

Explaining the Color Coded Tables in Class

The color coded tables in Unit 2 are “loaded” with information that should be disseminated slowly & systematically. Before continuing, please make sure that you’ve read all of the Unit objectives (in the teacher’s guide). Go through the following steps (in order) keeping in mind the unit objectives:

1. First, review the “green pronouns” column. Read down (vertically) the pronoun column (الضمير المنفصل) as you translate out loud in class. These pronouns were covered in Unit 1 so this should be a quick review for the students.
2. Once the green pronouns الضمائر المنفصلة have been reviewed, read down the **past verb** column translating each one. Avoid technical details at this point. The goal is to have the students understand how the meaning changes as the conjugation changes. The students need to understand the meaning before going into any grammar terms. The technical stuff is in the next step.
3. Repeat step 2, but this time use the grammar terms represented by the colors as follows:
 1. Black is for the verbs.
 2. **Red** is for the **doer pronouns**. Explain that every verb needs a doer (except for *Kana* which will be covered in the next unit). The doer is written in **red**. If the “**red doer**” is missing, then it is hidden (مستتر).
 3. The **blue Ta** is a particle, not a pronoun. Its purpose is simply to indicate that the gender of the فاعل is feminine. The **blue Ta** is NOT the **فاعل**.
 4. The “**green Alif**” or الألف الفارقة is simply there to tell us that the word has ended. It comes after **واو الجماعة** and doesn’t have any meaning. It is NOT the **فاعل**.

4. Now, repeat step 3, but this time interact with the class. In turn, ask each student to translate each verb, explain the colors, identify the **فاعل**. What is the red for? What color is the **doer**? What happens if the “red doer is “missing” ? What do the **blue Ta** and the **green Alif** signify? This step will help reinforce and review the material. Do not proceed to the **المضارع** column unless the students have mastered the **الماضي**.
5. Now ask the students to copy the past verb column in their journals. This step is optional. You may skip this step if you feel that the students are doing well and do not need it.
6. Repeat steps 2 thru 5 for the present verb and the command. Identify the **blue alif**. Explain that it represents the **همزة الوصل** and it should NOT be written as a **همزة**. On the other hand, the **همزة** for **أشرب** should be written because it is **همزة القطع**
7. Review the remaining color codes listed at the bottom of the page. Ask students to point out the colors in the table as you go through them.
8. Randomly ask students for translations of all of the verbs.
9. Randomly ask students for reverse translations for all of the verbs.
10. Read and explain the NOTES written just under the table.
11. Talk about the three different types of pronouns and their differences.
12. Last but not least, the **red doer** has been used in a general sense. Technically speaking, the doer of **شربتم** is **تاء** while the letter **م** simply indicates the plural. However, at this point, it is best to avoid this level of detail. Similarly, it is best to avoid technical details for **شربتِنّ** and **شربتما**.

الجذرُ (the root) ← ش ر ب

Command الأَمْر	Present المُضَارِع	Past المَاضِي	الصَّمِير المُنْفَصِل	
	أَشْرَبُ	شَرَبْتُ	أَنَا	المُتَكَلِّم
	نَشْرَبُ	شَرَبْنَا	نَحْنُ	
إِشْرَبْ	تَشْرَبُ	شَرَبْتَ	أَنْتَ	المُخَاطَب
إِشْرَبِي	تَشْرَبِينَ	شَرَبْتِ	أَنْتِ	
إِشْرَبَا	تَشْرَبَانِ	شَرَبْتُمَا	أَنْتُمَا	
إِشْرَبُوا	تَشْرَبُونَ	شَرَبْتُمْ	أَنْتُمْ	
إِشْرَبْنَ	تَشْرَبْنَ	شَرَبْتُنَّ	أَنْتُنَّ	
	يَشْرَبُ	شَرِبَ	هُوَ	
	تَشْرَبُ	شَرِبَتْ	هِيَ	
	يَشْرَبَانِ / تَشْرَبَانِ	شَرِبَا / شَرِبَتَا	هُمَا	
	يَشْرَبُونَ	شَرِبُوا	هُمْ	
	يَشْرَبْنَ	شَرِبْنَ	هُنَّ	

There are **three** types of pronouns: attached (مُتَّصِل), detached (مُنْفَصِل), and hidden (مُسْتَتِر)

The **doer** (فَاعِل) always comes *after* the verb.

The **doer** (فَاعِل) is either a noun, an **attached pronoun**, or a hidden pronoun.

الضمير الأخصر: ضميرٌ مُنْفَصِلٌ الأحمَرُ: ضميرُ الفَاعِلِ الأسود: الفِعْلُ
الألفُ الرَّزَاءُ: همزةُ الوَصْلِ التاءُ الرَّزَاءُ: تاءُ التَّأْنِيثِ الألفُ الحَضْرَاءُ: الألفُ الفَارِقَةُ

الجذرُ (the root) ← ك ت ب

Command الأمر	Present المُضارع	Past المُضارع	الضمير المنفصل	
	أَكْتُبُ	كَتَبْتُ	أَنَا	المتكلم
	نَكْتُبُ	كَتَبْنَا	نَحْنُ	
اُكْتُبْ	تَكْتُبُ	كَتَبْتَ	أَنْتَ	المخاطب
اُكْتُبِي	تَكْتُبِينَ	كَتَبْتِ	أَنْتِ	
اُكْتُبَا	تَكْتُبَانِ	كَتَبْتُمَا	أَنْتُمَا	
اُكْتُبُوا	تَكْتُبُونَ	كَتَبْتُمْ	أَنْتُمْ	
اُكْتُبْنَ	تَكْتُبْنَ	كَتَبْتُنَّ	أَنْتُنَّ	
	يَكْتُبُ	كَتَبَ	هُوَ	الغائب
	تَكْتُبُ	كَتَبَتْ	هِيَ	
	يَكْتُبَانِ / تَكْتُبَانِ	كَتَبَا / كَتَبَتَا	هُمَا	
	يَكْتُبُونَ	كَتَبُوا	هُمْ	
	يَكْتُبْنَ	كَتَبْنَ	هُنَّ	

ملاحظة: يأتي الفاعل بعد الفعل ويكون اسماً ظاهراً أو ضميراً متصلاً أو مستتراً
الضمير ثلاثة أنواع متصلة ومنفصلة ومستترة

Black: فعل

Red: ضمير الفاعل

Green Pronouns: ضمير منفصل

Green Alif: الألف الفارقة

Blue Ta: تاء التانيث

Blue Alif: همزة الوصل

الجذر (the root) ← ق ر أ

Command الأمر	Present المُضارع	Past المُضارع	الضمير المنفصل	
	أَقْرَأُ	قَرَأْتُ	أَنَا	المتكلم
	نَقْرَأُ	قَرَأْنَا	نَحْنُ	
أَقْرَأْ	تَقْرَأُ	قَرَأْتَ	أَنْتَ	المخاطب
أَقْرَأِي	تَقْرَأِينَ	قَرَأْتِ	أَنْتِ	
أَقْرَأَا	تَقْرَأَانِ	قَرَأْتُمَا	أَنْتُمَا	
أَقْرَأُوا	تَقْرَأُونَ	قَرَأْتُمْ	أَنْتُمْ	
أَقْرَأَانِ	تَقْرَأَانِ	قَرَأْتِنِ	أَنْتِنِ	
	يَقْرَأُ	قَرَأَ	هُوَ	
	تَقْرَأُ	قَرَأَتْ	هِيَ	
	يَقْرَأَانِ / تَقْرَأَانِ	قَرَأَا / قَرَأَتَا	هُمَا	
	يَقْرَأُونَ	قَرَأُوا	هُمْ	
	يَقْرَأَانِ	قَرَأَانِ	هُنَّ	

Explaining 'The Six Doors'

To learn how to explain the 'Six Doors' on page 35 of the textbook, please listen to the MP3 audio of the 'Six Doors' lecture available for free from <http://www.QuranicLinguistics.com/Download/Audio>