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’il, underline the details of the Fi’il, and box words that are after “of” status (the words in bold are Fi’il, 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: ___________________________
ANSWER KEY:

Section A:

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. His alarm clock rang loudly.

   He hit the “Snooze” button repeatedly.

   He got stuck in traffic.

Section B:

1. Kids: Who played? ; In the room: Where did they play? ; Bat: What did they play with?

   They: Who broke the lamp? ; The lamp: What did they break?

   Mother: Who yelled? ; At them: Yelled at who? ; Their: Mother of whose?

2. Kids: Who opened a lemonade stand? ; Lemonade stand: What did they open? ; In the summer:

   When was it opened?

   Grown-ups: Who bought the lemonade? ; Lemonade: What was bought?

   Teenagers: Who stole? ; Money: What did the teenagers steal? ; Their: Money of whose?

3. Alarm clock: What rang? ; Loudly: How did it ring?

   He: Who hit? ; The “Snooze” button: What did he hit? ; Repeatedly: How did he hit it?

   He: Who got stuck? ; In traffic: Where did he get stuck?