Language Drills

التدريبات اللغوية

Heading as written in your photo: (التدريبات اللغوية Language Drill)

Subject 1 - organised notes. Arabic, transliteration and English kept together, rebuilt as full sentences from your translated pages.



What is in this subject

1 Language drills What they are, why rules need practice, and the four areas they cover.	Page 2-3
2 The hamza الهمزة Hamzat al-qat' and hamzat al-wasl: how each is pronounced, written, and where each occurs.	Page 4
3 Alif al-maqsurah الألف المقصورة When a final alif is written ى, when it stays ا, and the exceptional names.	Page 5
4 Punctuation marks علامات الترقيم Period, comma, semicolon, colon and question mark, and where each one goes.	Page 6
5 One-page revision Every rule in three short tables, for a final check before the exam.	Page 7

How to read each topic: the shaded box gives the Arabic as one full passage, the italic line underneath gives the transliteration of the key terms, and the English below it is the explanation. Learn the Arabic box and the English together.

TOPIC 1

From rules to a skill

What are language drills?

التدريبات اللغوية هي عبارة عن تراكيب وتمارين، وأنشطة تعليمية منظمة تتيح للمتعلم، كالطالب في المدرسة أو دارس اللغة، التدريب على أشكال استعمال الجملة أو الجمل والمفردات والأبنية النحوية والصرفية استعمالا صحيحا، لتثبيتها في ذهنه.

At-tadrībāt al-lughawiyyah hiya ʿibārah ʿan tarākīb wa tamārīn, wa anshiṭah taʿlīmiyyah munaẓẓamah tutīḥu lil-mutaʿallim at-tadrīb ʿalā ashkāl istiʿmāl al-jumlah wal-mufradāt wal-abniyah an-naḥwiyyah waṣ-ṣarfiyyah istiʿmālan ṣaḥīḥan, li-tathbītihā fī dhihnih.

Language drills are compositions, drills and organised educational activities. They let the learner - a student in school, or someone studying the language - practise the different ways of using sentences, vocabulary, and grammatical and morphological structures correctly, so that those forms become fixed in his mind.

(المفهوم والمعنى) *(Al-mafhūm wal-maʿnā) - Understanding and Meaning*

The terminological definition

التعريف الاصطلاحي: هي مجموعة التطبيقات والأنشطة العملية التي تهدف إلى ترسيخ قواعد اللغة في نفس المتعلم، ونقلها من مجرد معلومات نظرية إلى مهارة وسلوك يتحدث ويكتب به.

At-taʿrīf al-iṣṭilāḥī: hiya majmūʿat at-taṭbīqāt wal-anshiṭah al-ʿamaliyyah allatī tahdifu ilā tarsīkh qawāʿid al-lughah fī nafs al-mutaʿallim, wa naqlihā min mujarrad maʿlūmāt naẓariyyah ilā mahārah wa sulūk yataḥaddathu wa yaktubu bih.

In technical terms, language drills are a set of practical applications and activities. Their aim is to firmly establish the rules of the language in the learner, and to move those rules from being mere theoretical information into a skill and a behaviour that he actually speaks and writes with.

Why they matter

الأهمية: تبقى القواعد والقوانين اللغوية بلا فائدة حقيقية ما لم تتبع بتدريبات عملية تساعد المتعلم على الممارسة وإتقان النطق، وتطوير المفردات، وصياغة التراكيب السليمة.

Al-ahammiyyah: tabqā al-qawāʿid wal-qawānīn al-lughawiyyah bilā fāʾidah ḥaqīqiyyah mā lam tutbaʿ bi-tadrībāt ʿamaliyyah tusāʿidu al-mutaʿallim ʿalā al-mumārasah wa itqān an-nuṭq, wa taṭwīr al-mufradāt, wa ṣiyāghat at-tarākīb as-salīmah.

Grammatical rules and laws give no real benefit on their own. They only become useful when practical exercises follow them, because practice is what gives the learner mastery of pronunciation, a growing vocabulary, and the ability to build sound structures.

The point to remember: theory first, then practice. A rule you have only read is information; a rule you have drilled is a skill.

Four areas that language drills cover

Jawānib tashmaluhā at-tadrībāt al-lughawiyyah جوانب تشملها التدريبات اللغوية

Area	What the training does	Arabic heading
1. Improving pronunciation *Taḥsīn an-nuṭq*	Training on the points of articulation of letters and words, so they are pronounced correctly.	تحسين النطق: التدريب على مخارج الحروف والكلمات بشكل صحيح
2. Developing vocabulary *Taṭwīr al-mufradāt*	Giving the learner new words, their meanings, and how to put them to use.	تطوير المفردات: إكساب المتعلم كلمات جديدة ومعانيها وكيفية توظيفها
3. Grammatical and spelling accuracy *As-salāmah an-naḥwiyyah wal-imlāʾiyyah*	Applying the rules of Arabic in writing and speaking, in order to avoid common mistakes.	السلامة النحوية والإملائية: تطبيق القواعد العربية في الكتابة والتحدث لتجنب الأخطاء الشائعة
4. Developing expression skills *Tanmiyat mahārāt at-taʿbīr*	Training in reading and listening, and in interactive writing.	تنمية مهارات التعبير: التدريب على القراءة والاستماع، والكتابة التفاعلية

How the four areas fit together

Pronunciation and vocabulary are the raw material: sounds made correctly, and words you actually know. Accuracy is the control on that material, keeping grammar and spelling correct so common errors do not settle in. Expression is where it all gets used, in reading, listening and writing that responds to someone else.

That order is also a useful way to revise. If an answer about language drills is asked for, name the definition first, then the purpose - fixing rules in the mind and turning theory into skill - then list the four areas with one line on each.

Answer shape: definition → terminological definition → importance → four areas. That is the order your notes use, and it is a safe order for an exam answer.

TOPIC 2

The hamza at the start of a word

الهمزة في اللغة العربية هي صوت انفجاري حنجري (ء)، وتنقسم دراستها وقواعد كتابتها بحسب موقعها في الكلمة إلى ثلاثة أقسام رئيسية.

Al-hamzah fī al-lughah al-ʿarabiyyah hiya ṣawt infijārī ḥanjariyy (ʾ). Its study and the rules for writing it are divided, according to its position in the word, into three main sections.

The hamza is a glottal explosive sound, written ء. Your notes cover the first of its positions in detail: the hamza at the beginning of a word, which is of two kinds.

	Hamzat al-qat'	Hamzat al-wasl
Arabic	همزة القطع	همزة الوصل
Pronounced	Always - at the start of speech and in the middle of connected speech.	Only at the start of speech. It drops out in connected speech (wasl).
Written	Above or below the alif: أَ ، أُ ، إِ	As a plain alif with no hamza: ا
Examples	أنتم ، أولئك ، إنّ الله antum, ulāʻika, inna Allāh	The alif of ال and of ism, ibn (see positions).

Where hamzat al-qat' occurs

- In all particles, except **al-**, the definite article.
- In the triliteral past verb and its verbal noun (masdar).
- In the quadriliteral past verb, its imperative, and its verbal noun.
- In the present-tense verb that begins with the hamza of the speaker - the first person, "I".

Where hamzat al-wasl occurs

- In **al-**, the definite article.
- In the ten transmitted nouns. Your notes name six of them: اسم ، ابن ، ابنة ، امرأة ، اثنان ، اثنتان - ism, ibn, ibnah, imra'ah, ithnān, ithnatān. Only these six are named in the notes.
- In the imperative of the triliteral verb, e.g. اشرب ، افتح ، اسمع - ishrab, iftaḥ, ismaʻ.
- In the past and the imperative of the five-letter and six-letter verbs, e.g. اجتهد ، انتظر ، استخرج ، استغفر - ijtahad, intaẓar, istakhraj, istaghfar.

Quick test: join the word to what comes before it. If the hamza still sounds, it is qat'. If it disappears, it is wasl.

TOPIC 3

Alif al-maqsurah: when the final alif is written ى

الألف المقصورة: هي الألف في آخر الكلمة، وتكتب على صورة ياء مهملة بدون نقطتين (ى).

Al-alif al-maqṣūrah: hiya al-alif fī ākhir al-kalimah, wa tuktabu ʿalā ṣūrat yā' muhmalah bidūn nuqṭatayn (ā).

Alif al-maqsurah is the alif at the end of a word, written in the shape of a dotless ya: ى, instead of the long alif ا, which your notes call alif mamdudah. The whole question is one of origin: where did that final alif come from?

The rules from your notes, numbered 1 to 5 as written

1. **Triliteral verbs:** write alif maqsura (ى) if the origin of its alif is ya. E.g. رمى ramā, because its present is يرمي yarmī; and بنى banā, because its present is يبني yabnī.
2. **Verbs of more than three letters:** write alif maqsura (ى) always if the origin of its alif is ya. E.g. استسقى istasqā, اهتدى ihtadā, استهدى istahdā - except if a ya precedes it, then write a long alif: يحيا yaḥyā.
3. **Non-triliteral nouns:** write alif maqsura (ى) if its origin is ya. E.g. رمى ramā (because its present is yarmī), فتى fatā, مصطفى Muṣṭafā, مستشفى mustashfā, مبنى mabnā.
4. **Non-triliteral nouns:** write alif maqsura (ى). E.g. مصطفى Muṣṭafā, هدى hudā - except if a ya precedes it, then write a long alif: زكريا Zakariyyā.
5. **Exceptional words:** write alif maqsura in some nouns and proper names. E.g. موسى Mūsā, عيسى ʿĪsā, كسرى Kisrā.

Kept exactly as your photos have it - check these three points:
1. Rule 2 heading: the photo writes الأفعال الثلاثية (triliteral verbs) followed by أكثر من ثلاثة أحرف (more than three letters), which contradicts itself. The rule is about verbs of more than three letters, so it is listed that way above.
2. Rule 3: ramā is a verb, but your notes list it among the noun examples. It is kept where the notes put it.
3. Rule 4: the line after Zakariyyā in the photo (about زكريان) is unclear in the handwriting, so it is flagged here rather than guessed.

TOPIC 4

Punctuation marks organise Arabic writing

علامات الترقيم في العربية هي رموز اصطلاحية ترسم بين الكلمات والجمل لتنظيم القراءة والكتابة، وتوضيح المعاني، وتحديد مواضع الوقف والفصل والنبرات الصوتية. أدخلت رسميا إلى الكتابة العربية الحديثة بجهود الأديب أحمد زكي باشا.

ʿAlāmāt at-tarqīm fī al-ʿarabiyyah hiya rumūz iṣṭilāḥiyyah tursamu bayna al-kalimāt wal-jumal li-tanẓīm al-qirā'ah wal-kitābah, wa tawḍīḥ al-maʿānī, wa taḥdīd mawāḍiʿ al-waqf wal-faṣl wan-nabarāt aṣ-ṣawtiyyah. Udkhilat rasmiyyan ilā al-kitābah al-ʿarabiyyah al-ḥadīthah bi-juhūd al-adīb Aḥmad Zakī Bāshā.

Punctuation marks are conventional symbols placed between words and sentences. They organise reading and writing, clarify meanings, and mark where to pause and where to separate, and the vocal tones / intonation (النبرات الصوتية). They were officially introduced into modern Arabic writing through the efforts of the writer **Ahmad Zaki Basha**.

The five marks in your notes

Mark	Name	Where it is used
.	**Period** An-nuqṭah النقطة	At the end of a complete sentence, where the meaning is finished, or at the end of a paragraph.
،	**Comma** Al-fāṣilah الفاصلة	Between sentences connected in meaning; between the parts of a thing and its divisions; after the vocative (the person called); and between an oath and its response.
؛	**Semicolon** Al-fāṣilah al-manqūṭah الفاصلة المنقوطة	Between two sentences where one is the cause of the other, or its result.
:	**Colon** An-nuqṭatān ar-ra'siyyatān النقطتان الرأسيتان	After speech (before what was said); between a thing and its parts; and before a list of examples and definitions.
؟	**Question mark** ʿAlāmat al-istifhām علامة الاستفهام	At the end of the sentence. That is the literal wording of your notes: توضع في نهاية الجملة [gloss: this means the interrogative sentence].

Separating the similar ones: the comma links things inside one flow of meaning. The semicolon links two full sentences joined by cause and result. The colon points forward, to speech, parts, examples or a definition that is about to follow. The period closes.

REVISION

One-page revision: the whole subject at a glance

Language drills

- **Definition:** compositions, drills and organised activities that practise sentences, vocabulary and grammar and morphology, correctly, until they are fixed in the mind.
- **Purpose:** to turn rules from theory into a speaking and writing skill.
- **Four areas:** pronunciation, vocabulary, grammatical and spelling accuracy, expression skills.

Hamza at the start of a word

	Qat'	Wasl
Test	Survives joining	Drops when joined
Written	إ / أ on the alif	Plain ا
Key places	Particles (not al-); triliteral past + masdar; quadriliteral past, imperative + masdar; "I" present verb	Al-; the ten nouns (six named: ism, ibn, ibnah, imra'ah, ithnān, ithnatān); triliteral imperative (ishrab, iftaḥ, ismaʿ); five- and six-letter past + imperative (ijtahad, istakhraj, istaghfar, intaẓar)

Alif al-maqsurah and punctuation

Rule	Answer
Rules 1-4: origin ya	Write ى - ramā (present yarmī), banā (present yabnī), istasqā, fatā, Muṣṭafā, mustashfā, mabnā, hudā.
Ya just before it	Write ا - yaḥyā, Zakariyyā.
Rule 5: exceptions	Mūsā, ʿĪsā, Kisrā keep ى.
Punctuation	Period closes a complete sentence. Comma links connected meaning, parts, vocative, oath and response. Semicolon joins cause and result. Colon precedes speech, parts, examples, definitions. Question mark at the end of the sentence [the interrogative sentence]. Introduced into modern Arabic writing by Ahmad Zaki Basha.

Before you close the book, check you can: define language drills in Arabic and English; name the four areas; tell qat' from wasl by the joining test and list where each occurs; decide ى or ا for ramā, yaḥyā, Mūsā; and place all five punctuation marks.