal or verbal.

Example 1:

| 2 | 1 | |
|--------------------|---------------------|--|
| جَلَسَ الرَّجُلُ . | ٱلرَّجُلُ جَالِسٌ. | |
| The man sat. | The man is sitting. | |
| نعل و فأعل | مبتدأ و خبر | |

Example 2:

| 2 | 1 |
|--------------------|----------------------|
| هَرَبَ الرَّجُلُ . | اَلرَّ جُلُ هَارِبٌ. |
| The man ran. | The man is running. |
| نعل و فاعل | مبتدأ و خبر |

Example 3:

| 2 | 1 |
|--|-----------------------|
| سَمِعَ الْوَلَكُ. The boy listened / heard. | ٱلْوَلَٰنُ سَامِعٌ. |
| The boy notoriou? Heard. | The boy is listening. |
| فعل و فاعل | مبتدأ و خبر |

Example 4:

| 2 | 1 |
|---------------------|-------------------------|
| ضَحِكَ الطَّبِيْبِ. | ٱلطَّبِيْبُ ضَاحِكٌ. |
| The doctor laughed. | The doctor is laughing. |
| نعل و ناعل | مبتدأ و خبر |

Grammar:

The most important point to note is the Harakah: *the doer will contain a Dhamma*.

Carefully analyse the above examples.

Note the Doer with imperfect tense verbs:

| 2 | 1 | |
|----------------------------------|---------------------------------|--|
| تَنْصُرُ الْبِنْتُ . | يَنُصُرُ الْوَلَثُ . | |
| The girl is helping / will help. | The boy is helping / will help. | |
| الفعل المضارع + الفاعل | الفعل المضارع + الفاعل | |

In the following sentences notice the difference in translation when the definite article is removed:

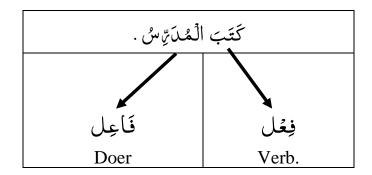
| Without the definite article | With the definite article ✓ | |
|------------------------------|--------------------------------|---|
| وَلدٌ | ا لْوَلَّكُ | 1 |
| A boy | The boy | |
| بَيْتٌ | ٱلْبَيْتُ | 2 |
| A house | The house. | |
| تَّقَانَةٌ A car | ٱلسَّيَّامَةُ | 3 |
| A car | The car | |
| مُهَنُٰںِسٌ | اَلْمُهَنْدِسُ The engineer | 4 |
| مُهَنُدِسٌ An engineer | The engineer | |

Notice the difference when in a sentence:

| 2 | 1 |
|-------------------|---------------------|
| دَخَلَ طَبِيْبٌ . | دَخَلَ الطَّبِيْثِ. |
| A doctor entered. | The doctor entered. |

| 2 | 1 |
|-------------------------------|---------------------------------|
| يَنْصُرُ وَلَنَّ. | يَنُصُرُ الْوَلَدُ . |
| A boy is helping / will help. | The boy is helping / will help. |

Terminology



| 2 | 1 |
|---------------------------|----------------------------|
| أَكِلَ حَامِدٌ . | حَامِنٌ مَرِيُضٌ. |
| Hamid ate. | Hamid is ill. |
| | |
| Verbal Sentence. | Nominal Sentence. |
| Starts with a verb. | Starts with a noun. |
| ٱلجُمْلَةُ الْفِعُلِيَّةُ | ٱلْجُمْلَةُ الْرِسُمِيَّةُ |

Conclusion

As a conclusion, note that all of the following will contain a Dhamma.

| Type of sentence | Example | | |
|------------------|-------------------------------------|-----------|---|
| جملة اسميّة | <u>ٱلرَّجُلُ</u> قَائِمٌ . | مبتدأ | 1 |
| جملة اسميّة | ٱلرَّجُلُ <u>قَائِمٌ</u> . | محبر | 2 |
| جملة اسميّة | إِنَّ الرَّجُلَ <u>قَائِمٌ</u> . | خبر/ إِنّ | 3 |
| جملة فعلية | كَان <u>َ الرَّجُلُ قَ</u> ائِمًا . | اسم / گان | 4 |
| جملة فعلية | نَصَرَ الطَّبِيْثِ. | فأعل | 5 |

The Doer: Gender Coordination

Note the gender coordination in the following examples. Write down the translation of each sentence.

| В | А | |
|----------------------------|------------------------|---|
| فاعل: | فاعل: | |
| مؤنّث | منكّر | |
| سَمِعَتِ الْبِنْثُ. | سَمِعَ الْوَلَدُ . | 1 |
| شَرِبَتِ الْأُخْثُ. | شَرِبَ الرَّجُلُ. | 2 |
| نَصَرَتِ الطَّبِيْبَةُ. | نَصَرَ الطَّبِيْبُ. | 3 |
| دَخَلَتِ الْمُكَرِّسَةُ. | دَخَلَ الْمُكَنِّيْسُ. | 4 |
| مَا كَتَبَتِ الطَّالِبَةُ. | مَا كَتَبَ الطَّالِبُ. | 5 |

Note the gender coordination with imperfect tense verbs:

| تَشُرَبُ الْبِنُثُ. | يَشُرَبُ الرَّجُلُ. | 6 |
|----------------------------|-------------------------|---|
| تَنْصُرُ الْأُنْحُثُ. | يَنْصُرُ الْوَلَكُ . | 7 |
| تَ كُكُلُ الْمُكَرِّسَةُ. | يَدُخُلُ الْمُدَرِّسِّ. | 8 |
| لَا تَكُتُبُ الطَّالِبَةُ. | لا يَكُتُب الطَّالِب. | 9 |

Vocabulary Bank

Memorise the following words (verbs). You will need them in the exercises.

| Imperfect Tense | Past Tense | Meaning | |
|----------------------|------------|--|----|
| يَسُجُنُ | سَجَلَ | To prostrate | 1 |
| يَنُصُرُ | نَصَرَ | To help. | 2 |
| يَقُتُلُ | قَتَل | To kill. | 3 |
| يَدُخُلُ | دَخَلَ | To enter. | 4 |
| يَعُبُنُ | عَبَنَ | To worship. | 5 |
| يشُكُرُ | شَكَرَ | To be grateful / thankful. | 6 |
| يَرْرُقُ | ؆ۮؘؾؘ | To provide / bestow. | 7 |
| يَكُفُرُ | كَفَرَ | To disbelieve / be ungrateful. | 8 |
| يَنُفُحُ | نَفَخَ | To blow / fill with air / fill a tyre. | 9 |
| يَصُدُقُ | صَدَق | To speak the truth. | 10 |
| يَسُطُرُ | سَطَرَ | To write / jot down. | 11 |
| يَحُكُمُ | حَكَمَ | To rule / order / govern. | 12 |
| يَحُسُّنُ | حَسَنَ | To be jealous. | 13 |
| يَرُجُمُ | تَجَمَ | To throw stones at / pelt with stones. | 14 |
| يَأْكُلُ | أَكَلَ | To eat. | 15 |
| يَفۡتَحُ | فَتَحَ | To open. | 16 |
| يَفُتَحُ يَنُهَبُ | ذَهَبَ | To go (he went). | 17 |

- 1. The doer with past tense verbs.
- 2. Ensure the Harakah of each word is analysed.
- 3. Use the vocabulary bank to help you.

| Translation | Arabic | |
|-------------|--|----|
| | لَعِبَ الطَّالِبُ. | 1 |
| | لَعِبَ طَالِبٌ. | 2 |
| | لعِبَتْ طَالِبَةٌ. | 3 |
| | لعِبَتِ الطَّالِبَةُ. | 4 |
| | ضَحِكَ الرَّجُلُ. | 5 |
| | ضَحِكَ يَجُلُّ . | 6 |
| | ضَحِكَتُ بِنُتٌّ . | 7 |
| | جَلَسَ الْحِصَانُ . | 8 |
| | قَدُ جَلَسَتِ الْبِنْثُ. | 9 |
| | مَا سَئَلَتُ طَبِيْبَةٌ . | 10 |
| | مَا سَئَلَتِ الطَّبِيْبَةُ . | 11 |
| | مَا كَسَرَ زَيُنٌّ . | 12 |
| | حَكَمَ الْمَلِكُ . | 13 |
| | ى زى الله . | 14 |
| | خَلَقَ اللهُ . | 15 |
| | قَلُ سَمِعَ اللَّهُ . | 16 |
| | لَقَلُ صَبَرَ الْمُلَيِّسُ. لَقَلُ صَبَرَتِ الْمُلَيِّسَةُ. | 17 |
| | لَقَلُ صَبَرَتِ الْمُلَيِّسَةُ . | 18 |

- 1. The doer with imperfect tense verbs.
- 2. Ensure the Harakah of each word is analysed.
- 3. Use the vocabulary bank to help you.

| Translation | Arabic | |
|-------------|-----------------------------|----|
| | يَسُجُنُ الْمُهَنُدِسُ. | 1 |
| | تَسْجُدُ الْمُهَنُدِسَةُ . | 2 |
| | يَدُخُلُ الْمُدَرِّ سُ. | 3 |
| | تَكْخُلُ الْمُكَرِّسَةُ. | 4 |
| | يَحُكُمُ الْملِكُ. | 5 |
| | يَـرُرُقُ اللهُ . | 6 |
| | يَنُصُرُ الطَّبِيْبُ. | 7 |
| | يَنْصُرُ طَبِيْبٌ . | 8 |
| | تَنُصُرُ الطَّبِيْبَةُ. | 9 |
| | لايَنْصُرُ طَبِيْبُ. | 10 |
| | لَا تَصْدُقُ الطَّالِبَةُ . | 11 |
| | يَصْدُقُ الطَّالِبُ . | 12 |
| | يَصُدُقُ طَالِبٌ . | 13 |

The doer is inside the verb:

| نَشُكُرُ. | 14 |
|---------------|----|
| نَنُصُرُ . | 15 |
| يَشُكُرُونَ . | 16 |
| يَنْصُرُونَ . | 17 |

Ensure grammar rules are applied, paying particular attention to gender coordination.

| | English | Arabic |
|----|---|--------|
| 1 | The boy was grateful. | |
| 2 | A boy was grateful. | |
| 3 | The scholar (f) entered. | |
| 4 | A scholar (f) did not enter. | |
| 5 | The donkey did not eat. | |
| 6 | A doctor heard. | |
| 7 | A doctor heard (f). | |
| 8 | The nurse (f) spoke the truth. | |
| 9 | I spoke the truth. | |
| 10 | A nurse (f) did not speak the truth. | |
| 11 | The student is helping / will help. | |
| 12 | A student is helping / will help. | |
| 13 | The student is not helping / will not help. | |
| 14 | The engineer is writing / will write. | |
| 15 | The engineer (f) is eating / will eat. | |

Fill in the blanks with an appropriate word, ensuring you place the correct Harakah on each word. Use the vocabulary bank to help you.

| Translation | Sentence | |
|-------------|--|----|
| | سَجَلَ | 1 |
| | سَجَلَتُ | 2 |
| | مَا ضَحِكَ | 3 |
| | ضَحِكَتُ | 4 |
| | الْمُدَىِّ سُّ . | 5 |
| | . عُسَيِّ الْمُكَتِّ الْمُكَتِّ عُسَةً | 6 |
| | ظبِیْثِ . | 7 |
| | الطّبِيْبَةُ. | 8 |
| | مَاظبِيْبَةٌ. | 9 |
| | لاً طَبِيْبَةُ ڵ | 10 |
| | لا مُهَنُدِسٌ . | 11 |
| | يَأْكُلُ | 12 |
| | تَأْكُلُ | 13 |

- 1. Find out the meanings of the following past tense verbs.
- 2. Make a verbal sentence (verb + doer) from each.
- 3. Ensure the Harakah is correct.
- 4. Memorise the meanings of these verbs.

| Sentence | Translation | Past tense | |
|---------------|-------------|---|----|
| (Verb + Doer) | | verb | |
| | | وصَلَ | 1 |
| | | ظلب | 2 |
| | | كَذَب | 3 |
| | | غَفَرَ | 4 |
| | | وَصَلَ ظَلَب گَذَب غَفَرَ نَهُعَ تَكِب تَكِب تَكِب طَبَخَ ظَبَخَ | 5 |
| | | ت کِټ | 6 |
| | | لبِسَ | 7 |
| | | طَبَخَ | 8 |
| | | زَىَّعَ | 9 |
| | | وَزَنَ | 10 |

These are also past tense verbs, but on a different pattern:

| قَالَ | 11 |
|-------|----|
| فَارَ | 12 |
| جَاءَ | 13 |

Vocabulary Bank

| 1 | جِدَار | Wall |
|----|--------------------------------|-------------------|
| 2 | جِدَار عَصِيْر | Juice |
| 3 | صُوْر | Trumpet |
| 4 | مَلْعَب | Playground |
| 5 | سُوْق | Market |
| 6 | تَاس | Fire |
| 7 | غُرُفَة | Room |
| 8 | ظعَام | Food |
| 9 | مَطَار | Airport |
| 10 | صَنَم | Statue |
| 11 | تَاجِر | Merchant |
| 12 | مُدِيْر | Headteacher |
| 13 | شايرع | Street |
| 14 | مَطْعَم | Restaurant. |
| 15 | مَطْعَم طَبَّاخ | Cook |
| 16 | . 7 | Kitchen. |
| 17 | الْهِنُد | India |
| 18 | مَطَبَخ الْهِنُد قَبِيُح | Ugly |
| 19 | خَاسّ | Hot |
| 20 | بَايِد | Cold |
| 21 | حَادّ | Sharp |
| 22 | ثُمِّ | Then (particle) |
| 22 | و | And (particle) |
| 23 | بَلُ | Rather (particle) |
| | | |

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