KADUNA STATE UNIVERSITY / DIPLOMA IN ISLAMIC STUDIES / FINAL SEMESTER

Language drills

التدريبات اللغوية

At-tadrībāt al-lughawiyyah

Subject 1. Everything from the eleven pages, in source order. Each block gives Arabic, transliteration and English.

> **SOURCE COVERAGE. READ THIS FIRST.**
>
> Every line is now sourced. The typed sheet and pages 7 to 9 come from the supplied text. Pages 10 and 11 were replaced on 18 November with the complete Arabic transcription supplied by Umar, including the marginal notes and the polished version that completes the cut-off line. The earlier uncertain readings were removed.

TOPIC	SOURCE PAGE
What language drills are, and the four areas	2 to 3
The hamza, hamzat al-qat' and hamzat al-wasl	4
Alif al-maqsurah	5
Punctuation marks	6 to 8
Common spelling errors	9 to 11
One-page revision	7 of the original sheet

How to read each topic: the Arabic box gives the passage, the italic line transliterates it, and the English below explains it. Learn the Arabic and the English together.

Topic 1. From rules to a skill

التدريبات اللغوية هي عبارة عن تراكيب وتمارين، وأنشطة تعليمية منظمة تتيح للمتعلم التدريب على أشكال استعمال 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 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 the mind.

original sheet, page 2

المفهوم والمعنى

Al-mafhūm wal-maʿnā

Understanding and meaning.

original sheet, page 2

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.

original sheet, page 2

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.

original sheet, page 2

The point to remember

Theory first, then practice. A rule you have only read is information; a rule you have drilled is a skill.

original sheet, page 2

The four areas that language drills cover

الجوانب التي تشملها التدريبات اللغوية

Jawānib tashmaluhā at-tadrībāt al-lughawiyyah

AREA	WHAT THE TRAINING DOES	ARABIC HEADING
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
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
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 قواعد اللغة في الكتابة والكلمات لتجنب الأخطاء الشائعة
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.

original sheet, page 3

Answer shape

Definition to terminological definition to importance to four areas, with one line on each. That is the order your notes use, and it is a safe order for an exam answer.

original sheet, page 3

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), wa tanqasimu dirāsatuhā wa qawāʿid kitābatihā biḥasab mawqaʿihā fī al-kalimah ilā thalāthat aqṣām raʾīsiyyah.

The hamza is a glottal explosive sound, written ء. Its study and the rules for writing it are divided, according to its position in the word, into three main sections. Your notes cover the first of those positions: the hamza at the beginning of a word, which is of two kinds.

original sheet, page 4

Hamzat al-qat' and hamzat al-wasl

همزة القطع وهمزة الوصل

Hamzat al-qat' wa hamzat al-wasl

	HAMZAT AL-QAT'	HAMZAT AL-WASL
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
Written	Above or below the alif: أ, إ, أُ	As a plain alif with no hamza: ا
Examples	أنتم, أولئك, إن الله	The alif of ال, and of ism and ibn in their positions

Where hamzat al-qat' occurs

In all particles, except ال, the definite article. In the triliteral past verb and its verbal noun, the 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.

original sheet, page 4

Where hamzat al-wasl occurs

In ال, the definite article. In the ten transmitted nouns. Your notes name six: ism, ibn, ibnah, imra'ah, ithnān, ithnatān. Only these six are named in the notes. In the imperative of the triliteral verb, for example ishrab, iftaḥ, isma‘. In the past and the imperative of the five-letter and six-letter verbs, for example ijtahad, intaẓar, istakhraj, istaghfar.

original sheet, page 4

Quick test

Join the word to what comes before it. If the hamza still sounds, it is qat'. If it disappears, it is wasl.

original sheet, page 4

Topic 3. Alif al-maqsurah: when the final alif is 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?

original sheet, page 5

Rule 1, triliteral verbs

Write alif maqsura, ى, if the origin of its alif is ya. Ramā, because its present is yarmī. Banā, because its present is yabnī.

original sheet, page 5

Rule 2, verbs of more than three letters

Write alif maqsura, ى, always if the origin of its alif is ya. Istasqā, ihtadā, istahdā, except if a ya precedes it, then write a long alif: yaḥyā.

original sheet, page 5. The photo heading contradicts itself; this is the corrected reading.

Rule 3, non-triliteral nouns

Write alif maqsura, ى, if its origin is ya. Ramā, because its present is yarmī. Fatā, Muṣṭafā, mustashfā, mabnā.

original sheet, page 5. Ramā is listed among the noun examples in the notes.

Rule 4, non-triliteral nouns

Write alif maqsura, ى. Muṣṭafā, hudā, except if a ya precedes it, then write a long alif: Zakariyyā.

original sheet, page 5

Rule 5, exceptional words

Write alif maqsura in some nouns and proper names. Mūsā, ʿĪsā, Kisrā.

original sheet, page 5

Notes on the handwriting

Rule 2 heading in the photo says triliteral verbs followed by more than three letters, which contradicts itself. Rule 3 lists ramā among nouns. The line after Zakariyyā is unclear in the handwriting, so it is flagged and not guessed.

original sheet, page 5

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, where to separate, and the vocal tones. They were officially introduced into modern Arabic writing through Ahmad Zaki Basha.

original sheet, page 6

. النقطة

An-nuqṭah, the period

At the end of a complete sentence, where the meaning is finished, or at the end of a paragraph.

original sheet, page 6

، الفاصلة

Al-fāṣilah, the comma

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.

original sheet, page 6

٣- الفاصلة المنقوطة (؛) : توضع بين جملتين إحداهما سبب للأخرى نتيجة لها.

3- Al-fāṣilah al-manqūṭah (;): tūḍaʿu bayna jumlatayn iḥdāhumā sabab lil-ukhrā natījah lahā.

3- The semicolon: is placed between two sentences, one of which is the cause of the other and its result.

page 7

٤- النقطتان الرأسيتان (:) : توضعان بعد القول، أو بين الشيء وأقسامه، أو قبل تعداد أمثلة والتعريفات.

4- An-nuqṭatān ar-ra'siyyatān (:): tūḍaʿān baʿda al-qawl, aw bayna ash-shay' wa aqsāmih, aw qabla taʿdād amthilah wat-taʿrīfāt.

4- The colon: is placed after speech, or between something and its parts, or before listing examples and definitions.

page 7

٥- علامات الاستفهام (؟) : توضع في نهاية الجملة الاستفهامية.

5- ʿAlāmāt al-istifhām (?): tūḍaʿu fī nihāyat al-jumlah al-istifhāmiyyah.

5- Question marks: are placed at the end of the interrogative sentence.

page 7

٦- علامة التعجب (!) : توضع في نهاية الجملة التي تعبر عن انفعالات نفسية كالفرح، والحزن، والتعجب، والدعاء.

6- ʿAlāmat at-taʿajjub (!): tūḍaʿu fī nihāyat al-jumlah allatī tuʿabbiru ʿan infiʿālāt nafsiyyah kal-faraḥ, wal-ḥuzn, wat-taʿajjub, wad-duʿā'.

6- The exclamation mark: is placed at the end of a sentence that expresses psychological emotions such as joy, sadness, wonder, and supplication.

٧- النقاط الثلاث (...) : تدل على وجود كلام محذوف أو متكلم عليه من النص.

7- An-nuqāṭ ath-thalāth (...): tadullu ʿalā wujūd kalām maḥdhūf aw mutakallam ʿalayhi min an-naṣṣ.

7- The ellipsis: indicates the presence of omitted speech or something spoken about from the text.

٨- علامة التنصيص (« ») : يحصر بينهما الكلام المنقول حرفيا بنصه وتعديله.

8- ʿAlāmat at-tanṣīṣ (« »): yuḥṣaru baynahumā al-kalām al-manqūl ḥarfiyyan bi-naṣṣihi wa taʿdīlih.

8- Quotation marks: the speech transferred literally with its exact wording and modification is enclosed between them.

٩- الشرطة (-) : توضع بين عدد ومعدود في التعداد، أو للفصل بين ركني الجملة إذا طال الركن الأول أو في الحوار.

9- Ash-sharṭah (-): tūḍaʿu bayna ʿadad wa maʿdūd fī at-taʿdād, aw lil-faṣl bayna ruknay al-jumlah idhā ṭāla ar-rukn al-awwal aw fī al-ḥiwār.

9- The dash: is placed between a number and what is numbered in enumeration, or to separate the two parts of a sentence if the first part is long, or in dialogue.

١٠- الشرطتان (--) : تعبر بينهما الجملة الاعتراضية.

10- Ash-sharṭatān (--): tuʿabbiru baynahumā al-jumlah al-iʿtirāḍiyyah.

10- The double dash: the parenthetical sentence is expressed between them.

القوسان الهلاليان ( ) : توضع بينهما الكلام لشرح أو الإيضاح معنى كلمة غامضة، أو لتضمين التواريخ والأرقام المزيدة.

Al-qawsān al-hilāliyyān ( ): tūḍaʿu baynahumā al-kalām li-sharḥ aw al-īḍāḥ maʿnā kalimah ghāmiḍah, aw li-taḍmīn at-tawārīkh wal-arqām al-mazīdah.

The round parentheses: speech is placed between them for explanation or clarification of the meaning of an obscure word, or to include dates and additional numbers.

١١- القوسان المعقوفتان [ ] : توضع بينهما الآيات القرآنية الكريمة.

11- Al-qawsān al-muʿaqqafatān [ ]: tūḍaʿu baynahumā al-āyāt al-qur'āniyyah al-karīmah.

11- The square brackets: the noble Qur'anic verses are placed between them.

١٢- القوسان المعقوفتان : توضع بينهما ما يضيفه المحقق أو الباحث من كلام ليس في الأصل.

12- Al-qawsān al-muʿaqqafatān: tūḍaʿu baynahumā mā yuḍīfuhu al-muḥaqqiq aw al-bāḥith min kalām laysa fī al-aṣl.

12- The square brackets: what the editor or researcher adds of speech that is not in the original is placed between them.

page 8. The transcription repeats the Arabic heading for 11 and 12.

How the marks group

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.

original sheet, page 6

Common linguistic errors in spelling and expression

الصواب: التاء المفتوحة تثبت تاءً في الوصل والوقف.

Aṣ-ṣawāb: at-tā' al-maftūḥah tathbutu tā'an fī al-waṣl wal-waqf.

Correction: the open ta stays a ta in connected speech and at a pause.

top of the first sheet, marked with ×

إخفاء الهمزات (تحقيق الوصل وصحة القطع والهمزة المسهلة والمنقلبة، مثلاً: أأنذرتهم - آمنا).

Ikhfā' al-hamazāt (taḥqīq al-waṣl wa ṣiḥḥat al-qat' wal-hamzah al-musahhalah wal-munqalibah, mithālan: a-anḏartahum - āmannā).

Softening the hamzas: verifying wasl, validating qat', the softened hamza and the converted hamza. For example, أأنذرتهم and آمنا.

top of the first sheet, marked with ×

(الأخطاء اللغوية الشائعة في الإملاء والتعبير)

(Al-akhtā' al-lughawiyyah ash-shā'i'ah fī al-imlā' wat-ta'bīr)

Common linguistic errors in spelling and expression.

pages 10 and 11

تنتشر في الكتابة العربية اليوم ممارسات خاطئة تؤثر في وضوح المعنى والدقة، وإليك أبرزها مع تصحيحها:

Tantashiru fī al-kitābah al-ʿarabiyyah al-yawm mumārasāt khāṭi'ah tu'aththiru fī wuḍūḥ al-ma'nā wa ad-daqqah, wa ilayka abrazahā ma'a taṣḥīḥihā.

Erroneous practices are widespread in Arabic writing today. They affect clarity of meaning and precision. Here are the most prominent ones with their corrections.

pages 10 and 11

الأخطاء الإملائية الشائعة

Al-akhtā' al-imlā'iyyah ash-shā'i'ah

Common spelling errors.

pages 10 and 11

---

١ - الخلط بين «إن شاء الله» و «إنشاء الله». الصواب: كتابتها منفصلة: إن شاء الله لأنها مكونة من «إن» الشرطية والفعل «شاء»، أما «إنشاء» فهو مصدر أنشأ والبناء.

1- Al-khalṭ bayna in shā' Allāh wa inshā' Allāh. Aṣ-ṣawāb: kitābatuhā munfaṣilah, in shā' Allāh, li-annahā mutakawwinah min in ash-sharṭiyyah wal-fi'l shā', ammā inshā' fahuwa maṣdar ansha'a wal-binā'.

1- Confusing in sha' Allah and insha' Allah. Write it separate: إن شاء الله, because it is made of the conditional particle إن and the verb شاء. إنشاء is the masdar of أنشأ and means creating or building.

pages 10 and 11

---

٢ - التاء المربوطة (التاء المربوطة / هـ والهاء في آخر الكلمة مثل مدرسة

2- At-tā' al-marbūṭah (at-tā' al-marbūṭah / hā' wal-hā' fī ākhir al-kalimah mithal madrasah

2- The tied ta and the ha at the end of a word, with مدرسة as the example. This line is cut off in the original. The polished version below completes it.

pages 10 and 11, cut off in the source

---

٤ - الخطأ على الحروف المتشابهة في النطق أو الرسم: مثل: الضاد (ض) والظاء (ظ): مثل كتابة «ظابط» أو «حاض» بظاء. والسين «س» والصاد (ص): مثل كتابة «قسم» أو «قصم». الذال «ذ» والزاي «ز»: مثل كتابة، ذكي...

4- Al-khaṭa' ʿalā al-ḥurūf al-mutashābihat fī an-nuṭq aw ar-rasm: mithal: aḍ-ḍād (ض) wa aẓ-ẓā' (ظ): mithal kitābat ẓābiṭ aw ḥāḍ bi-ẓā'. Wa as-sīn (س) wa aṣ-ṣād (ص): mithal kitābat qasam aw qaṣm. Adh-dhāl (ذ) wa az-zāy (ز): mithal kitābat, dhakī...

4- Errors with letters similar in pronunciation or shape. Dad and za: writing ظابط or حاض with a za. Seen and sad: writing قسم or قصم. Dhal and zay: writing ذكي and so on. The polished version gives the full corrected pairs.

pages 10 and 11, original numbering

---

٥ - الخلط بين الألف المقصورة «ى» والياء «ي». الخطأ: وضع نقاط تحت الألف المقصورة في نهاية الأسماء والأفعال مثل كتابة علي بدلاً من على متى أو العكس: مثل: في، ومستشفى.

5- Al-khalṭ bayna al-alif al-maqṣūrah (ى) wal-yā' (ي). Al-khaṭa': waḍ' nuqaṭ taḥta al-alif al-maqṣūrah fī nihāyat al-asmā' wal-af'āl, mithal kitābat ʿalī badalan min ʿalā, matā, aw al-ʿaks: mithal: fī, wa mustashfā.

5- Confusing alif maqsura and ya. The error: putting dots under alif maqsura at the end of nouns and verbs, writing علي instead of على or متى, or the reverse: في and مستشفى.

pages 10 and 11, original numbering

---

٦ - التنوين والنون الأصلية: الخطأ: كتابة التنوين نوناً صريحة مثل: كتابة كتابن أو كتابنً بدلاً من كتاباً. الصواب: التنوين نون ساكنة تلفظ ولا تكتب، ويعوض عنها بفتحتين أو ضمتين أو كسرتين في آخر الاسم، وتحذف عند الوقف إذا يقرأ التنوين نحو الوقوف المفتوحة المعوض عنه مثل: رجلاً وكتابٌ وقلمٍ.

6- At-tanwīn wan-nūn al-aṣliyyah. Al-khaṭa': kitābat at-tanwīn nūnan ṣarīḥah, mithal: kitābat kitānan badalan min kitāban. Aṣ-ṣawāb: at-tanwīn nūn sākinah tulfaẓu wa lā tuktab, wa yuʿaẓẓa ʿanhā bi-fatḥatayn aw ḍammatayn aw kasratayn fī ākhir al-ism, wa tuḥdafu ʿinda al-waqf idhā yuqra'u at-tanwīn naḥwa al-wuqūf al-maftūḥah al-maʿwaḍḍa ʿanhu, mithal: rajulan wa kitābun wa qalamin.

6- Tanween and the original noon. The error: writing tanween as an explicit noon, writing كتابن instead of كتاباً. Tanween is a silent noon, pronounced and not written. It is replaced by two fathas, two dammas or two kasras at the end of the noun, and it is dropped at a pause when tanween is read toward the open pause that compensates for it: رجلاً, كتابٌ, قلمٍ.

pages 10 and 11, original numbering

Polished and corrected version

Numbering fixed to 1 to 5 and the cut-off section completed.

الأخطاء اللغوية الشائعة في الإملاء والتعبير. تنتشر في الكتابة العربية اليوم ممارسات خاطئة تؤثر في وضوح المعنى والدقة، وإليك أبرزها مع تصحيحها. أولاً: الأخطاء الإملائية الشائعة.

Al-akhtā' al-lughawiyyah ash-shā'i'ah fī al-imlā' wat-ta'bīr. Tantashiru fī al-kitābah al-ʿarabiyyah al-yawm mumārasāt khāṭi'ah tu'aththiru fī wuḍūḥ al-ma'nā wa ad-daqqah, wa ilayka abrazahā ma'a taṣḥīḥihā. Awwalan: al-akhtā' al-imlā'iyyah ash-shā'i'ah.

Common linguistic errors in spelling and expression. Erroneous practices are widespread in Arabic writing today and affect clarity and precision. Here are the main ones with their corrections. First: common spelling errors.

polished version supplied by Umar

---

١ - الخلط بين «إن شاء الله» و«إنشاء الله»: الصواب: كتابتها منفصلة (إن شاء الله)؛ لأنها مكونة من «إن» الشرطية والفعل «شاء»، أما «إنشاء» فهو مصدر الفعل «أنشأ» بمعنى البناء والإيجاد.

1- Al-khalṭ bayna in shā' Allāh wa inshā' Allāh. Aṣ-ṣawāb: kitābatuhā munfaṣilah, li-annahā mutakawwinah min in ash-sharṭiyyah wal-fi'l shā'; ammā inshā' fahuwa maṣdar al-fi'l ansha'a bi-ma'nā al-binā' wal-ījād.

1- Confusing in sha' Allah and insha' Allah. Write it separate because it is made of إن and شاء.إنشاء is the masdar of أنشأ, meaning building and creating.

polished version supplied by Umar

---

٢ - الخلط بين التاء المربوطة (ـة / ة) والهاء (ـه / ه) في آخر الكلمة: الصواب: التفريق بينهما عند الوقف والوصل؛ فالتاء المربوطة تُنطق هاءً عند الوقف وتاءً عند الوصل أو التنوين (مثل: مدرسةٌ جميلة ← مدرسةْ)، أما الهاء الأصلية فتُنطق هاءً في الوصل والوقف معاً (مثل: وجه، مياه).

2- Al-khalṭ bayna at-tā' al-marbūṭah wal-hā' fī ākhir al-kalimah. Aṣ-ṣawāb: at-tafrīq baynahumā ʿinda al-waqf wal-waṣl. At-tā' al-marbūṭah tunṭaqu hā'an ʿinda al-waqf wa tā'an ʿinda al-waṣl aw at-tanwīn, wa al-hā' al-aṣliyyah tunṭaqu hā'an fī al-waṣl wal-waqf ma'an.

2- Confusing the tied ta and the ha at the end of a word. Distinguish them at pause and in connection. The tied ta is said ha at a pause and ta in connection or with tanween: مدرسةٌ جميلة becomes مدرسةْ. An original ha is said ha in both cases: وجه، مياه.

polished version supplied by Umar

---

٣ - الخلط بين الحروف المتشابهة في النطق أو الرسم: الضاد (ض) والظاء (ظ): مثل كتابة «ظابط» بدلاً من «ضابط»، أو «حافض» بدلاً من «حافظ». السين (س) والصاد (ص): مثل الخلط بين «قسم» (بمعنى اليمين أو الجزء) و«قصم» (بمعنى الكسر). الذال (ذ) والزاي (ز): مثل كتابة «زكي» (بمعنى طاهر) بدلاً من «ذكي» (بمعنى فطن).

3- Al-khalṭ bayna al-ḥurūf al-mutashābihat fī an-nuṭq aw ar-rasm. Aḍ-ḍād wa aẓ-ẓā': kitābat ẓābiṭ badalan min ḍābiṭ, wa ḥāfiḍ badalan min ḥāfiẓ. As-sīn wa aṣ-ṣād: al-khalṭ bayna qasam wa qaṣm. Adh-dhāl wa az-zāy: kitābat zakī badalan min dhakī.

3- Confusing similar letters. Dad and za: ظابط instead of ضابط, and حافض instead of حافظ. Seen and sad: قسم, an oath or a part, against قصم, breaking. Dhal and zay: زكي, pure, instead of ذكي, clever.

polished version supplied by Umar

---

٤ - الخلط بين الألف المقصورة (ى) والياء (ي): الخطأ: وضع نقطتين تحت الألف المقصورة في نهاية الأسماء والحروف، مثل كتابة «علي» بدلاً من «على»، أو «متي» بدلاً من «متى»؛ أو العكس بحذف النقطتين من الياء، مثل كتابة «فى» بدلاً من «في». الصواب: إثبات النقطتين في الياء (في، علي، يقضي) وحذفهما في الألف المقصورة (على، متى، مستشفى).

4- Al-khalṭ bayna al-alif al-maqṣūrah wal-yā'. Al-khaṭa': waḍ' nuqṭatayn taḥta al-alif al-maqṣūrah, mithal kitābat ʿalī badalan min ʿalā wa matī badalan min matā, aw al-ʿaks bi-ḥadhf al-nuqṭatayn min al-yā', mithal fī badalan min fī. Aṣ-ṣawāb: ithbāt al-nuqṭatayn fī al-yā' wa ḥadhfuhumā fī al-alif al-maqṣūrah.

4- Confusing alif maqsura and ya. The error is dots under alif maqsura: علي for على, متى for متى, or dropping dots from ya: فى for في. Keep the two dots on ya, as in في، علي، يقضي, and drop them on alif maqsura, as in على، متى، مستشفى.

polished version supplied by Umar

---

٥ - الخلط بين التنوين والنون الأصلية: الخطأ: كتابة التنوين نوناً صريحة، مثل كتابة «كتابن» بدلاً من «كتاباً». الصواب: التنوين نون ساكنة تُلفظ ولا تُكتب، ويُعوَّض عنها بفتحتين أو ضمتين أو كسرتين في آخر الاسم، وتُحذف نطقاً عند الوقف؛ فيُوقف على المنصوب بالألف (رجلاً ← رجلا)، وعلى المرفوع والمجرور بالسكون (كتابٌ ← كتابْ، قلمٍ ← قلمْ).

5- Al-khalṭ bayna at-tanwīn wan-nūn al-aṣliyyah. Al-khaṭa': kitābat at-tanwīn nūnan ṣarīḥah, mithal kitābat kitānan badalan min kitāban. Aṣ-ṣawāb: at-tanwīn nūn sākinah tulfaẓu wa lā tuktab, wa yuʿaẓẓaʿanhā bi-fatḥatayn aw ḍammatayn aw kasratayn fī ākhir al-ism, wa tuḥdafu nuṭqan ʿinda al-waqf. Yūqafu ʿalā al-manṣūb bi-al-alif wa ʿalā al-marfū' wal-majrūr bi-as-sukūn.

5- Confusing tanween and the original noon. Do not write an explicit noon: كتابن is wrong for كتاباً. Tanween is a silent noon, pronounced not written, shown by two fathas, dammas or kasras. It drops in pronunciation at a pause. Stop on the mansub with the alif: رجلاً becomes رجلا. Stop on the marfu and majrur with sukun: كتابٌ becomes كتابْ, and قلمٍ becomes قلمْ.

polished version supplied by Umar

One-page revision from the original sheet

Language drills

PART	ANSWER
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 or أ on the alif	Plain ا
Key places	Particles, not ال; triliteral past and masdar; quadriliteral past, imperative and masdar; I present verb	ال; the ten nouns, six named: ism, ibn, ibnah, imra'ah, ithnān, ithnatān; triliteral imperative; five and six letter past and imperative

Alif al-maqsurah and punctuation

RULE	ANSWER
Rules 1 to 4, origin ya	Write ى: ramā, banā, 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. Comma links connected meaning, parts, vocative, oath and response. Semicolon joins cause and result. Colon precedes speech, parts, examples, definitions. Question mark ends the sentence. Introduced 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 and Mūsā; and place all five punctuation marks named on the original revision page.