



Today was our introduction to the ism, beyond the definition. The first thing I gave you was that the ism has four properties: status, number, gender, and type. I had you write this down, and asked you to remember them even if you don't understand them. I'll be teaching you the properties in this order, beginning with status:

Status is all about what a word is doing in the sentence. There are three kinds of Statuses:

1. Doer Status (رفع Raf')
2. Detail Status (نصب Nasb)
3. After "of" status (جر Jarr)

1. Doer status is given to the Doer of the Fi'l and answers the question, who did the Fi'l? In the sentence: **He** ate his lunch. "He" did the eating, so "He" is considered the doer.
2. Detail Status refers to details of the Fi'l and answers additional questions related to the Fi'l like who, what, where, when, why, and how. For example:

He ate his **lunch quickly outside yesterday**.

What did he eat? **Lunch**

When did he eat? **Yesterday**

Where did he eat? **Outside**

How did he eat? **Quickly**

All of these words are considered details of the Fi'l.

3. After "of" status words don't answer questions related to the Fi'l itself. It's easy to spot these words in cases like: Messenger of **Allah SWT**. Sometimes, the word "of" isn't as obvious and the words need to be rearranged so you can spot it. For example: "his lunch" can be rephrased to say: lunch of **his**. The word after "of" is now clear.

EXERCISES:

A. In the following sentences, circle the doer of the Fi'Al فعل, underline the details of the Fi'Al فعل, and box words that are after "of" status (the words in bold are Fi'Al فعل, so they don't get any of these labels).

1. a. The kids **played** in the room with a bat.
 b. They **broke** the lamp.
 c. Their mother **yelled** at them.
2. a. The kids **opened** a lemonade stand in the summer.
 b. The grown-ups **bought** all the lemonade.
 c. The teenagers **stole** their money.
3. a. His alarm clock **rang** loudly.
 b. He **hit** the "Snooze" button repeatedly.
 c. He **got stuck** in traffic.

B. Now, make questions out of the bold following words that reflect the word's role in the sentence:

1. a. The kids **played** in the room with a bat.

Kids: _____

In the room: _____

Bat: _____

- b. They **broke** the lamp.

They: _____

The lamp: _____

- c. Their mother **yelled** at them.

Mother: _____

At them: _____

Their: _____

2. a. The kids **opened** a lemonade stand in the summer.

Kids: _____

Lemonade stand: _____

In the summer: _____

- b. The grown-ups **bought** all the lemonade.

Grown-ups: _____

Lemonade: _____

- c. The teenagers **stole** their money.

Teenagers: _____

Money: _____

Their: _____

3. a. The alarm clock **rang** loudly.

Alarm clock: _____

Loudly: _____

- b. He **hit** the "Snooze" button repeatedly.

He: _____

The "Snooze" button: _____

Repeatedly: _____

- c. He **got stuck** in traffic.

He: _____

In traffic: _____