
This book presents 51 units, covering the key grammar points which students would expect to encounter in their first year of learning Arabic. Examples and exercises are provided throughout, allowing students to reinforce and consolidate their learning.

Key features include:

- clear, accessible format
- many useful language examples
- jargon-free explanations of grammar
- abundant exercises with full answer key
- subject index.

Clearly presented and user-friendly, Basic Arabic is an ideal grammar reference and practice resource for both beginners and students with some knowledge of the language. It is suitable for both class use and independent study.

Waheed Samy, PhD, was a professor of Arabic language for over 30 years, teaching Arabic at the American University in Cairo (AUC) and the Center for Arabic Study Abroad (CASA), Egypt, and the University of Michigan, USA. Dr. Samy was Director of AUC’s Summer Intensive Arabic Language Program for 10 years. He was also Founder and Director of AUC’s Arabic Computer-Aided Language Learning Lab.

Leila Samy, MPH, currently directs a Government program to help rural communities across the US leverage health information technology to improve health care quality and fuel economic development. As an expert in Arabic language, Ms Samy has provided technical services to a range of institutions, including the University of Michigan and the World Health Organization.
Other titles available in the Grammar Workbooks series are:

*Basic Cantonese*
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*Basic Russian*
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*Basic Spanish*
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*Basic Welsh*
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*Basic Yiddish*
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Number of words in a message

The same message typically requires fewer words in Arabic than English.

If someone said to you, “I am very happy because she gave me her telephone number”, as a speaker of English you would understand the message.

If someone were to say to you in Modern Standard Arabic,

أما سعيد جدا لأنّها أعطتني رقم تليفونها

as a speaker of Arabic you would understand the same message.

The written representation of the spoken message consists of words delineated by whitespace. Contrast the difference between English and Arabic:

I am very happy because she gave me her telephone number. 11 words

أما سعيد جدا لأنّها أعطتني رقم تليفونها 7 words

Instead of “she gave me the number” consider the following example with a preposition (حرف جِرْر):  

She gave the number to me 6 words

أعطت الرقم لي 3 words

The following is an account for the difference in the number of words that are expressed by the message above: in “I am very happy,” Arabic requires no copula (I am, you are, he is). So you have:

I am very happy

أنا سعيد جدا

you are very happy

أنت سعيد جدا

he is very happy

هو سعيد جدا

The word “because” takes a pronoun suffix, not an independent pronoun.
Word boundaries in written Arabic

Examples:

because she

because we

because he

because they

Arabic verbs always have an integral subject marker (see About the Arabic verb). Consequently, only one Arabic word is required to express each of the following English phrases that require two-word combinations:

2 words  1 word (verb and subject marker)
I “gave”
you “gave” (m.)
you “gave” (f.)
he “gave”
she “gave”
we “gave”
you “gave” (d., m. and f.)
you “gave” (pl. m.)
you “gave” (pl. f.)
they “gave”
it “gave”

A direct object pronoun must be a suffix (see Pronouns):

she gave me 3 words

Possessives – her telephone – are done with a pronoun suffix (see The ‘idafa phrase). Consequently, the two-word expression, “her telephone”, is تليفوناتها.

The definite article آل is not an independent word; it is always a prefix:

the number

الرقم

Pronominal suffixation contributes to the difference in the number of words that are needed to express the same message in Arabic and English. A pronoun that is the object of a preposition must be a suffix (see Pronouns):

to me → لي
The above examples illustrate that written English and Arabic pack the same information differently. Whereas English seems to use whitespace to encapsulate syntactic units, whitespace often encapsulates Arabic compound units, such as verb + subject + object.

The following summarizes the cases enumerated above where written Arabic may employ fewer words than English:

- Arabic has no copula.
- The definite article is a prefix, not an independent word.
- Arabic verbs have integral subject markers.
- Pronouns (as objects of verbs and prepositions, and in possessive expressions) are not independent.

**Word count: computational linguistics**

Word count may be used to measure relative complexity, value (e.g. price of a translation) or readability of written products. Particularly in academia, word count may be applied as a standard measurement when designing curricula and authoring language textbooks, for example. The boundaries of words in both Arabic and English are similarly marked by whitespace. However, Arabic words and English words tend to hold and package information differently. For example, the boundaries of individual words in English tend to encapsulate individual syntactic units (e.g. either an object or a verb or a subject). The boundary of a single word in Arabic may encapsulate compound units (e.g. a verb and a subject and an object). Computer programs that generate lists or counts of words may not offer seamless, interchangeable support for Arabic and English. For example, computer programs seeking to generate a count of “words” as delineated by whitespace will actually generate a count of compounds when analysing Arabic text.1

**Note**

UNIT 2
Meaning and grammatical categories encapsulated in a word

In addition to their core (root) meaning, Arabic words are marked for the following grammatical categories:

1 Syntactic function (case or mood) (الحالة الإعرابية)
   a) For nouns (including adjectives):
      - The nominative case (حالة المرفع)
      - The accusative case (حالة المنصوب)
      - The genitive case (حالة المجرور)
   b) For imperfect verbs
      - Indicative mood (حالة المرفع)
      - Subjunctive mood (حالة المنصوب)
      - Jussive mood (حالة المجزوم)

2 Gender (الجنس)
   - Masculine (مذكر)
   - Feminine (مؤنث)

3 Definiteness (التعريف والتنكير)
   - Definite (مفرضة)
   - Indefinite (نكرة)

4 Humanness
   - Human (عاقل)
   - Non-human (غير العاقل)

5 Tense
   - Perfect tense (الماضي)
   - Imperfect tense (المضارع)
   - Imperative tense (الأمر)

6 Person
   - First person (المتكلم)
   - Second person (المخاطب)
   - Third person (الغائب)
That is, implicit within a word (verb, noun or pronoun), aside from its core (root) meaning, are the following characteristics:

- Verbs: tense, person, voice, mood, gender and number.
- Pronouns: person, gender, number and case.
- Nouns and adjectives: gender, number, case, definiteness.
UNIT 3
Arabic grammar paradigm
قواعد اللغة العربية نحو وصرف

The meaning and morphology (structure) of words stem from:

Roots
Patterns, including:
  
  Foms (I–X) (الأوّلن) (See Verb patterns; Noun–verb paradigm chart)
  Conjugation (التصريف)
  Syntax (النحو)

How words are formed:

Arabic words are derived by root radicals and pattern systems. A root assigns the core meaning to the word and may be bound to patterns of letters and diacritics to generate words with different meanings and functions within a sentence.

Roots contain the core meaning and are the primary entries in the Arabic dictionary. Patterns carry information and specific features (e.g. gender, a type of place, a type of profession, someone carrying out an action, a tool). The pattern may be combined with the inherent meaning in a root to generate nouns and verbs.

Examples:

Deriving a noun: The root كتاب (pertaining to write/wrote) is combined with the pattern for the doer of a verb، فاعل to generate the noun كاتب (writer).

Deriving a verb: The root فهم (pertaining to understand/understood) is combined with the pattern for the action of doing something together تفاهم to generate the verb يتفاهم (to understand each other or to work toward an understanding together).

How words interact with syntax:

Case or mood markings (علامات الإعراب) affix to a word and assign to the word its functions in a sentence or context (الحالة الإعرابية).
UNIT 4
The Arabic language writing system

Arabic writing: order and style

Order
Written Arabic goes from right to left. To illustrate, see the letters below:

os ekil ,tfel ot thgir morf seog gnitirw cibarA

Starting from right to left, they read:

Arabic writing goes from right to left, like so.

Style
Arabic writing is cursive and letters join to form words. Within a word, symbols may be added above or below (and slightly after) the letters (see Diacritics).

Example: ﯽُقسم

Constituents of the writing system

The Arabic writing system includes an alphabet and diacritics (i.e. small symbols above or below individual characters/letters).

Alphabet
Arabic uses an alphabet comprising 28 characters. Two of these 28 are semi-vowels, one is a long vowel, and the remaining 25 are consonants. In the first row in the table below is the ﯽ، which is not always included in Arabic alphabet charts. Thus the table shows 29 characters.
Diacritics

Diacritics are small symbols appearing above or below a letter. More specifically, a diacritic is written above or below a letter, and slightly after (i.e. to the left).

Unfortunately diacritics are – by convention – considered optional, which is a problem because diacritics supplement letters by providing a more accurate indication about how a word is pronounced.

Letters

The shape of an Arabic letter depends on its context. Unlike English, the Arabic letters have no upper case and lower case, such as A a, G g, and R r. However, some letters have different shapes depending on whether they standalone or are joined to other letters within a word. Letters can take an initial position (preceded by whitespace and followed by a letter), a medial position (with letters on either side), or a final position (preceded by a letter and followed by whitespace).

For example, consider the letter ﻲ. Here are the shapes of the letter based on different contexts:

- At the beginning of a word and when it is preceded by a type of letter that does not link directly to following letters.
- In the middle of a word and directly linked to letters on both sides.
- At the end of a word and directly connected to the preceding letter.

Phonological characteristics and transcription of Letters

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<th>Phonological characteristics</th>
<th>Transcription</th>
<th>Letter</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>consonant, glottal stop, no equivalent English letter, but it is the unwritten sound at the beginning of English words beginning with a vowel, such as: and, egg, in, old, and under</td>
<td>ّ</td>
<td>مزة</td>
<td>همزة</td>
</tr>
<tr>
<td>long front vowel, as in: mad; or long back vowel, as in: mar</td>
<td>अ</td>
<td>ﾜ ﾜ　</td>
<td>ﾜ　 Alf مقصورة (Alf مقصورة)</td>
</tr>
<tr>
<td>consonant, voiced bilabial stop, as in: bring</td>
<td>ب</td>
<td>باء</td>
<td>باء</td>
</tr>
<tr>
<td>consonant, voiceless alveolar stop, as in: true</td>
<td>ت</td>
<td>تاء</td>
<td>تاء</td>
</tr>
<tr>
<td>consonant, voiceless interdental fricative, as in: three</td>
<td>ث</td>
<td>ثاء</td>
<td>ثاء</td>
</tr>
<tr>
<td>consonant, has regional varieties: voiced velar stop, as in: girl; or voiced post alveolar fricative, as in: jolie (French); or voiced post alveolar affricate, as in: joy</td>
<td>ج</td>
<td>جيم</td>
<td>جيم</td>
</tr>
<tr>
<td>consonant, voiceless pharyngeal fricative, no equivalent English sound</td>
<td>ح</td>
<td>حاء</td>
<td>حاء</td>
</tr>
<tr>
<td>Letter</td>
<td>Arabic Letter</td>
<td>Equivalent English Sound</td>
<td></td>
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<td>--------</td>
<td>---------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>kh</td>
<td>خ</td>
<td>consonant, voiceless velar fricative, no equivalent English sound</td>
<td></td>
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<tr>
<td>d</td>
<td>د</td>
<td>consonant, voiced alveolar stop, as in: drink</td>
<td></td>
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<tr>
<td>dh</td>
<td>ذ</td>
<td>consonant, voiced interdental fricative, as in: this</td>
<td></td>
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<tr>
<td>r</td>
<td>ر</td>
<td>consonant, alveolar trill, as in: ring</td>
<td></td>
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<tr>
<td>z</td>
<td>ز</td>
<td>consonant, voiced alveolar stop, as in: zoo</td>
<td></td>
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<tr>
<td>s</td>
<td>س</td>
<td>consonant, voiceless alveolar fricative, as in: stand</td>
<td></td>
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<tr>
<td>sh</td>
<td>ش</td>
<td>consonant, voiceless post alveolar fricative, perhaps equivalent to salt</td>
<td></td>
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<tr>
<td>s</td>
<td>ص</td>
<td>consonant, velarized/emphatized voiceless alveolar fricative, perhaps equivalent to salt</td>
<td></td>
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<tr>
<td>d</td>
<td>ض</td>
<td>consonant, velarized/emphatized voiced alveolar stop, perhaps equivalent to dull</td>
<td></td>
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<tr>
<td>t</td>
<td>ط</td>
<td>consonant, velarized/emphatized voiceless alveolar stop, perhaps equivalent to tall</td>
<td></td>
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<tr>
<td>z</td>
<td>ظ</td>
<td>consonant, velarized/emphatized voiced interdental fricative, perhaps equivalent to thus</td>
<td></td>
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<tr>
<td>c</td>
<td>ع</td>
<td>consonant, voiced pharyngeal fricative, no equivalent English sound</td>
<td></td>
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<td>gh</td>
<td>غ</td>
<td>consonant, voiced velar fricative, similar to rouge (French)</td>
<td></td>
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<tr>
<td>f</td>
<td>ف</td>
<td>consonant, voiceless labiodental fricative, as in: front</td>
<td></td>
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<tr>
<td>q</td>
<td>ق</td>
<td>consonant, voiceless, uvular stop, no equivalent English sound</td>
<td></td>
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<tr>
<td>k</td>
<td>ك</td>
<td>consonant, voiceless velar stop (kind)</td>
<td></td>
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<tr>
<td>l</td>
<td>ل</td>
<td>consonant, voiced or voiceless alveolar lateral approximant, as in: let</td>
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<tr>
<td>m</td>
<td>م</td>
<td>consonant, voiced nasal bilabial (man)</td>
<td></td>
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<td>n</td>
<td>ن</td>
<td>consonant, voiced nasal alveolar (net)</td>
<td></td>
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<tr>
<td>h</td>
<td>ه</td>
<td>consonant, voiced or voiceless glottal fricative, as in: hotel</td>
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<tr>
<td>w or ū</td>
<td>و</td>
<td>semivowel, voiced labiovelar approximant, as in win; or long back vowel, as in fool</td>
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<tr>
<td>y, or ĭ</td>
<td>ي</td>
<td>semivowel, voiced labiodental approximant, as in yell; or long close front vowel, as in feel</td>
<td></td>
</tr>
</tbody>
</table>
Letter shapes and context

As mentioned above, the shape of an Arabic letter depends on its context, i.e. its position in a word and the shapes of letters, if any, that precede or follow it. Any letter can be in the word-initial position, except for the hamza (see Hamza below). Any letter can be in the word-final position.

The letters أ، د، ذ، ر، ز، و can only be joined on one side; they can only join to a preceding letter and never to following letters. A small horizontal dash-like line, ﻰ, is used to join a letter that can be joined to a preceding or following one. The tables below compare the shape of letters when:

- standing alone (preceded and followed by whitespace)
- in a word and in the following positions
  - word-initial (preceded by whitespace)
  - in the middle of a word (with letters on either side), and
  - word-final (followed by whitespace).

This first table shows the shapes of letters that can link directly to preceding and following letters. Each of these letters has four shapes.

<table>
<thead>
<tr>
<th>Shape of letter</th>
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<tbody>
<tr>
<td>In a word (based on position within the word)</td>
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<tr>
<td>word-final; or followed by a letter that does not link directly</td>
</tr>
<tr>
<td>ﻲ</td>
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<td>ﺟ</td>
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<tr>
<td>ﻰ</td>
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<td>ﻰ</td>
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<td>ﻰ</td>
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<tr>
<td>ﻰ</td>
</tr>
</tbody>
</table>
This second table illustrates the shape of the hamza with and without a seat. When it occurs without a seat, the hamza takes only one shape and never links directly to any letter. The hamzas ā or ū seats only link directly to preceding and never to following letters. The ī seat links directly to both preceding and following letters.

<table>
<thead>
<tr>
<th>Shape of letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a word (based on position within the word)</td>
</tr>
<tr>
<td>Final</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
</tbody>
</table>

This third table shows the shapes of six letters that never link directly to letters that follow.

<table>
<thead>
<tr>
<th>Shape of letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a word (based on position within the word)</td>
</tr>
<tr>
<td>word-final; or middle of a word and preceded by a letter that does link directly</td>
</tr>
<tr>
<td>ـﺀ</td>
</tr>
<tr>
<td>ـﺩ</td>
</tr>
<tr>
<td>ـﺫ</td>
</tr>
<tr>
<td>ـﺭ</td>
</tr>
<tr>
<td>ـﺯ</td>
</tr>
<tr>
<td>ـﻭ</td>
</tr>
</tbody>
</table>
Exercises: letter shapes and context

Exercise 1
Join the sets of letters to form words. Write the words in the space provided.

a) ﻓ + ﺍ + ﻝ + ﻩ
_____________________________________

b) ﻝ + ﺕ + ﺏ + ﻝ
_____________________________________

c) ﺭ + ﻓ + ﺍ + ﻓ
_____________________________________

d) ﻱ + ﺕ + ﺏ + ﺑ
_____________________________________

e) ﻥ + ﻗ + ﺍ + ﺩ
_____________________________________

f) ﻝ + ﺕ + ﺏ + ﺑ
_____________________________________

g) ﻱ + ﻥ + ﺍ + ﻝ
_____________________________________

h) ﻝ + ﺑ + ﻱ + ﺍ
_____________________________________

Exercise 2
Match each of the two groups of letters to one of the statements below. Draw a line under (a) or (b) to indicate your answer.

1 Letter(s) that cannot be joined by a following letter (i.e. the next letter to the left)
   a) ﺍ، ﺩ، ﺭ، ﺯ، و
   b) ﺱ

2 Letter(s) that cannot be in a word initial position
   a) ﺍ، ﺩ، ﺭ، ﺯ، و
   b) ء
**Exercise 3**

Write examples of words with each of the following letters in the beginning, middle and end of the word. Write your words in the blank spaces in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>End of a word</th>
<th>Middle of a word</th>
<th>Beginning of a word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻛـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻜـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻖـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻗـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻝـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻝـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻣـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
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<tr>
<td>ﻣـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﺱـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
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<tr>
<td>ﺱـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
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<tr>
<td>ﻗـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>ﻗـ</td>
<td>_____________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
</tbody>
</table>

**Hamza**

*Hamza and hamza seat*

When the hamza is not standing alone, it has a so-called “seat”; that is, the hamza combines with one of the following three letters: أَلْفٌ، وَاوِ، يَاءِ.
Hamza sound with different seats and alone

The table below illustrates how the seat of the hamza is pronounced when it takes the ﻱ seat, the ﻭ seat, the ﺓ seat, or when it stands alone.

Note that when it takes the ﺓ seat, it can be pronounced in three different ways.

Hamza shapes and context

Hamza shape with different seats and alone

The table below illustrates the hamza in four contexts: unjoined and standing alone, as well as directly linked to preceding letters, letters on both sides and letters that follow.

Exercise: hamza shape with different seats and alone

Exercise 4

Join the following letters to form words. Write the correct answer in the blank spaces below.

Read from right to left.

1. ﺓ + ﺎ + ﻁ  
   ri’atun

2. ﺎ + ﻁ + ﻁ  
   bii’iyyun
<table>
<thead>
<tr>
<th>Number</th>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ق + أ + ر + ئ + و + ن</td>
<td>qaa’i’una</td>
</tr>
<tr>
<td>4</td>
<td>ب + ئ + س</td>
<td>bi’sun</td>
</tr>
<tr>
<td>5</td>
<td>ر + ئ + س + ا + ء</td>
<td>ru’asaa’un</td>
</tr>
<tr>
<td>6</td>
<td>ئ + ئ + ي</td>
<td>ru’iya</td>
</tr>
<tr>
<td>7</td>
<td>ر + ئ + ي + ؤ</td>
<td>ru’yatun</td>
</tr>
<tr>
<td>8</td>
<td>ر + ئ + و + س</td>
<td>ru’uusun</td>
</tr>
<tr>
<td>9</td>
<td>ل + و + م</td>
<td>lu’mun</td>
</tr>
<tr>
<td>10</td>
<td>ر + أ + س</td>
<td>ra’asa</td>
</tr>
<tr>
<td>11</td>
<td>ت + ق + ر + ئ + ي + ن</td>
<td>taqra’i’ina</td>
</tr>
<tr>
<td>12</td>
<td>ت + ق + ر + ئ + و + ن</td>
<td>taqra’uuna</td>
</tr>
<tr>
<td>13</td>
<td>ئ + أ + ي</td>
<td>ra’yun</td>
</tr>
</tbody>
</table>

**Hamza shape based on position in a word**

The hamza can be written with and without a seat. However, there are some rules.

At the beginning of a word, the hamza can only have an ا as a seat; all other seats are never word initial. In the middle and at the end of a word, the hamza can have any seat.
1. on no seat and unjoined when it occurs between two long vowels at the end of a word if preceded by a long vowel if preceded by a sukūn
2. on the ۱ seat when it occurs at the beginning of a word in the middle of a word at the end of a word
3. on the ۰ seat when it occurs in the middle of a word at the end of a word
4. on the ی seat when it occurs in the middle of a word at the end of a word

**Exercise: hamza shape based on position in a word**

**Exercise 5**

Below are examples of words that contain a hamza. Match each word to the corresponding statement describing the context of the hamza and write the word in the space provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Context 1</th>
<th>Context 2</th>
<th>Context 3</th>
<th>Context 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>باءات</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
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<tr>
<td>سوء</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
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<tr>
<td>أسرة</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>لاوات</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>قميء</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
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<tr>
<td>سأل</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>شيء</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>قرأ</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>مئة</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>شاهم</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

a) on no seat and unjoined between two long vowels:

b) on no seat and unjoined at the end of a word and preceded by a long vowel:

c) on no seat and unjoined at the end of a word and preceded by a sukūn:

d) on the ۱ seat at the beginning of a word:
e) on the ٌ seat in the middle of a word:

______________________________

f) on the ٌ seat at the end of a word:

______________________________

g) in the middle of a word:

______________________________

Hamza shape based on surrounding diacritics

1 At the beginning of a word, the hamza can only have the ٌ as a seat.

The hamza appears above the ٌ when it takes either a ضَمْمَةْ فُتحَة or أَسْرَةِ أَحْمَر.

Examples: أَسْرَةِ أَحْمَر, أُسْرَةِ

The hamza appears below the ٌ when the hamza takes a ِكَسْرَة.

Examples: إِذَا إِسْعَاف

2 In the middle of a word, the hamza can take any seat or stand alone.

When the hamza is preceded by و or ٍ, it stands alone.

Examples: تَسْعَأَلَ, وَتَفَعَّلَ, وَلَن يُسوِهَ وَإِن وَضُوْهَ

When the hamza is preceded by a ِيَ ِكَسْرَة or ِيَ, it appears above the ٍ seat.

Examples: مَشِيَّة, وَمَرْيَة, وَإِن مَجِينَك

When the hamza takes a ِكَسْرَة, it appears above the ٍ.

Examples: رُئِيِّ, رَئِيُّ, رَئِي

When the hamza takes a ضَمْمَة كِسْرَة, it appears above the ٍ seat,

except when it is preceded by either a ِيَ ِكَسْرَة or ِيَ.

Examples: قُرْؤُوا, وَشْؤُونَ, وَبِسْطَزْنِ، وَبِرَيْنِنَٰ

When the hamza takes a فُتحَة, its seat corresponds to the preceding diacritic.

If preceded by a ِيَ ِكَسْرَة, it takes ٌ as a seat.
If preceded by a ضَمْمَة, it takes و as a seat.
If preceded by a فُتحَة, it takes ٌ as a seat.

Examples: بَوْسَاءِ, رَآِسِ, رَٰئِٰثَةٰ
If it is preceded by a سكون، it takes ٌ as a seat.

Examples: يسأَل، بَنَّاس

When the hamza takes a سكون، it takes a seat that corresponds to the preceding diacritic.

Examples: فَأَس، بَنَّر، سَوَل

3 At the end of a word, the hamza can have any seat.

The hamza takes the seat that corresponds to the preceding diacritic.

Examples: يجرُو وَبَيِّدَا ويَستهِرَاءُ

When the hamza is preceded by a سكون، it takes the ِ seat.

Examples: بطْنَا، وَشْيِئًا جَزِءًا

Exercise: hamza shape based on surrounding diacritics

Exercise 6

أ or ئ or ِ؟ Which will be the seat of the hamza in the following contexts? To the right and to the left of the blank spaces below are vowels before or after the hamza. Fill in the blanks below with the correct hamza seat. The first answer is provided as an example.

Read from right to left transcribed word
1 … + a + __________________ + i + … ri’atun
   … + a + ئ + i + …
2 … + i + __________________ + i + … bii’iyyun
3 + u + __________________ + i + qaari’uuna
4 … +ُ + __________________ + i + … bi’sun
5 … + a + __________________ + u + … ru’asaa’un
6 … + i + __________________ + u + … ru’iya
7 … i +ُ + __________________ + u + … ru’yatun
8 + u + __________________ + u + ru’uusun
9 … +ُ + __________________ + u + … lu’mun
10 … + a + __________________ + a + … ra’asa
Diacritics

The hamza appears above or below the ٌ when embedded with prepositions in words like: َفِيْنَ، بَالْنَ، لَنَّ، لَنِّ

Diacritics

Diacritics are symbols that are not part of the alphabet. They can be considered optional. Indeed by convention diacritics are most often not used in print or in handwriting. However, sometimes they are included to clarify the meaning of the word or its role within a phrase.

Phonological characteristics and transcription of diacritics

<table>
<thead>
<tr>
<th>Phonological characteristics</th>
<th>transcription</th>
<th>diacritic</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>short vowel /a/, as in: pleasant</td>
<td>a</td>
<td>-</td>
<td>فتحة</td>
</tr>
<tr>
<td>or short vowel /ɑ/, as in: abundant</td>
<td>an</td>
<td>-</td>
<td>تنوين فتح</td>
</tr>
<tr>
<td>short vowel /a/ or /ɑ/, as above, but followed by /n/</td>
<td>u</td>
<td>-</td>
<td>ضممة</td>
</tr>
<tr>
<td>short vowel /u/, as in: foot, cook, full, pull</td>
<td>un</td>
<td>-</td>
<td>تنوين ضمّ</td>
</tr>
<tr>
<td>short vowel /u/, as above, but followed by /n/</td>
<td>i</td>
<td>-</td>
<td>كسرة</td>
</tr>
<tr>
<td>short vowel /i/, as in: fit</td>
<td>in</td>
<td>-</td>
<td>تنوين كسر</td>
</tr>
<tr>
<td>denotes an absence of a vowel sound</td>
<td>none</td>
<td>-</td>
<td>سكون</td>
</tr>
<tr>
<td>doubles the time interval of a consonant, as in English when the last sound in a word is the same as the following one: nice sandwich, cool lady, book case</td>
<td>none</td>
<td>-</td>
<td>شدة</td>
</tr>
</tbody>
</table>

The three تنوين diacritic types above – rows 2, 4, and 6 – only appear at the end of a noun, and indicate that it is indefinite (see Definiteness – Indefiniteness).
Diacritics have three functions:

- Diacritics integral to a word: add meaning
- Diacritics mark case (indicate syntax for nouns, علامات الإعراب)
- Diacritics mark mood (indicate syntax for verbs, علامات الإعراب)

**Diacritics as an integral part of a word**

Diacritics are typically short vowels interleaved between consonants in any word. Diacritics can also be used to indicate the lack of a vowel after a consonant or to indicate that a consonant is doubled. They are always present when a word is spoken. Although in the written form such internal diacritics are frequently not written, they are understood to be there. The two sentences in the chart below provide an illustration. The first sentence shows no internal diacritics, and is the common print form. The second is the same sentence showing internal diacritics:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Transcription</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The written sentence has no diacritics, but cannot be spoken without them.</td>
<td>shrb mhmd alqahwa</td>
<td>شرب محمد القهوة</td>
</tr>
<tr>
<td>The spoken sentence includes diacritics.</td>
<td>shariba muham-mad alqahwa</td>
<td>شرب مُحمَّد القهوة</td>
</tr>
</tbody>
</table>

The first sentence is missing internal diacritics. Native speakers reading the first sentence will understand what it means – Mohamed drank the coffee – but they will have to provide the missing vowels before they are able to say it. Being an imperfect symbolic system of representing the spoken word, a writing system is only an approximation. With the absence of diacritics, saying an unfamiliar written word is a problem because one does not know what vowels to say. For example, the word شرب, as in the above example, can theoretically have any one of three vowels – a, u, or i – between the first letter ش, and the second one ر.
Similarly, any one of the same three vowels can be inserted between the second letter ٍ and the last one ٍ. The total number of possibilities is nine:

شَرْبٍ، شُرْبٍ، شَربٍ،
شَربٍ، شْرَبٍ، شَربٍ,
شِربٍ، شِربٍ، شَربٍ.

The following headline from a prominent newspaper is missing internal diacritics:

٢٤ قتیلاً ٣٥٠ مصاباً ضحايا الأمطار.

A person who is not familiar with the word قتیلاً would not know the diacritic immediately following the first consonant of this word; is it ﴿قتیلاٍ﴾ or ﴿قَتیلاٍ﴾ or ﴿قِتیلاٍ﴾?

The words مصاباً، ضحاياً، would provide the same problem.

**Exercises: diacritics as an integral part of a word**

**Exercise 1**

What are the differences between the two words below?

يُدْرَس

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

**Diacritics marking case of nouns**

Case-marking diacritics provide an indication – i.e. an overt mark – to the syntactic function of nouns (see Case marking: noun words, and case names). They are located at the end of a noun, as shown in the examples that follow.

A noun has three cases (see Case names). These cases are:

المرفوع (nominative case)
المنصوب (accusative case)
المجرور (genitive case)
By convention:

- The مرفوع case is marked by ضمّة or تنوين ضمّة.
- The منصوب case is marked by فتحة or تنوين فتحة.
- The مجرور case is marked by كسرة or تنوين كسرة (see Diacritics).

Diacritics marking case for definite and indefinite nouns

For the مرفوع case, a ضمّة indicates a noun is definite, and تنوين ضمّة indicates a noun is indefinite (see Noun: definiteness/indeterminateness).

Similarly, for the منصوب and the مجرور cases, a فتحة indicates a noun is definite, تنوين فتحة indicates a noun is indefinite; and a كسرة indicates a noun is definite, تنوين كسرة indicates a noun is indefinite.

Examples:

Diacritic case marking with definite feminine and masculine nouns.

<table>
<thead>
<tr>
<th>Case</th>
<th>مرفوع</th>
<th>منصوب</th>
<th>مجرور</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine</td>
<td>السيارة</td>
<td>السيارة</td>
<td>الشارع</td>
</tr>
<tr>
<td>Masculine</td>
<td>الشارع</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diacritic case marking with indefinite feminine and masculine nouns.

<table>
<thead>
<tr>
<th>Case</th>
<th>مرفوع</th>
<th>منصوب</th>
<th>مجرور</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine</td>
<td>سيارة</td>
<td>سيارة</td>
<td>شارعا</td>
</tr>
<tr>
<td>Masculine</td>
<td>شارع</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diacritic case marking for the first term of the 'idafa phrase: سيارة أميرة

In the first table, the second term in the 'idafa is a proper noun.

<table>
<thead>
<tr>
<th>Case</th>
<th>'idafa phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>مرفوع</td>
<td>سيارة أميرة</td>
</tr>
<tr>
<td>منصوب</td>
<td>سيارة أميرة</td>
</tr>
<tr>
<td>مجرور</td>
<td>سيارة أميرة</td>
</tr>
</tbody>
</table>
In the second table, the second term in the ‘idafa is a pronoun suffix.

<table>
<thead>
<tr>
<th>Case</th>
<th>‘idafa phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>مرفوع</td>
<td>سيرته</td>
</tr>
<tr>
<td>منصوب</td>
<td>سيرته</td>
</tr>
<tr>
<td>محرور</td>
<td>سيرته</td>
</tr>
</tbody>
</table>

**Exercises: diacritics marking case of nouns** (الأسماء) (علامات إعراب)

**Exercise 2**

In the blank spaces below, add the diacritic case marking for the first terms of the ‘idafa phrase: محمد شارع. First, fill the blank spaces below with the ‘idafa phrase محمد شارع so the second term in the ‘idafa is the standalone proper noun محمد. Then add the diacritic case marking to the first term of the ‘idafa phrase. As a reminder, please place the diacritic immediately before the possessives (i.e. the proper, standalone noun).

| مرفوع  | __________ |
| منصوب  | __________ |
| محرور  | __________ |

**Exercise 3**

In the blank spaces below, add the diacritic case marking for the first terms of the ‘idafa phrase: محمد شارع. In this exercise, the second term in the ‘idafa is a pronoun suffix شارع. So, first, fill the blank spaces below with the ‘idafa phrase شارع محمد. Then add the diacritic case marking to the first term of the ‘idafa phrase. As a reminder, please place the diacritic immediately before the possessive (i.e. pronoun suffix).

| مرفوع  | __________ |
| منصوب  | __________ |
| محرور  | __________ |

**Diacritics marking mood of verbs** (علامات إعراب الأفعال)

Mood-marking diacritics provide an indication (i.e. an overt mark) to the mood of imperfect verbs (see Mood markings of imperfect verbs).
By convention, an imperfect verb has three moods:

1. المَرْفَعِ (the indicative),
2. المَنْصُوبِ (the subjunctive), and
3. المَجْزُومِ (the jussive)

For imperfect form verbs with one subject marker, mood-marking diacritics are located immediately following the last radical. (See Conjugating the imperfect and Subject markers of the imperfect verb).

By convention, imperfect verbs with only one subject marker are marked by:

1. ضمّة to show that they are in المَرْفَعِ mood
2. فتحة to show that they are in المَنْصُوبِ mood
3. سُكْنٌ to show that they are in المَجْزُومِ mood

Examples:

Diacritic mood marker of imperfect verbs with one subject-marker

<table>
<thead>
<tr>
<th>المَرْفَعِ</th>
<th>المَنْصُوبِ</th>
<th>المَجْزُومِ</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَفْعَلُ</td>
<td>أَفْعَلُ</td>
<td>أَنَا</td>
</tr>
<tr>
<td>تَفْعَلُ</td>
<td>تَفْعَلُ</td>
<td>أَنْتَ</td>
</tr>
<tr>
<td>يَفْعَلُ</td>
<td>يَفْعَلُ</td>
<td>هُوَ</td>
</tr>
<tr>
<td>تَفْعَلُ</td>
<td>تَفْعَلُ</td>
<td>هِي</td>
</tr>
<tr>
<td>نَفْعَلُ</td>
<td>نَفْعَلُ</td>
<td>نَحْنُ</td>
</tr>
</tbody>
</table>

Exercises: diacritics marking mood of verbs

Exercise 4

Add the mood marker of the imperfect verbs below. Reminder: please make sure the mood marker is in the appropriate locations.
Exercise 5

Study the following sentences. The underlined words are imperfect verbs in the marfu' mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate location.

A

تحتاج تزيرها

فإن كل أمّة تحتاج إلى لغة موحدة تزيرها تجاوباً وتماسكاً، فتكون موحدة

Every nation needs a unified language (one language) that would make it more (mutually) responsive and more joined/connected/fused/fastened together, and thus be a unifying language.

B

تختلف تختلف وتختلف اختلافاً بيّنا

حتى إنها تختلف بعض الاختلاف من حارة إلى حارة.

They differ considerably; they are even somewhat different from one alley to another.

Exercise 6

Study the following sentences. The underlined words are imperfect verbs in the mnsoub mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate location.

A

تستّبط من اللازم أن تبسط لغتك عندما تتكلّم مع الأطفال

You must simplify your language when speaking with children.

B

أغيّر أغيّر أغيّر أولئك أرغّب أرغّب ملابسي أولاً

I would like to go out with you, but I would like to change my clothes first.

C

تدخل إذا تأخرت أكثر من خمس دقائق فلا تستطيع أن تدخل إلى الصف

If you are more than 5 minutes late, you will not be able to enter the class.

D

أتمنى أن أتحقق كل أحلامي

I hope (I wish) that all my dreams will come true.
E  
أظن أنها لم تردد أن تستمع إلى رأيي في الموضوع  
I think that she does not want to listen to my opinion on the subject.

Exercise 7

Study the following sentences. The underlined words are imperfect verbs in mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate locations.

A  
لم يعرب تدريس الطلب في معظم الجامعات العربية حتى الآن  
The teaching of medicine was not done in Arabic ("Arabized") in most Arab universities until now.

B  
انت لا تتَحب القهوة لانك لم تعتاد عليها  
You do not like coffee because you are not used to it.

C  
مطر مطر مطر! إذا لم يتغيّر الطقس قريبًا  
Rain, rain, rain! If the weather does not change soon, I do not know what I will do.

D  
أنا غاضبة منه لأنه لم يحضر ليزيارتي مدة وقت طويل  
I am angry with him because he has not come to visit me in a long time.

E  
أظن أنها لم تردد أن تستمع إلى رأيي في الموضوع  
I think that she does not want to listen to my opinion on the subject.

Note

In Arabic, as in other languages, agreement is important. Words within a clause or sentence take on features that conform to each other.

For example:
Verbs and their subjects agree. This is true whether the subject is implied (i.e. affixed as a subject marker within the same word), a pronoun, or a standalone noun.
   Nouns and their adjectives or pronouns agree.

Grammatical categories contributing to agreement
The following are the grammatical categories that contribute to agreement:
   Syntactic function (case or mood) (الحالة الإعرابية)
   Gender (الجنس)
   Definiteness (التعريف والتنكر)
   Humanness (عاقل و غير العاقلين)
   Tense
   Person
   Voice
   Number (عدد)

Exercises: agreement تطابق

Exercise 1
Read the following passage carefully, then rewrite it in Arabic substituting محمد for ياسمين. Rewrite the new passage in the blank spaces below. Make all the necessary changes to ensure agreement.
Exercise 2
Use the vocabulary in the glossary of adjectives below to fill in the blanks in the sentences. Make all the necessary changes to ensure agreement.

Glossary:

<table>
<thead>
<tr>
<th>Gerät</th>
<th>big</th>
<th>واسع</th>
<th>wide, broad</th>
<th>جَدِيد</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَبَيْر</td>
<td>Egyptian</td>
<td>مصْرِيّ</td>
<td>新</td>
<td>جَدِيد</td>
<td>新</td>
</tr>
</tbody>
</table>

a) I am a new student

أنا طالبة

b) New York is a big city

نيويورك مدينة

c) I live in a new house

أسكن في بيت

d) My dad is Egyptian

والدِي

e) This is a wide road

هذا شارع
UNIT 7
Pronouns

Pronominal suffixation

In English, pronouns are free-standing words; they are never suffixed to other words.

Possessive pronouns: my, your, his, her, our, and their
Object pronouns: me, you, him, her, us, you, and them

In Arabic, pronouns can be suffixed to other words. Possessive pronoun suffixes attached to nouns are the same as object pronoun suffixes attached to prepositions.

Possessive pronoun suffixes attached to nouns and object pronoun suffixes attached to prepositions:

- ﻋَيْ (my/me)
- ﻋَنَّ (your/you, s., m.)
- ﻋَكَ (your/you, s., f.)
- ﺔَ (his/him)
- ﻋَهْ (hers/her)
- ﻋَكُّ (your/you, d., m. and f.)
- ﺔُ (their/them, d., m. and f.)
- ﻋَنَّا (our/us, d. and pl.)

Below, the pronoun suffixes are matched with their English pronoun equivalents to illustrate how number (i.e. singular, dual, plural), gender (i.e. masculine, feminine) and person (i.e. first, second, third) are reflected in Arabic suffixes.
Again, the possessive pronoun suffixes attached to nouns are the same as the object pronoun suffixes attached to prepositions. These suffixes (listed above) are also used for object pronoun suffixes attached to verbs, with one exception: the suffix for the first person object pronoun is ﻥﻲ (“me”) when affixed to verbs and ﺑﻲ (“my”) when affixed to prepositions.

Object pronouns: me, you, him, her, us, them
Pronouns suffixed to verbs:

Possessive pronouns

Possessive pronouns in Arabic are suffixed to nouns, adding a measure of specificity to the nouns. The nouns are therefore definite nouns that do not accept the تنوين diacritics.
Example:
Your (s., m.) book is on the chair  
Your (p., f.) book is on the chair

Exercise: possessive pronouns

Exercise 1
Fill in the blanks below with the Arabic noun and possessive pronoun suffixes that correspond to the underlined English words. The first answer is offered as an example.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب</td>
<td>a book</td>
<td>m.</td>
</tr>
<tr>
<td>بيت</td>
<td>a house</td>
<td>m.</td>
</tr>
<tr>
<td>سيارة</td>
<td>a car</td>
<td>f.</td>
</tr>
<tr>
<td>شقة</td>
<td>an apartment</td>
<td>f.</td>
</tr>
</tbody>
</table>

a) Whose book is this? This is his book
   _______  هذا كتابه
b) Whose car is this? This is her car
   _______  هذه سيارته

c) Whose house is this? This is my house
   _______  هذا بيتنا

d) Whose apartment is this? This is their (pl., f.) apartment
   _______  هذا شقتكم

Object pronouns

Object pronouns are suffixed to verbs and some prepositions.

Examples:
Object pronoun suffixed to verb:
He helped you (s., m).  ساعدك
Object pronoun suffixed to preposition:
She went to the station with me.
He greeted (said hello to) her at the airport

Exercise: object pronouns

Exercise 2

Fill in the blanks below with the Arabic words and object pronoun suffixes that correspond to the underlined English words.

Glossary

He loves  يُحب
We heard  سَمِعنا
with  مِع

a) He loves the girl
He loves her ________

b) We heard Samia
We heard her ________

c) The girl is playing with her friend
The girl is playing with her ________

d) The boy is playing with the neighbours
The boy is playing with them ________

Free-standing pronouns

Below, the free-standing Arabic personal pronouns are matched with their English pronoun equivalents. Note the differences in pronouns based on number (i.e. singular, dual, plural), gender (i.e. masculine, feminine) and person (i.e. first, second, third).

أَنَا  I
أَنتَ  you (s., m.)
أَنتِ  you (s., f.)
Exercise: Free-standing pronouns

Study the underlined subject pronouns in the statements. For each underlined subject pronoun, choose the correct person, gender and number.

<table>
<thead>
<tr>
<th>Person, gender, number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ___________________</td>
<td>هل أنت جووان؟</td>
</tr>
<tr>
<td>b) ___________________</td>
<td>دعم، أنا جووان</td>
</tr>
<tr>
<td>c) ___________________</td>
<td>من أين أنتم يا شباب؟</td>
</tr>
<tr>
<td>d) ___________________</td>
<td>بنحن من مصر</td>
</tr>
<tr>
<td>e) ___________________</td>
<td>هل أنتى مصرية يا عائشة؟</td>
</tr>
<tr>
<td>f) ___________________</td>
<td>لا، أنا سودانية</td>
</tr>
<tr>
<td>g) ___________________</td>
<td>من نادية؟ هي خالة عائشة</td>
</tr>
<tr>
<td>h) ___________________</td>
<td>أين يعمل والد مها؟ هو يعمل في الأمم المتحدة</td>
</tr>
<tr>
<td>i) ___________________</td>
<td>أدرس في جامعة ميدليري، وهي جامعة صغيرة في ولاية فيرمونت</td>
</tr>
<tr>
<td>j) ___________________</td>
<td>أسكن في منطقة المزرعة، وهي منطقة قريبة من جامعة</td>
</tr>
</tbody>
</table>
Free-standing and suffixed pronouns

The following three tables show the independent personal pronouns in the single, dual, and plural, and the corresponding pronoun suffixes. Specifically, the tables show the possessive pronoun suffixes that attach to nouns, and the object pronoun suffixes that attach to prepositions and verbs. The tables also show the subject markers for the perfect and imperfect verbs for reference.

### Singular

<table>
<thead>
<tr>
<th>Possessive pronoun: noun suffixes</th>
<th>Object pronoun: preposition suffixes</th>
<th>Object pronoun: verb suffixes</th>
<th>Subject markers: imperfect verbs</th>
<th>Subject markers: perfect verbs</th>
<th>Independent pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا...</td>
<td>ست...</td>
<td>أي...</td>
<td>تهذ...</td>
<td>ها...</td>
<td>يهذ...</td>
</tr>
<tr>
<td>أنت...</td>
<td>ست...</td>
<td>أي...</td>
<td>تهذ...</td>
<td>ها...</td>
<td>يهذ...</td>
</tr>
<tr>
<td>أنتئ...</td>
<td>ستئ...</td>
<td>أيئ...</td>
<td>تهذئ...</td>
<td>هئا...</td>
<td>يهذئ...</td>
</tr>
</tbody>
</table>

### Dual

<table>
<thead>
<tr>
<th>Possessive pronoun: noun suffixes</th>
<th>Object pronoun: preposition suffixes</th>
<th>Object pronoun: verb suffixes</th>
<th>Subject markers: imperfect verbs</th>
<th>Subject markers: perfect verbs</th>
<th>Independent pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنتئ...</td>
<td>ستئ...</td>
<td>أيئ...</td>
<td>تهذئ...</td>
<td>هئا...</td>
<td>يهذئ...</td>
</tr>
<tr>
<td>أنتئ...</td>
<td>ستئ...</td>
<td>أيئ...</td>
<td>تهذئ...</td>
<td>هئا...</td>
<td>يهذئ...</td>
</tr>
<tr>
<td>أنتئ...</td>
<td>ستئ...</td>
<td>أيئ...</td>
<td>تهذئ...</td>
<td>هئا...</td>
<td>يهذئ...</td>
</tr>
</tbody>
</table>
Exercises: Free-standing and suffixed pronouns

الضمائر المنفصلة والمتصلة

Exercise 4

Fill in the blanks with the correct forms of the pronouns or noun and pronoun suffix combinations. The first answer is given as an example.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>صورة</td>
<td>picture</td>
</tr>
<tr>
<td>سوريا</td>
<td>Syria</td>
</tr>
<tr>
<td>والدة</td>
<td>mother</td>
</tr>
</tbody>
</table>

a) Your (s., m.) picture is pretty

ٍجمالك صورة

b) My mother is Syrian

سوريّة والدة

c) I live in Beirut and it (s., f.) is a large city in the Middle East.

أسكن في مدينة بيروت و مدينة كبيرة في الشرق الأوسط

d) Are you (s., f.) a translator? Yes, I specialize in Arabic.

هل متّرجمة؟ نعم متخصصة في العربية

<table>
<thead>
<tr>
<th>Possessive pronoun: noun suffixes</th>
<th>Object pronoun: preposition suffixes</th>
<th>Object pronoun: verb suffixes</th>
<th>Subject markers: imperfect verbs</th>
<th>Subject markers: perfect verbs</th>
<th>Independent pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَحْنُ .... نَحْنُ ... نَحْنُ نَحْنَ...</td>
<td>نَا .... نَا .... نَا .... نَا ....</td>
<td>كُمْ .... كُمْ .... كُمْ .... كُمْ ....</td>
<td>نَكْنُ .... نَكْنُ .... نَكْنُ .... نَكْنُ ....</td>
<td>نَكْنُ .... نَكْنُ .... نَكْنُ .... نَكْنُ ....</td>
<td>يَا .... يَا .... يَا .... يَا ....</td>
</tr>
<tr>
<td>أَنْثُمَ .... أَنْثُمَ .... أَنْثُمَ .... أَنْثُمَ ....</td>
<td>تْنِ .... تْنِ .... تْنِ .... تْنِ ....</td>
<td>يْهُ .... يْهُ .... يْهُ .... يْهُ ....</td>
<td>نَهُنَّ .... نَهُنَّ .... نَهُنَّ .... نَهُنَّ ....</td>
<td>نَهُنَّ .... نَهُنَّ .... نَهُنَّ .... نَهُنَّ ....</td>
<td>وَ .... وَ .... وَ .... وَ ....</td>
</tr>
<tr>
<td>مَكُنْ .... مَكُنْ .... مَكُنْ .... مَكُنْ ....</td>
<td>نْنِ .... نْنِ .... نْنِ .... نْنِ ....</td>
<td>هُمْ .... هُمْ .... هُمْ .... هُمْ ....</td>
<td>نُهْنِ .... نُهْنِ .... نُهْنِ .... نُهْنِ ....</td>
<td>نُهْنِ .... نُهْنِ .... نُهْنِ .... نُهْنِ ....</td>
<td>وَ .... وَ .... وَ .... وَ ....</td>
</tr>
<tr>
<td>مَكُنْ .... مَكُنْ .... مَكُنْ .... مَكُنْ ....</td>
<td>نْنِ .... نْنِ .... نْنِ .... نْنِ ....</td>
<td>هُمْ .... هُمْ .... هُمْ .... هُمْ ....</td>
<td>نُهْنِ .... نُهْنِ .... نُهْنِ .... نُهْنِ ....</td>
<td>نُهْنِ .... نُهْنِ .... نُهْنِ .... نُهْنِ ....</td>
<td>يَا .... يَا .... يَا .... يَا ....</td>
</tr>
</tbody>
</table>
Exercise 5

Change the statements below from the first person to the third person feminine. Make all other necessary changes. The first answer is provided as an example.

a) I am hungry (m.)
   She is hungry
b) I am from Egypt
   She is from Egypt

I am Dalia’s aunt
She is Dalia’s aunt
I work at the United Nations
She works at the United Nations
The attributes of each noun determine which demonstrative must be used to refer to that noun. The table below identifies the demonstratives that correspond to nouns based on the number, gender and case of the nouns as well as whether they are human or non-human.

<table>
<thead>
<tr>
<th></th>
<th>Non-human (&quot;irrational&quot;)</th>
<th>Human</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td>ﻫﺬﺍ‬‬ ﻫﺬﺍ‬‬</td>
<td>ﻫﺬﺍ‬‬</td>
</tr>
<tr>
<td>Feminine</td>
<td>ﻫﺬﻩ‬‬ ﻫﺬﻩ‬‬</td>
<td>ﻫﺬﻩ‬‬</td>
</tr>
<tr>
<td>Dual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Masculine| ﻫﺬﺍ‬‬ ﻫﺬﺍ‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬...
Exercise: demonstratives

Exercise 1

Fill in the blanks below with the appropriate pronoun and demonstrative. The first couple of answers are completed for reference.

Glossary

- ﻏﻨﺎن (s., m.) tea cup
- ﻕَﺠَﺮَة (s., f.) tree
- ﻣَﻤَﺜْﻞ (s., m.) actor

a) This is a man. This is the man.

- ﺭَﺟُﻞ رَﺟُﻞ
- ﻫﺬﺍ ﺭَﺟُﻞ ﻫﺬﺍ ﺭَﺟُﻞ

b) This is a tea cup. This is the tea cup.

- ﻏﻨﺎن ﻏﻨﺎن

 c) This is a tree. This is the tree.

- ﺕَﺠَﺮَة ﺕَﺠَﺮَة

 d) These are actresses (dual). These are the actresses (dual).

- ﻣَﻤَﺜﻠَﺘَﺎﻥ ﻣَﻤَﺜﻠَﺘَﺎﻥ
In Arabic, as in other languages, the grammatical environment affects the form a noun takes. In other words, concepts can be expressed in different word forms. For example, in English, there exists “I” vs “me”, “he” vs “him”, “she” vs “her”, “we” vs “us”, “they” vs “them” and “who” vs “whom”. Although “I” and “me” refer to the same person, and “she” and “her” also refer to the same person, the different forms are not interchangeable; it would be grammatically incorrect to say:

*Me spoke to she

or

*Her gave it to I

The corrected versions are:

I spoke to her

and

She gave it to me
UNIT 10
Noun type words: syntactic function, case name, and case marking

Syntactic function, case name, and case marking are three interrelated topics that taken together determine how a noun “should” be (I vs me, we vs us, . . . ).

**Syntactic function**

A noun-type word can have different syntactic functions. For the purpose of illustration, it is useful to examine three such functions: subject of a verb, object of a verb, and object of a preposition. Later, some other functions will be presented. See Syntactic functions and their case markers.

1) Subject of a verb (فاعل)
   In an instance where someone or something performs an action, that someone or something is called “subject”, and the action is called “verb”.

   *Example of a فاعل:*
   The monkey ate the banana in an instant.

2) Object of a verb (مفعول به)
   In an instance where an action affects someone or something, that someone or something is called “object”, and the action is called “verb”.

   *Example of a مفعول به:*
   The monkey ate the banana in an instant.

3) Object of a preposition (اسم مجزور)
   A noun that immediately follows a preposition (see Prepositions) is called the object of a preposition.

   *Example of an اسم مجزور:*
   The monkey ate the banana in an instant.
For a more complete list of different syntactic functions see Syntactic functions and their case markers.

**Exercise: syntactic function of nouns**

**Exercise 1**

Identify the syntactic function of the underlined words as subject of a verb (فاعل), object of a verb (مفعول به), or object of a preposition (اسم مجرور). For each underlined word, select the appropriate syntactic function from the three options provided.

A Mohamed travelled to Yemen in the winter of 2009.

سافر محمد إلى اليمن في شتاء ۲۰۰۹.

i) محمد
   a) subject of verb (فاعل),
   b) object of verb (مفعول به),
   c) object of preposition (اسم مجرور)

ii) اليمن
    a) subject of verb (فاعل),
    b) object of verb (مفعول به),
    c) object of preposition (اسم مجرور)

iii) شتاء
     a) subject of verb (فاعل),
     b) object of verb (مفعول به),
     c) object of preposition (اسم مجرور)

B The wife listens to the radio while she has breakfast in the morning.

تسمع الزوجة إلى الإذاعة وهي تفطر في الصباح.

i) الزوجة
   a) subject of verb (فاعل),
   b) object of verb (مفعول به),
   c) object of preposition (اسم مجرور)

ii) الإذاعة
    a) subject of verb (فاعل)
    b) object of verb (مفعول به)
    c) object of preposition (اسم مجرور)
C When I visit the family during the weekends, we eat dinner and watch TV together.

When I visit the family during the weekends, we eat dinner and watch TV together.

D She saw the accident on TV then read an article about it.

She saw the accident on TV then read an article about it.
iii) مقالة
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

E The two friends met in the evening and had dinner, then went into the “Shuruq” bookstore where Mustafa bought a magazine and Mahmoud bought a book.

تمقابل الصديقان في المساء وأكلا العشاء
وبعد ذلك دخلا مكتبة “الشروق” حيث اشترى مصطفى مجلة واشترى محمود كتاباً.

i) الصديقان
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

ii) المساء
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

iii) العشاء
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

iv) مكتبة
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

v) مصطفى
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)

vi) مجلة
   a) subject of verb (فاعل)،
   b) object of verb (فعلٍ على نومه)،
   c) object of preposition (اسم مجرور)
Noun type words: syntactic function, case name, and case marking

Case name

There are three cases for Arabic nouns. Here are their Arabic names, followed by English equivalents:

1. حالة المرفوع (المرفوع) - the nominative case
2. حالة المنصوب (المنصوب) - the accusative case
3. حالة المجرور (المجرور) - the genitive case

By convention, a noun functioning as:

1 a subject of a verb (فاعل) is in the nominative case (المرفوع),
2 the object of a verb (مفعول به) is in the accusative case (المنصوب), and
3 the object of a preposition (اسم مجرور) is in the genitive case (المجرور).

Examples:

1 Noun in the nominative case (المرفوع) (because its syntactic function is subject of a verb – فاعل):  
   The monkey ate the banana in an instant.

2 Noun in the accusative case (المنصوب) (because its syntactic function is object of a verb – المفعول به):  
   The monkey ate the banana in an instant.

3 Noun in the genitive case (المجرور) (its syntactic function is object of a preposition – جر مجرور):  
   The monkey ate the banana in an instant.
Exercise: case name

Exercise 2
Identify the case name of the underlined words as مرفوع (nominative), منصوب (accusative), or مجرور (genitive). For each underlined word, select the appropriate case name from the three options provided.

A Mohamed travelled to Yemen in the winter of 2009.

سفار محمد إلى اليمن في شتاء ٢٠٠٩.

i) محمد
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

ii) اليمن
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

iii) شتاء
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

B The wife listens to the radio while she has breakfast in the morning.

تستمع الزوجة إلى الإذاعة وهي تفطر في الصباح.

i) الزوجة
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

ii) الإذاعة
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)
The document contains text about noun types, including syntactic function, case name, and case marking. It also includes sentences demonstrating the use of these noun types in Arabic and English.

### Arabic Text Example

- **الباح (نون):**
  - a) مرفوع (nominative)
  - b) منصوب (accusative)
  - c) مجرور (genitive).

### English Text Example

- When I visit the family during the weekends we eat dinner and watch TV together.

  - C

  - عندما أزور العائلة في نهاية الأسبوع نأكل العشاء ونشاهد التلفزيون معا.

  - i)

  - العائلة
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)

  - ii)

  - نهاية
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)

  - iii)

  - العشاء
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)

  - iv)

  - التلفزيون
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)

- She saw the accident on TV then read an article about it.

  - D

  - شاهدت الحادثة في التلفزيون ثم قرأت مقالة عنها.

  - i)

  - الحادثة
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)

  - ii)

  - التلفزيون
    - a) مرفوع (nominative)
    - b) منصوب (accusative)
    - c) مجرور (genitive)
E The two friends met in the evening and had dinner, then went into the “Shuruq” bookstore where Mustafa bought a magazine and Mahmoud bought a book.

iii) مقالة
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

i) الصديقان
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

ii) المساء
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

iii) العشاء
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

iv) مكتبة
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

v) مصطفي
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

vi) مجلة
   a) مرفع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)
vi) محمود
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

vii) كتاب
   a) مرفوع (nominative)
   b) منصوب (accusative)
   c) مجرور (genitive)

Case marking

Only words are given case marks, not phrases or sentences.

Case marking means providing a “clue” indicating the case or function of a noun. When the English first person singular pronoun functions as a subject, it becomes “I”, otherwise it is “me”. The marking thus involves a pretty obvious “clue” – a complete change of the word from “I” to “me”. In other instances English case marking is by only changing a letter:

They went to John → John went to them (y → m)
She’s the one who saw me → She’s the one whom I saw (o → m)

There are two ways to mark the case of Arabic nouns:

1. Diacritics
2. Letters

Exercises: case marking

Exercise 3

Are case marks applied to any of the words or phrases below? Give the answer نعم (yes) or لا (no) in the blank spaces below.

<table>
<thead>
<tr>
<th></th>
<th>نعم</th>
<th>لا</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>singular, feminine noun</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>singular, masculine noun</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>dual, feminine noun</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>sound, plural masculine</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>verbal phrase</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>nominal phrase</td>
<td></td>
</tr>
</tbody>
</table>
Case marking by diacritics

Case-marking diacritics – if present – (see Case-marking diacritics in the Arabic language writing system) are as follows.

**Nominaive** case (المرفوع) is generally marked by the following diacritics:

1. ضمة /u/ for a definite noun
2. تنوين ضمير /un/ for an indefinite noun

**Examples:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Definite</td>
<td>المهندسةُ</td>
<td>المهندسُ</td>
<td>The engineer</td>
</tr>
<tr>
<td>Single</td>
<td>Indefinite</td>
<td>مهندسةً</td>
<td>مهندسً</td>
<td>An engineer</td>
</tr>
<tr>
<td>Plural</td>
<td>Definite</td>
<td>السيّاراتُ</td>
<td>السيّاراتِ</td>
<td>The cars</td>
</tr>
<tr>
<td>Plural</td>
<td>Indefinite</td>
<td>سيّاراتٍ</td>
<td>سيّاراتاً</td>
<td>Cars</td>
</tr>
</tbody>
</table>

**Accusative** case, (المنصوب), is generally marked by the following diacritics:

1. فتحة /a/, for a definite noun (exceptions include plural feminine nouns)
2. تنوين فتحت /an/ for an indefinite feminine noun (exceptions include plural feminine nouns)
3. the letter ۪ /ٍ an/ for an indefinite masculine noun

**Examples:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Definite</td>
<td>المهندسةُ</td>
<td>المهندسُ</td>
<td>The engineer</td>
</tr>
<tr>
<td>Single</td>
<td>Indefinite</td>
<td>مهندسةً</td>
<td>مهندسً</td>
<td>An engineer</td>
</tr>
</tbody>
</table>

**Genitive** case (ال مجرور) is generally marked by the following diacritics:

1. كسرة /i/ for a definite noun
2. تنوين كسرة /in/ for an indefinite noun
Examples:

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Definite</td>
<td>المهندسٌ</td>
<td>المهندسة</td>
<td>The engineer</td>
</tr>
<tr>
<td>Single</td>
<td>Indefinite</td>
<td>المهندسة</td>
<td>المهندسٍ</td>
<td>An engineer</td>
</tr>
<tr>
<td>Plural</td>
<td>Definite</td>
<td>المهندسات</td>
<td>المهندسات</td>
<td>The engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Indefinite</td>
<td>المهندسات</td>
<td>المهندسات</td>
<td>Engineers</td>
</tr>
</tbody>
</table>

Exercise: case marking by diacritics

Exercise 4

Study the sentence below. Add the appropriate case marker to the underlined words. If necessary, refer to sections on agreement, case marking, and syntactic functions of nouns and their case markers.

استجوابت الحكومة الأمريكية لدعوات الاتصال المباشر بسوريا وإيران، وقبلت، للمرة الأولى، الجلسة على طاولة واحدة مع مسئولين من البلدان في شهر مارس الماضي، وفي إطار مؤتمر بغداد الذي شارك فيه وفد أمريكية وعربية بهدف إيجاد حل لوقف دوامة العنف في العراق.

Exercise 5

Study the phrases below. Identify the syntactic function of the underlined words as subject of a verb (فاعل), object of a verb (مفعول به), object of a preposition (اسم مجرور). For each underlined word, select the appropriate name of the case-marking diacritic (كسرة فتحة، ضمة).

a) ذهبت المهندسة لمرة الثانية
b) استجوابت الحكومة لدعوات الاتصال
   المباشر في ظل الضغوط
c) استجوابت الحكومة الإيطالية
   قبلت (هي) الجلسة
d)
Case marking by letters

Whereas diacritics are often by convention left out of written Arabic, case-marking letters cannot be left out of written words because letters are never left out of written Arabic.

Letters are used for case-marking nouns in the dual (see Dual) and nouns in the sound masculine plural (see Sound plurals).

**Nominative** case (المرفوع) is marked by the letters:

1/aa/, for dual nouns

\( \text{\textperiodcentered}/uu\), for sound masculine plural nouns

**Examples:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual</td>
<td>Definite</td>
<td>المهندسان</td>
<td>المهندسان</td>
<td>The two engineers</td>
</tr>
<tr>
<td>Dual</td>
<td>Indefinite</td>
<td>موظفي المهندسان</td>
<td>موظفي المهندسان</td>
<td>Two engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Definite</td>
<td>المهندسون</td>
<td>NA</td>
<td>The engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Indefinite</td>
<td>موظفي المهندسون</td>
<td>NA</td>
<td>Engineers</td>
</tr>
</tbody>
</table>

**Accusative** case (المنصوب) is generally marked by:

the letter ١/an/ + diacritic تنوين فتح for a single indefinite masculine noun

the letter ي/y/ for dual and sound masculine plural nouns
Examples:

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Indefinite</td>
<td>المهندساً</td>
<td>NA</td>
<td>An engineer</td>
</tr>
<tr>
<td>Dual</td>
<td>Definite</td>
<td>المهندسين</td>
<td>NA</td>
<td>The two engineers</td>
</tr>
<tr>
<td>Dual</td>
<td>Indefinite</td>
<td>المهندسين</td>
<td>NA</td>
<td>Two engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Definite</td>
<td>المهندسين</td>
<td>NA</td>
<td>The engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Indefinite</td>
<td>المهندسين</td>
<td>NA</td>
<td>Engineers</td>
</tr>
</tbody>
</table>

Genitive case (المجرور) is marked by the:

letter ﻋ/yy/ for dual and sound masculine plural nouns

Examples:

<table>
<thead>
<tr>
<th>Number</th>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual</td>
<td>Definite</td>
<td>المهندسين</td>
<td>NA</td>
<td>The two engineers</td>
</tr>
<tr>
<td>Dual</td>
<td>Indefinite</td>
<td>المهندسين</td>
<td>NA</td>
<td>Two engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Definite</td>
<td>المهندسين</td>
<td>NA</td>
<td>The engineers</td>
</tr>
<tr>
<td>Plural</td>
<td>Indefinite</td>
<td>المهندسين</td>
<td>NA</td>
<td>Engineers</td>
</tr>
</tbody>
</table>

Letters marking case of dual nouns

With dual nouns there is no distinction between the منصوب (accusative) and the مجرور (genitive) markers. Thus, case cannot be determined on the basis of the marking; rather case is determined on the basis of the syntactic function of the noun.

With dual nouns, case-marking letters – always present – are the following:

The nominative case (المرفع) is marked by the:

letter ﻋ/aa/,

Examples:

<table>
<thead>
<tr>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>المهندسان</td>
<td>المهندستان</td>
<td>The two engineers</td>
</tr>
<tr>
<td>Indefinite</td>
<td>المهندسان</td>
<td>المهندستان</td>
<td>Two engineers</td>
</tr>
</tbody>
</table>
Accusative and genitive cases (المنصوب والمجرور) are marked by the:

letter ي/y/

Examples:

<table>
<thead>
<tr>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>مهندسيَنّ</td>
<td>مهندسيَنّ</td>
<td>The two engineers</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مهندسيَنّ</td>
<td>مهندسيَنّ</td>
<td>Two engineers</td>
</tr>
</tbody>
</table>

Letters marking case of sound masculine plural nouns

With sound masculine plural nouns there is no distinction between the منصوب (accusative) and the مجرور (genitive) markers. Thus, case can’t be determined on the basis of the marking; rather case is determined on the basis of the syntactic function of the noun.

With sound masculine plural nouns, case-marking letters – always present – are the following:

Nominative case (المرفوع) is marked by:

the letter و/uu/

Examples:

<table>
<thead>
<tr>
<th>Definiteness</th>
<th>Masculine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>مهندسونَ</td>
<td>The engineers</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مهندسونَ</td>
<td>Engineers</td>
</tr>
</tbody>
</table>

Accusative and genitive (المنصوب والمجرور) cases are marked by:

the letter ي/ii/

In the plural, there is no distinction in case marking between accusative and genitive (المنصوب والمجرور).
Exercises: case marking by letters

Exercise 6
Rewrite the sentences below by transforming the underlined singular nouns into their dual form. Place the correct answer in the blank spaces below. Remember to make all necessary changes and add the letters marking the case of dual nouns.

a) وَجَدَتْ عَائِلَةٌ فِي هَذِهِ الْبَناِيةُ

b) الكُتَّابُ عَلَى الْكَرْسِيُّ

c) الأَسْتَاْذَةُ فِي الْكَتَّابِ

d) البَنَتُ كَسْرَةُ قَلْمٍ

e) كَتَبَتْ الْرِسَالَةَ إِلَى الْرَجُلِ

Exercise 7
Rewrite the sentences below by transforming the underlined singular nouns into their plural, masculine form. Place the correct answer in the blank spaces below. Remember to make all necessary changes and add the letters marking the case of plural nouns.

a) وَجَدَتْ الرَجُلُ الطَيِّبَ فِي هَذَا الْشَارِعِ

b) يِصُومُ الْمُسلمُ شَهْرٌ رَمَضَانِ

c) الْمَواطِنُ مَعْتَاذُ عَلَى دُفُعِ الْضَرَايْبِ
Variations in case marking

The majority of circumstances requiring case marking by diacritics for nouns are outlined above. The following, however, are some variations that are marked slightly differently:

i) Sound plural feminine nouns, ending with the suffix اَت

ii) Diptotes (الممنوع من الصرف)

iii) Nouns with the following letters in final position:

(ألف) ا
(ألف مقصورة) ي
(ياء) ي

Case marking: Feminine sound plural nouns ending in اَت

For the feminine sound plural, there is no distinction in case marking between المنصوب and المجرور.

Examples:

<table>
<thead>
<tr>
<th>Case</th>
<th>Definiteness</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>المرفوع</td>
<td>Definite</td>
<td>السيّاراتُ</td>
<td>the cars</td>
</tr>
<tr>
<td>المرفوع</td>
<td>Indefinite</td>
<td>سيّاراتٍ</td>
<td>cars</td>
</tr>
<tr>
<td>المنصوب/المجرور</td>
<td>Definite</td>
<td>السيّاراتِ</td>
<td>the cars</td>
</tr>
<tr>
<td>المنصوب/المجرور</td>
<td>Indefinite</td>
<td>سيّاراتٍ</td>
<td>cars</td>
</tr>
</tbody>
</table>

Case marking of diptotes الممنوع من الصرف

Diptotes are a class of nouns which do not display تنوين when they are indefinite. In addition, when they are indefinite, there is no distinction in case marking between المنصوب and المجرور.

Examples:

<table>
<thead>
<tr>
<th>Case</th>
<th>Number</th>
<th>Definiteness</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>المرفوع</td>
<td>Plural</td>
<td>Definite</td>
<td>الشوارعُ</td>
<td>the streets</td>
</tr>
<tr>
<td>المرفوع</td>
<td>Plural</td>
<td>Indefinite</td>
<td>شوارعٍ</td>
<td>streets</td>
</tr>
<tr>
<td>المنصوب/المجرور</td>
<td>Plural</td>
<td>Definite</td>
<td>الشوارعَ</td>
<td>the streets</td>
</tr>
<tr>
<td>المنصوب/المجرور</td>
<td>Plural</td>
<td>Indefinite</td>
<td>شوارعٍ</td>
<td>streets</td>
</tr>
</tbody>
</table>
Case marking of nouns ending with ﺍٰ ﺍٰ ﺍٰ – ﺍٰ ﺍٰ ﺍٰ
Nouns ending in ﺍٰ can’t have case markers.

Examples:

<table>
<thead>
<tr>
<th>Case</th>
<th>مَﺟِرُور</th>
<th>مَنْصُوب</th>
<th>ﻋَصَاء</th>
<th>ﻋَصَا</th>
<th>ﺍﻟْـﻋَصَا</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَرْفِعٌ</td>
<td>ﻋَصَاء</td>
<td>ﻋَصَاء</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>a stick</td>
</tr>
<tr>
<td>ﻣَنْصُوبٌ</td>
<td>ﻋَصَاء</td>
<td>ﻋَصَا</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>the stick</td>
</tr>
</tbody>
</table>

Case marking of nouns ending with یٰ یٰ یٰ – ﺍٰ مَقْصُورٌة
There can be no case markers for nouns ending in یٰ مَقْصُورٌة.

Examples:

<table>
<thead>
<tr>
<th>Case</th>
<th>مَﺟِرُور</th>
<th>مَنْصُوب</th>
<th>ﻋَصَاء</th>
<th>ﻋَصَا</th>
<th>ﺍﻟْـﻋَصَا</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَرْفِعٌ</td>
<td>ﻋَصَاء</td>
<td>ﻋَصَا</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>a coffee shop</td>
</tr>
<tr>
<td>ﻣَنْصُوبٌ</td>
<td>ﻋَصَا</td>
<td>ﻋَصَا</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>the coffee shop</td>
</tr>
</tbody>
</table>

Case marking of nouns ending with ﻳٰ ﻳٰ ﻳٰ – ﻳٰ ﻳٰ ﻳٰ ﻳٰ
For nouns ending in ﻳٰ، only the مَنْصُوب (accusative) can be assigned a case marker indicating the actual case. The other two cases can’t have a marker indicating their actual cases; the indefinite مَرْفِعٌ and مَﺟِرُور both have the same marker (ـٌ،) while neither the definite مَرْفِعٌ nor مَﺟِرُور can have any marker.

Examples:

<table>
<thead>
<tr>
<th>Case</th>
<th>مَﺟِرُور</th>
<th>مَنْصُوب</th>
<th>ﻋَصَاء</th>
<th>ﻋَصَا</th>
<th>ﺍﻟْـﻋَصَا</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَرْفِعٌ</td>
<td>ﻋَصَا</td>
<td>ﻋَصَا</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>a lawyer</td>
</tr>
<tr>
<td>ﻣَنْصُوبٌ</td>
<td>ﻋَصَا</td>
<td>ﻋَصَا</td>
<td>ﺍﻟْـﻋَصَا</td>
<td></td>
<td></td>
<td>a lawyer</td>
</tr>
</tbody>
</table>

Exercise: variations in case marking

Exercise 8

Study the eight sentences below. The underlined words are diptotes (مَنْصُوب مَﺟِرُور ﻣَﺩْﺭَكَ ﻣَدْﺭَكَ ﻣَﺩْﺭَكَ ﻣَدْﺭَكَ ﻣَدْﺭَكَ ﻣَدْﺭَكَ ﻣَدْﺭَكَ ﻣَدْﺭَكَ). First add the appropriate case marker to the underlined words. Then
write the case name for each of these eight words in the blank spaces below. The first answer is offered as an example.

a) case name: ﻣﻨﺼﻮﺏ

µعان ﻓﺈنّ ﻣن أكتب ﺭﺳﺎﺋﻞ عادةً،

ب) case name: _______________________

لماذا لا توجد ﻛُنﺎﺋﺲ كثيرة في الأحياء الحديثة بالمدن العربية؟

c) case name: _______________________

عملي ﺑًضاطرمي أن أقيم في البحرين عدة أسابيع من كل سنة.

d) case name: _______________________

مررت ﺑًتجارب سعادة كثيرة في حياتي جعلتني أكتشف نفسي.

e) case name: _______________________

الناس الذين تعرفتهم عليهم في العالم العربي كانوا لطفاء جداً معي.

f) case name: _______________________

خرجت الجامعة الأمريكية في بيروت وزراء ورؤساء عرباً كثيرين.

g) case name: _______________________

عندما زرنا الشام رأينا عدة مساجد قديمة في منطقة "باب موما".

h) case name: _______________________

ناقشت المتتحدة باسم الحكومة عدة مشاريع جديدة تنوي الحكومة القيام بها;

An overview of case markings

Examples:

<table>
<thead>
<tr>
<th>Definiteness</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>المهندسُ</td>
<td>المهندسةُ</td>
<td>The engineer</td>
</tr>
<tr>
<td>Indefinite</td>
<td>ﻣﻬﻨﺪﺱُ</td>
<td>ﻣﻬﻨﺪﺱَهُ</td>
<td>An engineer</td>
</tr>
<tr>
<td>Definite</td>
<td>المهندسانُ</td>
<td>المهندستانَ</td>
<td>The two engineers</td>
</tr>
</tbody>
</table>
Exercise: an overview of case marking

Exercise 9

Complete the three tables below by making all necessary changes to the noun مَمَثلٌ (an actor).

A Fill in the blanks in this table with the noun in the singular. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.
Exercise: an overview of case marking

### The singular

<table>
<thead>
<tr>
<th>Case</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The dual

<table>
<thead>
<tr>
<th>Case</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The plural

<table>
<thead>
<tr>
<th>Case</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
<th>Feminine (مَؤَنَّث)</th>
<th>Masculine (مَذَكُّر)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Fill in the blanks in this table with the noun in the dual. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.

C Fill in the blanks in this table with the noun in the plural. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.
UNIT 11
Syntactic functions and their case markers
الحالة الإعرابية و علامات الإعراب

The function of a word determines its case (see Syntactic function). The following are some main functions of words and their equivalent case names:

A The following functions of words are marked مرفوع (nominative):
الفاعل (subject of a verb)
المبتدأ (subject of a جملة اسمية)
الخبير (predicate of a جملة اسمية)

B The following functions of words are marked منصوب accusative:
المفعول به (direct object of a verb)
الظرف (adverb)

C The following functions of words are marked مجرور (genitive):
المجرور بحرف جر (the object of a preposition)
المضاف إليه (the second term of an ’idafa)
A phrasal predicate is a nominal phrase with one of the following headwords:

1. Proper noun

   Examples:
   
   سَمِيَّةُ، مُحَمَّدٌ، مُصْطَفَى، لِيلى، سَمِيحَةُ، ...

2. Common noun

   Examples:
   
   بَابِ، شَجَرَةٌ، مَدْرَسَةٌ، رَجلٌ، إِمرأَةٌ، ...

3. Adjectival noun

   Examples:
   
   مُديَّرةٌ، مُديِّرٌ، طَويلَةٌ، طَويلَةٌ،
   مَعْقَدَةٌ، مَعْقَدٌ، جَميلَةٌ، جَميلٌ، ...

4. Temporal or locative adverbial noun

   Examples:
   
   بَعْدَ، قَبْلَ، فَوقَ، تَحتَ، أَمامَ، وَراءَ، ...

5. Gerund

   Examples:
   
   دَمَارٌ، نَشَارٌ، جَمالٌ، إِسْتِقْلاَلٌ،
   إِسْتِقْبالٌ، تَقبُيلٌ، ...
Adjectival nouns

An adjectival noun has a masculine form as well as a feminine one.

Examples of adjectival nouns in the singular:

- كَبير/كَبيرة
- صَغير/صَغيرة
- طالِب/طالِبة
- مُدير/مُديرة
- جَميل/جميلة
- قَبيح/قَبيحة

The examples of adjectives above illustrate that an adjective has a masculine form and an equivalent feminine one. In other words, adjectives exist in masculine-feminine pairs.

The relative adjective

The relative adjective is formed by suffixing a يّ to the masculine noun.

Example:

Egyptian (s., m.)

Example:

Egypt

There are three exceptions:

If a noun ends in ء or ل or ي.

To form the adjective: First, drop the last letter ء or ل or ي, then add the يّ.

Examples:

1. If the word ends in ل, such as

America

American (s., m.)

أَمريَكي

أمريَكا
2 If the word ends in يا, such as سوريا

Syria Syrian (s., m.)

3 If the word ends in ة, such as جامعة

University Academic (s., m.)

To form a feminine adjective, add يّ after the adjectival suffix.

Example:

Egypt Egyptian Egyptian

Example: the relative adjective

Exercise 1

Fill in the blanks with the appropriate relative adjectives. First, for each statement, identify the suitable word from the glossary below. Then make all the necessary changes to each selected word from the glossary below to convert it to an adjective that agrees with the noun that it qualifies. That is, the relative adjective must agree with the noun that it qualifies in terms of number, gender, and definiteness.

Glossary

Saudi Arabia السعودية
Italy إيطاليا
Spain إسبانيا
France فرنسا
Turkey تركيا
Egypt مصر
Arab  عرب (s., m.)
coffee  قهوة (s., f.)
bank  البنك (s., m.)
literature  الأدب (s., m.)

a) a Saudi man  رجل
b) the Turkish coffee (s., f.)  القهوة
c) the Arab bank (s., m.)  البنك
d) Italian girl  بنت

e) The book, *Alf Leila Wa Leila*, is one of the great

*كتاب ألف ليلة وليلة* من الأعمال

**眼球** في تاريخ الأدب

f) I {study/am studying} Spanish literature (s., m.)

*أدرُس الأدب*


g) She’s an Egyptian from the city of Tanta

*هي*  من مدينة طنطا

h) the Egyptian student (s., m.)

*الطالب*

**Substantive nouns**

Examples of masculine substantive nouns:

*كتاب*  a book

*شارع*  a street

*فنّان*  a cup

*بيت*  a house
Examples of feminine substantive nouns:

- سيارة: a car
- طاولة: a table
- شجرة: a tree
- شقة: an apartment

The masculine and feminine examples of substantive nouns above illustrate that a substantive is either masculine or feminine. There aren’t masculine-feminine pairs of the same substantive.

Gerunds

Gerunds and verb

A gerund can be derived from a verb. For example, the gerund from the verb يُسافر, he travels, is السفر. (See Word–noun paradigm.) Depending on how it is used, it can have either the meaning “travelling”, or the meaning of the English infinitive “to travel”.

Gerunds and gender

A gerund is either masculine or feminine. There are no masculine-feminine pairs of the same gerund.

Examples of masculine gerunds:

- شرح: (an) explanation
- ووجود: (an) existence
- قول: (an) acceptance
- ممشى: walking (e.g. Walking is beneficial.)

Examples of feminine gerunds:

- قراءة: reading
- كتابة: writing
- غباوة: stupidity
- حلاوة: sweetness
Exercises: gerunds

Exercise 2
Rewrite the following sentence by substituting the word مَﺸﻲ (walking) with the prompts provided. Make all other necessary changes.

He likes walking because it strengthens the mind.

a) walking
b) reading

c) writing

Exercise 3
Study the sentences below. Underline the مصدر in each sentence.

a) أكل الفطار مْفْيِد
b) الطفل لا يحب الاستِحِمام

c) البنْت تستمتع بقراءة الكتب

d) التاجر يُحْبِب الإقامة في المدن الكبيرة

e) ازداد عدد المُحِجْبات في هذه المنطقة

f) الأَسْتَاذ لا يحب التدريس في الصباح

g) عقيل كان يحب شرب القهوة

h) الشعور بالوحدة صعب على الجميع

i) دالِيَا تُحِب السَّفَر
UNIT 13
The “human” vs “non-human” classification of nouns

Arabic nouns fall into two broad categories (kingdoms in other systems). The first category, العاقل, meaning “rational”, is only in reference to humans. The other category, غير العاقل, meaning “not rational”, includes everything else (i.e. animal, vegetable, and mineral).

Gender and non-human nouns

Arabic has no neutral category, i.e. it; there are only masculine and feminine. In the singular, the word “it” is either masculine (هو) or feminine (هي). So, a non-human noun is either:

masculine  or  feminine
هو - مَذْكُر  or  هي - مَؤْنَث

Examples:
This is the chair (m.)  هذا هو الكرسي
This is the apartment (f.)  هذه هي الشقة

Non-human referents are often made explicit. Thus, Arabic equivalents of English expressions such as “It is hot”, “It is night”, or “It is difficult” tend not to use proform equivalents of “it”, such as هو and هي. Instead a commonly understood or commonly interpreted referent of “it” is used.

Examples:
الجَوَّ حَار  It (i.e. the weather) is hot
الوَقْتُ لِيْل  It (i.e. the time) is night
المشَكَّلة صعَبَة  It (i.e. the problem) is difficult
Exercise: gender and non-human nouns

Exercise 1
Fill in the blanks. Below is a glossary of terms for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَﻴّﺍﺭﺓ</td>
<td>car</td>
</tr>
<tr>
<td>إﺳﻌﺎﻑ</td>
<td>ambulance</td>
</tr>
<tr>
<td>سريع</td>
<td>fast</td>
</tr>
</tbody>
</table>

1. The car (f.) is fast _______
2. It (the car, f.) is fast _______
3. The ambulance (m.) is fast _______
4. It (the ambulance, m.) is fast _______

Gender and human nouns

A human noun can have a masculine and a feminine form. To make a masculine noun feminine, add a ﻣَﺮﺑﻮﻁﺔ ﺑﺂﺀ ﻣﺮﺑﻮﻁﺓ.

Example:

Professor

أُﺳﺘﺎﺫ Masculine
أُﺳﺘﺎﺫﺓ Feminine

Exercise: gender and human nouns

Exercise 2
Rewrite the following by turning the masculine human nouns into feminine. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) He is a professor
   He is a professor _______
   She is a professor _______

b) He is a student
   He is a student _______
   She is a student _______
Number in human and non-human nouns and their adjectives

Concerning the number in nouns, Arabic distinguishes between human and non-human nouns.

Non-human plural nouns are treated like singular feminine nouns in a sentence. Therefore, the adjectives for non-human plural nouns will always be singular and feminine.

Examples:

<table>
<thead>
<tr>
<th>Non-human noun and adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>سيارات أمريكية</td>
<td>American (s., f.) cars (pl., f.)</td>
</tr>
<tr>
<td>سيارة أمريكية</td>
<td>American (s., f.) car (s., f.)</td>
</tr>
<tr>
<td>شوارع واسعة</td>
<td>wide (s., f.) streets (pl.)</td>
</tr>
<tr>
<td>شارع واسع</td>
<td>wide (s., m.) street (s., m.)</td>
</tr>
</tbody>
</table>

Only human adjectives can be plural and feminine or masculine.

Examples:

<table>
<thead>
<tr>
<th>Human noun and adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>طالب أمريكي</td>
<td>American student (s., m.)</td>
</tr>
<tr>
<td>طالبة أمريكية</td>
<td>American student (s., f.)</td>
</tr>
<tr>
<td>طلاب أمريكيون</td>
<td>American (pl., m.) students (pl., m.)</td>
</tr>
<tr>
<td>طالبات أمريكيات</td>
<td>American (pl., f.) students (pl., f.)</td>
</tr>
</tbody>
</table>

Exercise: number in human and non-human nouns and their adjectives

Exercise 3

Fill in the blank spaces below with the appropriate adjective. Use the glossary below to identify the relevant adjective. Then make all the necessary adjustments to the number and gender of the adjective to ensure agreement with the noun.
a) Italian, Spanish, and French are European languages.

b) Lebanese friends

(Arab) translators at the UN

d) Miss Muna, Miss Wafa’ and Mrs Mary are new employees.

e) Today, the history professor taught us new things about ancient Central Asian history.

f) Honda, Isuzu and Toyota are Japanese cars.
UNIT 14
The human category nouns

I. Singular human

Reference to singular masculine human nouns

Masculine singular human nouns are referred to by the pronoun هو, or by the demonstrative هذا.

Examples:

ﺍﻟﺮَﺟُﻞ ﻫﺬﺍ This man
ﺭَﺟُﻞ ﻫﺬﺍ This is a man
ﺍﻟﺮَﺟُﻞ ﻫﻮ ﻫﺬﺍ This is the man

Exercise: reference to singular masculine human nouns

Exercise 1

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a singular masculine human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. Where, for example, the pronoun is affixed to part of another word, only write the independent pronoun. If there are no references to singular, masculine human nouns, write “none” in the blank spaces.

Glossary

كثيرُ الحركة restless
بعيدةُ النظر far-sighted
خفيفةُ الدم cute/funny
وسريعةُ البديهة quick-witted
The human category
nouns
tall
handsome
silent, not wordy
pretty, scenic
kind-hearted, generous
in broad circulation
unpleasant
pale-faced or jaundiced

a) لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثير الحركة

b) والدتي إنسامة بعيدة النظر تفكّر دائماً في المستقبل

c) تعجبني شخصيتها لأنها خفيفة الدم وسريعة البديعة

d) من هذا الشاب الطويل القامة الجميل الوجه؟

e) من الصعب أن يتعرّف عليه الناس لأنه خجول وقليل الكلام

f) هذه منطقة جميلة المناظر ولذلك يقصدها الناس كثيرون كل عام

g) جريدة الـ "واشنطن بوست" والـ "نيويورك تايمز" من الجرائد الواسعة الإنتشار

h) يبدو أنّك تعبان جداً وأصغر الوجه، هل أنت مريض؟

i) هي طبّية القلب، تحبّ كل الناس وتحاول أن تساعدهم

j) هو شخص تقبل الدّم، لا يستطيع الجلوس معه أكثر من دقيقتين
Reference to singular feminine human nouns

Feminine singular human nouns are referred to by the pronoun ﻫﻲ or by the demonstrative ﻫﺬﻩ.

**Examples:**

- ﻫﻲ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ 
  This woman
- ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ 
  This is a woman
- ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻩ ﻫﺬﻬﻩ ﻫﺬﻬﻩ ﻫﺬﻬﻬﻩ ﻫﺬﻬﻬﻩ ﻫﺬﻬﻬﻩ ﻫﺬﻬﻬﻩ ﻫﺬﻬﻬﻩ 
  This is the woman

**Exercise: reference to singular feminine human nouns**

**Exercise 2**

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a singular feminine human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. Where, for example, the pronoun is affixed to part of another word, only write the independent pronoun. If there are no references to singular feminine human nouns, write “none” in the blank spaces.

**Glossary**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻟﺠﺒﻴﺔُ ﺛﺜﻴّﺮُ</td>
<td>restless</td>
</tr>
<tr>
<td>ﻟﻄﺒﻴﻪُ ﺙﻠﻴّﺒﺔُ</td>
<td>pretty, scenic</td>
</tr>
<tr>
<td>ﻟﻠﻤُﺴﺘﻘﺒﻞِ ﻓﻴgefähr</td>
<td>kind-hearted, generous</td>
</tr>
<tr>
<td>ﻟﺟﻤﻴﻠﺔُ ﻟﻠﻤُﻨﺎﻇِرِ</td>
<td>in broad circulation</td>
</tr>
<tr>
<td>ﻟﻠﻤُﻮﻬِرَﺓُ ﺛﺠّﻴـﻂَ</td>
<td>unpleasant</td>
</tr>
<tr>
<td>ﻟﻠﻤُﻮُ ejac رُ ﺛـﺤـوﺪِ ﺷـﻠـﻴـ</td>
<td>pale-faced or jaundiced</td>
</tr>
<tr>
<td>ﻟﻠﺠﻤﻴﻠﺔُ ﺛُـﻀـﻴـﺪَ</td>
<td>silent, not wordy</td>
</tr>
<tr>
<td>ﻟﻠﺠﻤﻴﻠﺔُ ﻟﻠﻠﻤُﻮُ ﺛـﺤـوﺪِ</td>
<td></td>
</tr>
<tr>
<td>ﻟﻠﺠﻤﻴﻠﺔُ ﺛُـﻀـﻴـﺪَ ﺛُـﻀـﻴـﺪَ</td>
<td></td>
</tr>
</tbody>
</table>

a) لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثير الحركة

b) والدتي إنسانة بعيدة النظر تفكر دائماً في المستقبل

c) تعجبني شخصيتها لأنها خفيفة الدم وسريعة البديهة
The human category nouns

Predictably, in the singular, gender determines which pronouns and demonstratives are used to reference a noun:

Masculine: 
- Pronoun: هو 
- Demonstrative: هذا

Feminine: 
- Pronoun: هي 
- Demonstrative: هذه

Exercises: summary – reference to singular human nouns

Exercise 3

Rewrite the sentences below and change pronouns and demonstratives that are singular masculine human to singular feminine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثير الحركة

Summary: reference to singular human nouns

From this, the important point to note is that in the singular, gender determines which pronouns and demonstratives are used to reference a noun.

Exercise 3

Rewrite the sentences below and change pronouns and demonstratives that are singular masculine human to singular feminine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثير الحركة
Exercise 4

Rewrite the sentences below and change pronouns and demonstratives that are singular feminine human to singular masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

Glossary

area/place  
منطقة (s., f.)  
مكان (s., m.)

a)  __________________________________________________

b)  __________________________________________________

من هذا الشاب الطويل القامة الجميل الوه؟

من الصعب أن يتعلم عليه الناس لأنه خجول وقليل الكلام

هو شخص نقي الّدِم،
لا أستطيع الجلوس معه أكثر من دقيقة

II. Dual human

Reference to masculine dual human nouns

Masculine dual human nouns can be referred to by the pronoun هُمَا, or by the demonstrative هذان if the noun is in the nominative case, or the demonstrative هذين if the noun is either in the accusative or genitive case.

Examples:

هذان الرجُلان These two men
هذان رجلان These are two men
هذان هما الرجُلان These are the two men
**Exercise: reference to masculine dual human nouns**

**Exercise 5**

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a masculine dual human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to masculine dual human nouns, write “none” in the blank spaces.

a) __________________________________________________

هذان هما المهندسان

b) __________________________________________________

هذان المهندسان أسسا شركة في العام الماضي

c) __________________________________________________

هذان هما الممرضتان

d) __________________________________________________

هذان الممرضتان أستا عيادة مجانية في العام الماضي

**Reference to feminine dual human nouns**

Feminine dual human nouns are referred to by the pronoun هُمْما, or by the demonstrative هاتين if the noun is in the nominative case, or the demonstrative هاتان if the noun is in either the accusative or genitive case.

**Examples:**

هاتان الممرأتان These two women

هاتان مرأةتان These are two women

هاتان هما المرأتان These are the two women

**Exercise: reference to feminine dual human nouns**

**Exercise 6**

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a feminine dual human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to feminine dual human nouns, write “none” in the blank spaces.
Exercises: summary reference to dual human nouns

With demonstratives, reference to the dual masculine requires a masculine demonstrative, while reference to the dual feminine requires a feminine one:

Masculine: هذان، هذان
Feminine: هاتان، هاتان

However, reference to the masculine dual and the feminine dual is by the same pronoun:

Masculine: هما
Feminine: هما

Exercises: summary reference to dual human nouns

Exercise 7

Rewrite the sentences below and change the pronouns and demonstratives that are dual masculine human to dual feminine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

These are the (two m.) children

هذان هما الطفلان

These are the (two f.) children

هاتان هما الطفلتان

These (two m.) engineers founded a company last year

هذان المهندسان أسسا شركة في العام الماضي

These (two f.) engineers founded a company last year

هاتان المهندسات أسسا شركة في العام الماضي
Exercise 8

Rewrite the sentences below and change the pronouns and demonstratives that are dual feminine human to dual masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

These (two f.) nurses founded a free clinic last year

Hints: 
- Two feminine nurses
- Founded a clinic
- Last year

These (two m.) nurses founded a free clinic last year

These are nurses (d., f.)

These are nurses (d., m.)

III. Plural human

Reference to masculine plural human nouns

Plural masculine human nouns are referred to by the pronoun هُم, or by the demonstrative هؤلاء.

Examples:

- هؤلاء الرجال These men
- هؤلاء رجال These are men
- هؤلاء هم الرجال These are the men

Exercise: reference to masculine plural human nouns

Exercise 9

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a masculine plural human noun. In the blank spaces, write the specific pronoun and/or demonstrative. If there are no references to masculine dual human nouns, write “none” in the blank spaces.
Reference to feminine plural human nouns

Plural feminine human nouns are referred to by the pronoun هُنَّ، or by the demonstrative هؤلاء.

Examples:

- هؤلاء النساء: These women
- هؤلاء نساء: These are women
- هؤلاء هن النساء: These are the women

Exercise: reference to feminine plural human nouns

Exercise 10

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a feminine plural human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to feminine plural human nouns, write “none” in the blank spaces.
Summary: reference to plural human nouns

Reference to the masculine feminine plural is by the same demonstrative:

Masculine: هوُلاء
Feminine: هوُلاء

However, reference to the masculine requires a masculine pronoun, but reference to the feminine requires a feminine one:

Masculine: هُم
Feminine: هُن

Exercise: summary – reference to plural human nouns

Exercise 11

Rewrite the sentences below and change the pronouns and demonstratives that are plural feminine human to plural masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces.

a) These (pl. f.) are the skilled (individuals)

هوُلاء هن المحترفات
These (pl. m.) are the skilled (individuals)

b) These are translators (pl. f.)

هم نَّاتِمَات

These are translators (pl. m.)

Overall

Singular

Reference to the masculine and feminine using pronouns and demonstratives is on the basis of gender:

Masculine: هذه هو and هذا
Feminine: هذه هي and هذه

Dual

Reference to the masculine and feminine is on the basis of gender only with the demonstratives:

Masculine: هذان، هذين
Feminine: هاتان، هاتين

However, reference to the masculine and feminine is by the same pronoun:

Masculine: هما
Feminine: هما

Plural

Reference to the masculine and the feminine is on the basis of gender only with the pronouns:

Masculine: هم
Feminine: هن

However, reference to the masculine and feminine is by the same demonstrative:

Masculine: هؤلاء
Feminine: هؤلاء
I. Singular non-human

Reference to singular masculine non-human nouns

Masculine singular non-human nouns are referred to by the pronoun هو, or by the demonstrative هذا.

Examples:

- هذا الكرسي
- هذا هو الكرسي
- هذا هو الكرسي
- هذا شارع
- هذا شارع
- هذا هو الشارع
- هذا الفنجر
- هذا فنجر
- هذا هو الفنجر
- هذا البيت
- هذا بيت
- هذا هو البيت

This chair
This is a chair
This is the chair
This street
This is a street
This is the street
This cup
This is a cup
This is the cup
This house
This is a house
This is the house

Exercise: singular masculine non-human nouns

Exercise 1

Fill in the blanks below with the appropriate noun and pronoun and/or demonstrative. The first example is completed for reference. For help, refer to the following glossary of objects found in a typical classroom:
Glossary

 الكرسي (s., m.) chair
 باب (s., m.) door
 شباك (s., m.) window
 كتاب (s., m.) book
 قلم (s., m.) pen

What is this? ما هذا؟
This is a chair. هذا الكرسي
This is the chair

What is this? ما هذا؟
This is a door. باب
This is the door.

What is this? ما هذا؟
This is a window. الشباك
This is the window.

What is this? ما هذا؟
This is a book. الكتاب
This is the book.

What is this? ما هذا؟
This is a pen. القلم
This is the pen.

Reference to singular feminine non-human nouns

Feminine singular non-human nouns are referred to by the pronoun هي، or by the demonstrative هذه.

Examples:

هذه السيارة This car
هذه سيارة This is a car
Exercise: singular feminine non-human nouns

Exercise 2

Fill in the blanks below with the appropriate noun and pronoun and/or demonstrative. For help, refer to the following glossary of objects found in a typical classroom:

Glossary

طاولة (s., f.) table
كراسة (s., f.) notebook

What is this? ما هي هذا؟
This is a table. هذه الطاولة
This is the table.

What is this? ما هي هذا؟
This is a notebook. هذه الكراسة
This is the notebook.

Summary:

Predictably, in the singular, gender determines which pronouns and demonstratives are used to reference a noun:

Masculine:
Pronoun: هو
Demonstrative: هذا
II. Dual non-human

Reference to dual masculine non-human nouns

Masculine, non-human dual nouns can be referred to by the pronoun هُمَا. These nouns can also be referred to by the demonstrative هذان if they are in the nominative case, or the demonstrative هذين if they are in either the accusative or the genitive case.

Examples:

هذان الشارعان
These two streets

هذان شارعان
These are two streets

هذان هما الشارعان
These are the two streets

Exercise: dual masculine non-human nouns

Exercise 3

Translate the English phrases below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human dual masculine nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

Glossary

كتاب book (s., m.)
باب door (s., m.)
شباك window (s., m.)
قلم pen (s., m.)

i. These are two books

ii. These are the two doors

iii. These are the two windows
iv. These two houses

v. These are the two pens

Reference to feminine dual non-human nouns

Feminine dual nouns are referred to by the pronoun ﻫُﻤﺎ, or by the demonstrative ﻫﺎﺗﺎﻥِ if the noun is in the nominative case, or the demonstrative ﻫﺎﺗﻴﻦ if the noun is in either the accusative or genitive case.

Examples:

الشَﻘَّتاﻥِ ﻫﺎﺗﺎﻥِ These two apartments

الشَﻘَّتاﻥِ ﻫﺎﺗﻴﻦ These are two apartments

الشَﻘَّتاﻥِ ﻫُﻤﺎ ﻫﺎﺗﺎﻥِ These are the two apartments

Exercise: dual, feminine non-human nouns

Exercise 4

Transform the English phrases below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human dual feminine nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

Glossary

سيّارة car (s., f.)
شَﺠَﺮﺓ tree (s., f.)
طاولة table (s., f.)
شَﻘَﺔ apartment (s., f.)

i) These two cars

ii) These are the two cars

iii) These are the two trees

iv) These two tables
**Summary:**

With demonstratives, reference to the dual masculine requires a masculine demonstrative, while reference to the dual feminine requires a feminine one:

- Masculine: هذان، هذين
- Feminine: هاتان، هاتين

However, reference to the masculine dual and the feminine dual is by the same pronoun:

- Masculine: هما
- Feminine: هما

**III. Plural non-human**

**Reference to all non-human plural nouns**

Plural non-human nouns form a special category. They are all exclusively referred to by the pronoun هذه، or by the demonstrative هذه.

**Examples:**

- هذه الشوارع: These streets
- هذه شوارع: These are streets
- هذه هي الشوارع: These are the streets

**Exercise: reference to all non-human plural nouns**

**Exercise 5**

Translate the English phrases below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human plural nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

**Glossary**

- notebook
- apartment

i) These notebooks

ii) These apartments
iii) These are the apartments

iv) These are apartments

*Overall*

*Singular*

Reference to the masculine and feminine using pronouns and demonstratives is on the basis of gender:

Masculine: 

Feminine: 

*Dual*

Reference to the masculine and feminine is on the basis of gender only with the demonstratives:

Masculine: 

Feminine: 

However, reference to the masculine and feminine is by same pronoun:

Masculine: 

Feminine: 

*Plural*

Reference to the masculine and the feminine is by the same pronoun:

Masculine: 

Feminine: 

Similarly, reference to the masculine and feminine is by the same demonstrative:

Masculine: 

Feminine: 

iii) These are the apartments

iv) These are apartments

*Overall*

*Singular*

Reference to the masculine and feminine using pronouns and demonstratives is on the basis of gender:

Masculine: 

Feminine: 

*Dual*

Reference to the masculine and feminine is on the basis of gender only with the demonstratives:

Masculine: 

Feminine: 

However, reference to the masculine and feminine is by same pronoun:

Masculine: 

Feminine: 

*Plural*

Reference to the masculine and the feminine is by the same pronoun:

Masculine: 

Feminine: 

Similarly, reference to the masculine and feminine is by the same demonstrative:
UNIT 16
Noun attributes: number, gender, case, definiteness

The morphological nature of the structure of Arabic words is such that, apart from its core meaning (which is determined by its roots), a noun has four attributes: number, gender, case, and definiteness.

- Number (عَدَد)
- Singular (مُفرِّد)
- Dual (مَثَّلٌ)
- Plural (جَمِيع)

Gender is either masculine or feminine. There is no neutral category.
Case is nominative, accusative, or genitive.
Definiteness is definite or indefinite.

Decoding attributes of an unfamiliar noun

We can discern the attributes of a noun based on its form. That is, we can read a word we have never seen before and determine the number, gender, case, and definiteness of the noun based on the form of the word.

For example, study the following two nouns in their singular feminine, indefinite forms:

- سيّارة car
- مُمَثلة actress (female actor)
- يابانية Japanese woman/girl

Now, study the nouns in their plural feminine, indefinite forms:

- سيّارات cars
- مُمَثلات actresses (female actors)
- يابانيّات Japanese women/girls
A pattern is seen in the examples above. The singular feminine indefinite nouns end in the letter ﺕ and the plural feminine indefinite nouns end in the letters ﺓ.

<table>
<thead>
<tr>
<th>singular feminine, indefinite</th>
<th>plural feminine, indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﺱﻴّﺍﺭﺓ</td>
<td>ﺱﻴّﺍﺭﺍﺕ</td>
</tr>
<tr>
<td>ﻣُﻤَﺜﱢﻼﺕ</td>
<td>ﻣُﻤَﺜﱢﻼﺕ</td>
</tr>
<tr>
<td>ﻲﺒﺎﻧﺎﻱﺓ</td>
<td>ﻲﺒﺎﻧﺎﻱﺍﺕ</td>
</tr>
</tbody>
</table>

**Exercise: decoding attributes of an unfamiliar noun**

**Exercise 1**

Study the feminine, indefinite nouns below and determine whether they are singular or plural by underlining the correct choice.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Answer choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻡُﺘَﺮﺟِﻤﺔ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﻡﻬﻨﺪﺳﺔ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﺱﻴّﺪﺓ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﺗﺠﺎامعة</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﻡُﺘَﺮﺟِﻤﺎﺕ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﻡﻬﻨﺪﺎﺕ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﺱﻴّﺪﺍﺕ</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
<tr>
<td>ﺗﺠﺎامعة</td>
<td>(plural feminine, indefinite) or (singular feminine, indefinite)</td>
</tr>
</tbody>
</table>

**Typical arrangement of noun constituents (number, gender, case, and definiteness)**

In this section, we will examine the typical anatomy of a noun with respect to its attributes (i.e. number, gender, case, and definiteness).

The morphological nature of the structure of Arabic nouns is such that the attributes are intertwined in a single word. Therefore, we cannot easily examine them in isolation. The typical anatomy of a noun can be represented morphologically by columns showing a noun and the relative position of each of its attributes.

The tables below illustrate the typical arrangement of the constituents of a noun.
Singular: typical arrangement of noun constituents (number, gender, case, and definiteness)

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mumathhil</td>
<td>u</td>
<td>n</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

الممثَل

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>al mumathhil</td>
<td>u</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

المُمَثَِلة

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mumathhil</td>
<td>at</td>
<td>u</td>
<td></td>
<td>n</td>
</tr>
</tbody>
</table>

المُمَثِلة

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>al mumathhil</td>
<td>at</td>
<td>u</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dual: typical arrangement of noun constituents (number, gender, case, and definiteness)

ممثلان

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mumathhil</td>
<td>aa</td>
<td>ni</td>
<td></td>
</tr>
</tbody>
</table>

الممثلان

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>al mumathhil</td>
<td>aa</td>
<td>ni</td>
<td></td>
</tr>
</tbody>
</table>
Noun attributes: number, gender, case, definiteness

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>mumaththil</td>
<td>at</td>
<td>aa</td>
<td>ni</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>mumaththil</td>
<td>at</td>
<td>aa</td>
<td>ni</td>
</tr>
</tbody>
</table>

**Plural: typical arrangement of noun constituents (number, gender, case, and definiteness)**

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>mumaththil</td>
<td>uu</td>
<td>na</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>mumaththil</td>
<td>uu</td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
</tr>
</thead>
<tbody>
<tr>
<td>mumaththil</td>
<td>aat</td>
<td>u</td>
<td>n</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>definiteness</th>
<th>noun</th>
<th>gender</th>
<th>case</th>
<th>definiteness</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>mumaththil</td>
<td>aat</td>
<td>u</td>
<td></td>
</tr>
</tbody>
</table>
The following sections contain details illustrating number, gender, case, and definiteness in nouns.

**Number**

As noted above, Arabic nouns are either singular, dual, or plural.

**Morphology**

Plurals are more than two. Plurals are formed by suffixation (sound plural) or inter-digitation (broken plural).

For masculine plural nouns, add a suffix to the noun stem. For feminine plural nouns, add a suffix after removing the (at) suffix.

The dual is a separate morphological entity. For the dual, the suffix is added to the noun stem. In the case of the feminine, the (at) suffix is not removed.

**Singular**

Singular nouns are marked by an absence of dual or plural suffixes. The following are examples of indefinite masculine and feminine nouns in the singular:

**Masculine:**

- رَجُل
- مُمَﺜَّل
- إِبْن
- كِتَاب

- a man
- an actor
- a son
- a book

**Feminine:**

- إِمْرَأَة
- بَنِت
- مُمَثلَة
- طَائِلَة
- مَكْتَبَة

- a woman
- a girl/daughter
- an actress
- a table
- a bookstore/library
Exercise: singular

Exercise 2

Read the phrases below. Each one comprises a noun followed by an adjective. Draw a line under the adjectives in the singular form.

a) مترجمون يابانيون
b) مترجمات يابانيات
c) مدن يابانية
d) سيارات يابانية
e) لغات أوروبية
f) مترجمون عرب

Dual

Dual nouns are marked by the compound dual suffixes اانِ (aani) or یَنِ (ayni). It is important to note that the alif (ا) in the dual suffix اانِ indicates that a dual noun is in the nominative (المرفوع) case, whereas a yaa’ (ي) in the dual suffix یَنِ indicates that a dual noun is in the accusative (الموضوع) or the genitive (المجرور) case (see Case). The following are the same singular nouns, as above, but in the dual:

Masculine:

- منصوب/مجرور
  - مرفع
    - رجلان
    - ممثلان
    - إبنان
    - كتابان
- امرأتان
- بنات
- ممثلاتان
- طالبات
- مكتبات

Feminine:

- منصوب/مجرور
  - مرفع
    - امرأتان
    - بنات
    - ممثلاتان
    - طالبات
    - مكتبات
Exercise 3

Change the following duals to their singular forms. Write the singular forms in the blank spaces below. For this exercise, diacritic case markings may be left out of the answers.

<table>
<thead>
<tr>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>رَجُلَان</td>
<td></td>
</tr>
<tr>
<td>رَجُلَيْن</td>
<td></td>
</tr>
<tr>
<td>مُمَثَّلَيْن</td>
<td></td>
</tr>
<tr>
<td>كِتَابَان</td>
<td></td>
</tr>
<tr>
<td>اِبْنِيَن</td>
<td></td>
</tr>
<tr>
<td>مَكتبَيْن</td>
<td></td>
</tr>
<tr>
<td>مَكتبَتان</td>
<td></td>
</tr>
<tr>
<td>مَمَثلَاتَان</td>
<td></td>
</tr>
<tr>
<td>بَنِيَن</td>
<td></td>
</tr>
<tr>
<td>اِمرَأَتَيْن</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4

Fill in the blanks in the table below.

<table>
<thead>
<tr>
<th>Dual ( множكٍ)</th>
<th>Singular ( مفرد)</th>
<th>مرفوع</th>
<th>منصوب</th>
<th>مجرور</th>
</tr>
</thead>
<tbody>
<tr>
<td>اِبْنِيَن</td>
<td>اِبْنٍ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>مَكتبَيْن</td>
<td>مَكتبٍ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>مَمَثلَاتَان</td>
<td>مَمَثلٍ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>اِمرَأَتَيْن</td>
<td>اِمرأَةٍ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plural

الجمع

Plural nouns are of two kinds: sound plurals and broken plurals.

Nouns that happen to fall in the category of sound plurals have predictable suffixes:

For masculine nouns, the plural suffix is either وُنْ or يِنْ

For feminine nouns, the plural suffix is اتْ

Nouns that happen to fall in the category of broken plurals are created by an internal shuffling of vowels. Broken plurals are not marked by a suffix.

Sound plurals

جمَع السَّالِم

Masculine sound plurals and feminine sound plurals behave predictably when transformed from their singular to plural forms.

Masculine sound plurals

Masculine sound plural nouns are marked by the compound plural suffixes وُنْ (uuna) or يِنْ (iina). It is important to note that the waaw (و) in the plural suffix وُنْ indicates that a plural noun is in the nominative (المرفوع) case, whereas a yaa’ (ي) in the plural suffix يِنْ indicates that a plural noun is in the accusative (المنصوب) or the genitive (المجرور) case (see Case).

Feminine sound plurals

Feminine sound plural nouns are marked by the plural suffixes اتْ (aatun) in the nominative (المرفوع) case, or اتْ (aatin) in the accusative (المنصوب) or the genitive (المجرور) case (see Case). As is usual, the case markers are often not shown.
Exercises: sound plurals

Examples:
plural meaning
مُمَثلات actresses
طاولات tables
مكتبات bookstores/libraries

Exercises: sound plurals

Exercise 5
Change the following sound plurals to their singular forms. Write the singular forms in the blank spaces below.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>مُمَثلات</td>
<td>_______</td>
</tr>
<tr>
<td>طاولات</td>
<td>_______</td>
</tr>
<tr>
<td>مكتبات</td>
<td>_______</td>
</tr>
<tr>
<td>ممثلين</td>
<td>_______</td>
</tr>
<tr>
<td>ممثلون</td>
<td>_______</td>
</tr>
</tbody>
</table>

Exercise 6
Once you have changed the sound plurals to their singular form, put them in four very simple sentences. Refer to the glossary below for help.

Glossary

a) مُمَثلات actresses (female actors)
b) طاولات tables
c) مكتبات bookstores/libraries
d) ممثلون actors (male actors)
Below are four blank spaces for four simple sentences.

a) ___________________________________________________________
b) ___________________________________________________________
c) ___________________________________________________________
d) ___________________________________________________________

**Broken plurals جمع التكسير**

Broken plurals are created by internal shuffling of vowels of the singular form of the noun. Unlike sound plurals, broken plurals are not marked by a predictable suffix.

**Masculine broken plurals**

*Examples:*

<table>
<thead>
<tr>
<th>plural</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>رِجْال</td>
<td>men</td>
</tr>
<tr>
<td>أَبْنَاء</td>
<td>sons</td>
</tr>
<tr>
<td>كُتْب</td>
<td>books</td>
</tr>
</tbody>
</table>

**Gender النوع/الجِنس**

*No neutral*

As noted above, gender is either masculine or feminine. There is no neutral category.

**Feminine**

*Singular feminine*

In the singular, feminine nouns are often marked by a taa’ marbuta, whose shape is:

1) ﺪ when unjoined to the preceding letter
Example:

اِﻣﺮﺃﺓ

Example:

مَﻜﺘَﺒَـﺔ

Example:

مَﻜﺘَﺒَـﺘـه

Example:

مَﻜﺘَﺒَـﺘـﻬـا

Not all singular feminine nouns have an overt feminine marker.

Examples:

شَﻤْـﺲ

_dual_

ませんでした

أَرْض

Dual feminine

In the dual, the taa’ marbuta at the end of the noun changes to a regular بت, and is followed by the dual suffixes ان (aani) or ين (ayni).

Examples:

<table>
<thead>
<tr>
<th>singular</th>
<th>dual</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِمْرَأَتَانَ</td>
<td>اِمْرَأَتْينَ</td>
<td>two women</td>
</tr>
<tr>
<td>بَيْنَانَ</td>
<td>بَيْنَيْنَ</td>
<td>two girls</td>
</tr>
<tr>
<td>مِمْثَلَتَانَ</td>
<td>مِمْثَلْتَيْنَ</td>
<td>two actresses</td>
</tr>
<tr>
<td>طَاوِلَتَانَ</td>
<td>طَاوِلَتْيْنَ</td>
<td>two tables</td>
</tr>
<tr>
<td>مَكْتِبَتَانَ</td>
<td>مَكْتِبْتَيْنَ</td>
<td>two bookstores/libraries</td>
</tr>
</tbody>
</table>
Similarly, in the case of a dual feminine noun being the first term of an 'idafa, the taa’ marbuta at the end of the noun changes to a regular ت، and is followed by the dual suffix.

**Examples:**

<table>
<thead>
<tr>
<th>singular</th>
<th>dual</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَﻜﺘَﺒَة</td>
<td>مَﻜﺘَﺒَات</td>
<td>his two bookstores/libraries</td>
</tr>
<tr>
<td>مَﻜﺘَبَتَة</td>
<td>مَﻜﺘَبَتَات</td>
<td>her two bookstores/libraries</td>
</tr>
</tbody>
</table>

Note the obligatory deletion of the ن of the first term of the 'idafa in the dual.

**Plural feminine**

In the plural feminine, the taa’ marbuta at the end of feminine singular noun often changes to the plural feminine marker أت.

**Examples:**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مُﻤَﺜﱢﺔ</td>
<td>مُﻤَﺜﱢﻼﺕ</td>
<td>actresses</td>
</tr>
<tr>
<td>طَﺍﻭِﻝَة</td>
<td>طَﺍﻭِلَات</td>
<td>tables</td>
</tr>
<tr>
<td>مَﻜﺘَبَة</td>
<td>مَﻜﺘَبَات</td>
<td>bookstores/libraries</td>
</tr>
</tbody>
</table>

However, it should be noted that not all singular feminine nouns ending in taa’ marbuuta automatically have sound feminine plural forms.

**Example:**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِمْرَأَة</td>
<td>نِسَاء</td>
<td>women</td>
</tr>
</tbody>
</table>

Not all plural feminine nouns have an overt feminine marker.

**Examples:**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>الشَمْس</td>
<td>الشُمُوس</td>
<td>the suns</td>
</tr>
<tr>
<td>الأرَاضِ</td>
<td>الأرَاضَى</td>
<td>the lands</td>
</tr>
</tbody>
</table>
Summary: feminine

Feminine nouns are marked by the suffix ة, the dual suffix هن or هن, the sound plural feminine suffixات. Some feminine nouns are not marked by any suffix:

<table>
<thead>
<tr>
<th>Plural</th>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>نساء</td>
<td>إمرأة</td>
<td>نساء</td>
</tr>
<tr>
<td>بَنات</td>
<td>بنت</td>
<td>بَنات</td>
</tr>
<tr>
<td>مَمْثَلات</td>
<td>مَمْثلَة</td>
<td>مَمْثَلات</td>
</tr>
<tr>
<td>طاولة</td>
<td>طاولة</td>
<td>طاولة</td>
</tr>
<tr>
<td>مكتبات</td>
<td>مكتبة</td>
<td>مكتبات</td>
</tr>
</tbody>
</table>

Masculine

Like feminine dual suffixes, masculine dual suffixes are ان (aani) or ين (ayni). Masculine sound plural nouns are marked by the compound plural suffixes ون (uuna) or ين (iina).

Broken plural masculine

Broken plural masculine nouns are not marked by any suffix:

رجل، رجلان – رجلين، رجال
ممثل، ممثلان – ممثلين – ممثلين
كتاب، كتابان – كتابين، كتاب

Case and case markings (diacritics and letters)

Nominative case

A noun in the nominative (مرفع) case may be given the following case markers:

ون، ون، ضم، ضمة، ان.

a) ضم (a diacritic):

رجل، ممثل، كتاب، إمرأة،
ممثلة، طالبة، مكتبة,
رجال، كتاب، نساء،
ممثلات، طالبات، مكتبات.
Noun attributes:
number, gender, case, definiteness

b) صمامة (a diacritic):
الرجال، الممثلان، الكتاب، المرأة،
الممثلة، الطالبات، المكتبات
الرجال، الكتاب، النساء،
الممثلات، الطالبات، المكتبات

(c) The letter ﺍ (a letter):
رجالان، ممثلان، كتابان، امرأتان،
ممثلتان، طالبان، مكتبتان
الرجالان، الممثلان، الكتابان، المرأتان،
الممثلتان، الطالبات، المكتبتان

d) The letter و in the plural ending (a letter):

(economists) ممثلون، فنانون
(artists) اقتصاديون
(Iraqis) العراقيون
(Syrians) السوريون
(Lebanese) اللبنانيون

Notes about the different markers of the مرفوع case:

ان تنوين ضم marks indefinite nouns:
رجل، ممثل، كتاب، امرأة، ممثلة، طالبة، مكتبة
رجال، كتاب، نساء، ممثلات، طالبات، مكتبات

ان marks duals:
رجالان، ممثلان، كتابان، امرأتان، ممثلتان، مكتبتان
الرجالان، الممثلان، الكتابان، المرأتان، الممثلتان، الطالبات،
المكتبتان

وان marks sound masculine plurals:

ممثلون، الممثلون

Accusative case منصوب
A noun in the accusative case – المنصوب – may be given the following case markers:

فتحة، تنوين فتح، +تنوين فتح، ى، كسرة

a) فتحة (diacritic) for definite nouns (except feminine sound plural nouns).
المهندس، المهندسة
b) تنوين فتح (diacritic) for indefinite feminine nouns (except feminine sound plural nouns) مهندسةً
c) ا+ تنوين فتح (letter and diacritic) for a singular masculine indefinite noun مهندسًا
d) i (letter) for dual nouns ending in ين and sound plural masculine nouns ending in ين المهندسينَ، المهندسَيْنِ، المهندسَيْنِ مهندسينَ، المهندسينَ
e) كسرة only for feminine sound plural definite nouns السياراتَ
f) تنوين كسرة only for feminine sound plural indefinite nouns سياراتٍ

Genitive case المَجِرُور
A noun is recognized as being in the genitive case – المَجِرُور – by the following case markers: كَسِرَة، تَنوين كَسِرَة، i

a) كسرة for a definite noun المهندسة، المهندسة، المهندسات
b) تنوين كسر for an indefinite noun مهندسة، مهندسة، مهندسات
c) i (letter) for dual nouns ending in ين and sound plural masculine nouns ending in ين المهندسينَ، المهندسَيْنِ، المهندسَيْنِ مهندسينَ، المهندسينَ

Definiteness التَّعْرِيفُ والتَّنْكِيرُ
Arabic nouns are either indefinite or definite.
When is a noun definite? A noun is definite when it:

has the prefix ال

is a مَضِاف (i.e. the first term of an إضافة)
is a proper name
Indefinite nouns, (نكرة) 
may not have a definite article prefix 
may not be the first term of an ‘idafa (إضافة)
may have تنوين as a case marker

Examples:

رجل، ممثل، ابن (s., m., human)
كتاب (s., m., non-human)
مرأة، ممثلة (s., f., human)
طائولة، مكتبة (s., f., non-human)

A noun is definite (معرفة) if it has the definite article prefix

Examples:

رجل، الممثل، الابن (s., m., human)
الكتاب (s., m., non-human)
المرأة، الممثلة (s., f., human)
الطائولة، المكتبة (s., f., non-human)

if it is the first term in an إضافة:

كتابه his book
كتاب محمد Mohamed’s book
كتاب الرجل the man’s book
مكتبة مرجل his bookstore/library
مكتبة الرجل the man’s bookstore/library

if it included a possessive pronoun suffix to express possession:

كتابه his book
مكتبة مرجل his bookstore/library

For definite nouns, a case-marking diacritic, if present, cannot have tanween (تنوين)
Exercise: definiteness

Exercise 7

The simple sentences below are written in English from least to most specific. Fill in the blank spaces below with the Arabic version of the simple sentences that are relatively more specific (i.e. that contains the definite version of the noun).

a) This is a Sudanese song
   This is the Sudanese song ____________________

b) This is an Egyptian song
   This is the Egyptian song ____________________

c) This is a Sudanese Muhammad
   This is the Sudanese Muhammad ____________________

d) This is an Egyptian Muhammad
   This is the Egyptian Muhammad ____________________

Exercises: summary of noun attributes

Exercise 8

Complete the table below by making all necessary changes to the singular form of the noun أمريكِيّ (an American).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Genitive</th>
<th>Accusative</th>
<th>Nominative</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة</td>
<td>مذكر</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(m.)</td>
<td>(m.)</td>
<td>أمريكيّ</td>
</tr>
<tr>
<td>مؤنّث</td>
<td>(f.)</td>
<td>(f.)</td>
<td></td>
</tr>
<tr>
<td>معرفة</td>
<td>مذكر</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(m.)</td>
<td>(m.)</td>
<td></td>
</tr>
<tr>
<td>مؤنّث</td>
<td>(f.)</td>
<td>(f.)</td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 9**

Complete the table below by making all necessary changes to the dual form of the noun **أمريكي** (an American).

<table>
<thead>
<tr>
<th>مُثَنى (Dual)</th>
<th>مجرور (Genitive)</th>
<th>منصوب (Accusative)</th>
<th>مرفوع (Nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة مذكر (m.)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Indefinite)</td>
<td>مئثتة مؤنثة (f.)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>معرفة مذكر (m.)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Definite)</td>
<td>معروفة مؤنثة (f.)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**Exercise 10**

Complete the table below by making all necessary changes to the plural form of the noun **أمريكي** (an American).

<table>
<thead>
<tr>
<th>جمع (Plural)</th>
<th>مجرور (Genitive)</th>
<th>منصوب (Accusative)</th>
<th>مرفوع (Nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة مذكر (m.)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Indefinite)</td>
<td>مئثتة مؤنثة (f.)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>معرفة مذكر (m.)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Definite)</td>
<td>معروفة مؤنثة (f.)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
In dealing with numbers, the following are important terms:

- **العدد**: the number
- **المعدود**: the counted noun

**Number of المعدود**

A. For 1 and 2, the numbers are not listed, only the counted noun (المعدود) is listed in the singular or dual form.

**Examples:**

- Correct: One book
  - كتاب
- Incorrect: Two books
  - كتابين

B. For the range 3–10, the numbers are listed and the counted noun (المعدود) is in the plural form.

**Examples:**

- 3 cars
  - سيارات
- 10 women
  - نساء

C. For anything greater than 3 – 10, the numbers are listed and the counted noun (المعدود) is in the singular form.

**Examples:**

- 1000 nights
  - ليلة
- 50 eye doctors
  - طبيب عيون
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>واحد</td>
</tr>
<tr>
<td>two</td>
<td>إثnan</td>
</tr>
<tr>
<td>three</td>
<td>ثلاثة</td>
</tr>
<tr>
<td>four</td>
<td>أربعة</td>
</tr>
<tr>
<td>five</td>
<td>خمسة</td>
</tr>
<tr>
<td>six</td>
<td>ستة</td>
</tr>
<tr>
<td>seven</td>
<td>سبعة</td>
</tr>
<tr>
<td>eight</td>
<td>ثمانية</td>
</tr>
<tr>
<td>nine</td>
<td>تسعة</td>
</tr>
<tr>
<td>ten</td>
<td>عشرة</td>
</tr>
</tbody>
</table>
UNIT 18
The sentence الجملة – the basics

In Modern Standard Arabic (MSA) there are two sentence types: the verbal sentence (الجملة الفعلية) and the nominal sentence (الجملة الإسمية). Each type of sentence consists of two parts.

**Constituents of a basic sentence**

A verbal sentence has 1) a verb and 2) a subject.

A nominal sentence has 1) a subject (المبتدأ) and 2) a predicate (الخبر).

The following summary illustrates each of the two clause types, their constituents, and the relative ordering of the constituents:

<table>
<thead>
<tr>
<th>constituents</th>
<th>clause type</th>
</tr>
</thead>
<tbody>
<tr>
<td>الفاعل (the subject)</td>
<td>الفعل</td>
</tr>
<tr>
<td>المبتدأ</td>
<td>الخبر</td>
</tr>
</tbody>
</table>

**Exercises: constituents of a basic sentence**

**Exercise 1**

Name the constituents of a verbal clause (جملة فعلية). Write the correct answer in the blank spaces.

a) ___________________________________________

b) ___________________________________________
Exercise 2
Name the constituents of a nominal clause (جملة اسمية). Write the correct answer in the blank spaces.

a) ________________________________
b) ________________________________

Subject of a verbal and a nominal sentence

Arab grammarians differentiate between the “subject” of a verbal sentence and the “subject” of a nominal sentence:

The “subject” of a verbal sentence is called الفاعل.
The “subject” of a nominal sentence is called المبتدأ.

Thus, it is important to keep in mind that the term “subject” is either going to mean الفاعل or المبتدأ depending on whether the sentence is a جملة فعلية or a جملة اسمية respectively.

Exercises: subject of a verbal and a nominal sentence

Exercise 3
What is the sentence type of each of these sentences? Choose the correct answer.

1) روايةً محمدٌ ألف Mahmoud wrote a novel.
   a) Verbal sentence
   b) Nominal sentence

2) الرواية المؤلف محمود The author of the novel is Mahmoud.
   a) Verbal sentence
   b) Nominal sentence

3) محمود مؤلف الرواية محمود Mahmoud is the author of the novel.
   a) Verbal sentence
   b) Nominal sentence

4) الرواية مؤلفها محمود No! the novel’s author is Mahmoud.
   a) Verbal sentence
   b) Nominal sentence
Exercise 4

Study the following sentence:

You (2nd p. masc. sing.) spoke.

Rewrite the sentence above by replacing the subject with each of the following:

Subject

a) محمد
b) الرجل

c) ليلى

d) أنا

e) نحن
f) أنتما

g) ليلى وسميرة

h) مصطفى ومحمود وعائلته

Exercise 5

Study the following sentence:

You (2nd p. masc. sing.) speak/are speaking.

Rewrite the sentence above by replacing the subject with each of the following:

Subject

a) الحرامي
b) الشرطيّة


c) أنا
Syntax: the position of the subject in a sentence

One important difference between the verbal and nominal sentence is the position of the subject.

الفاعل (the subject) never comes before the verb in a جملة فعاليه (verbal sentence).
الميَدَأ (the subject) most often comes before the predicate (الخَبَر) in a اسمية جملة (nominal sentence).

The basic verbal sentence

In its most basic form, a verbal clause consists of a verb (فعل) and an implied subject indicated by an embedded subject marker. If necessary, an explicit standalone subject (فاعل) follows the verb and its embedded subject marker.

No Arabic verb exists without a subject. Thus any instance of a verb marks a verbal clause. The subject of a verb is either embedded, or else it follows the verb as an overt subject (فاعل).

Exercises: basic verbal sentence

Exercise 6

Study the following sentence that starts with a perfect verb. What type of sentence is it? Choose the correct answer.
Exercise 7
Copy the sentence above that starts with a perfect verb and identify the the subject (الفَاعِل) by drawing a line under the correct word. Write your answer in the blank space.

The woman spoke

Exercise 8
Copy the sentence above which starts with a perfect verb by replacing the subject (الفَاعِل) with each of the common nouns below. Write the correct answers in the blank spaces.

Glossary

الرجل: the man
الرجلان: the two men
المرأتان: the two women
الرجال: the men
النساء: the women

a) _________________________________________________
b) _________________________________________________
c) _________________________________________________
d) _________________________________________________
e) _________________________________________________

Exercise 9
Copy the sentences above and then identify the verb by drawing a line under the correct word. Write your answers in the blank spaces.

a) _________________________________________________
b) _________________________________________________
c) _________________________________________________
d) _________________________________________________
e) _________________________________________________

Exercise 10

Study the following sentence that starts with an imperfect verb. What type of sentence is it? Choose the correct answer.

The man travels/is travelling.

a) جملة فعلية
b) جملة اسمية

Exercise 11

Copy the sentence above which starts with an imperfect verb and then identify the subject (الفاعل) by drawing a line under the correct word. Write your answer in the blank space.

The man travels/is travelling.

_________________________________________________

Exercise 12

Study the following sentence.

Rewrite the sentence by replacing the subject (الفاعل) with each of the common nouns below. Write the correct answers in the blank spaces.

Glossary

محمد Mohamed (singular m. proper noun)
لیلى Laila (singular f. proper noun)
لیلى وسميرة Laila and Samira (two singular f. proper nouns)
مُصطفى ومحمود وعائلتِهُم Mostafa and Mahmood
(two singular m. proper nouns) and their familiars
a) _________________________________________________
b) _________________________________________________
c) _________________________________________________
d) _________________________________________________

Exercise 13

Study the sentences below. Draw a line under the verb in each sentence. Write the verbs in the blank spaces.

a) ﯽﺳﺎﻓرُ ﺣﻤﺪ
b) ﯽﺳﺎﻓرُ ﻋﻠﻰ

Exercise 13

Study the sentences below. Draw a line under the verb in each sentence. Write the verbs in the blank spaces.

a) ﯽﺳﺎﻓرُ ﺣﻤﺪ
b) ﯽﺳﺎﻓرُ ﻋﻠﻰ

c) ﯽﺳﺎﻓرُ ﻋﻠﻰ ﻋﻟﻰ ﻋﻠﻰ

d) ﯽﺳﺎﻓرُ مُﺼﻄﻔﻰ ﻋﻠﻰ ﻋﻠﻰ ﻋﻠﻰ 

Basic nominal sentence

ﺍﻟﺠُﻤﻠﺔُ الإﺳﻤﻴّﺔ

Arrangement of the basic nominal sentence

As noted above, in a nominal clause, the subject (ﺍﻟـﻤُﺒﺘَﺪﺃ) usually precedes the predicate (ﺍﻟﺨَﺒَﺮ).

Examples:

I am Waheed
Maha is Egyptian
New York is a large city

There is a special case where this order is obligatorily inverted and ﯽﺳﺎﻓرُ ﻋﻠﻰ precedes the ﯽﺳﺎﻓرُ ﺣﻤﺪ. This inversion occurs when 1) the subject (ﺍﻟـﻤُﺒﺘَﺪﺃ) is indefinite and 2) the predicate (ﺍﻟﺨَﺒَﺮ) is a prepositional or adverbial phrase.

Examples:

I have a car.
She has a headache.
## Types of headwords of nominal sentences

### Proper nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>المديرة سميره</td>
<td>The director is Samira.</td>
</tr>
<tr>
<td>هو محمد</td>
<td>He is Mohammed.</td>
</tr>
</tbody>
</table>

### Common nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا باب</td>
<td>This is a door.</td>
</tr>
<tr>
<td>هذه شجرة</td>
<td>This is a tree.</td>
</tr>
<tr>
<td>ليلى أم</td>
<td>Laila is a mother.</td>
</tr>
<tr>
<td>مصطفى أب</td>
<td>Mustafa is a father.</td>
</tr>
</tbody>
</table>

### Adjectival nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سميره مديره</td>
<td>Samira is a director/manager.</td>
</tr>
<tr>
<td>سمير مدير</td>
<td>Samir is a director/manager.</td>
</tr>
<tr>
<td>الطريق طويل</td>
<td>The road is long.</td>
</tr>
<tr>
<td>الطرق معقدة</td>
<td>The method is complex.</td>
</tr>
<tr>
<td>الورد جميل</td>
<td>Roses are beautiful.</td>
</tr>
<tr>
<td>اللاعب مستعد</td>
<td>The player (m. s.) is ready.</td>
</tr>
<tr>
<td>اللاعبة مستعدة</td>
<td>The player (f. s.) is ready.</td>
</tr>
<tr>
<td>اللاعبون مستعدون</td>
<td>The players (m. pl.) are ready.</td>
</tr>
<tr>
<td>اللاعبات مستعدات</td>
<td>The players (f. pl.) are ready.</td>
</tr>
<tr>
<td>الشقق غالية</td>
<td>Apartments/flats are expensive.</td>
</tr>
</tbody>
</table>

### Temporal or locative adverbial nouns

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>الحفلة بعد العشاء</td>
<td>The party is after dinner.</td>
</tr>
<tr>
<td>العشاء بعد الثامنة</td>
<td>Supper is after eight.</td>
</tr>
<tr>
<td>المطعم قبل المكتبة</td>
<td>The restaurant is before the bookstore.</td>
</tr>
<tr>
<td>أنت تبعدي</td>
<td>You are after me.</td>
</tr>
<tr>
<td>غرزة تحت السرير</td>
<td>Azza is under the bed.</td>
</tr>
</tbody>
</table>
Exercises: basic nominal sentence

Exercise 14

Write the sentences below in Arabic. Use the glossary if necessary. Remember to add the correct preposition based on the context and intended meaning.

Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoda</td>
<td>هدى</td>
</tr>
<tr>
<td>the car</td>
<td>السيارة</td>
</tr>
<tr>
<td>the file</td>
<td>الملف</td>
</tr>
<tr>
<td>the secretary’s desk</td>
<td>مكتِب السكرتير</td>
</tr>
<tr>
<td>Barbara</td>
<td>باربارة</td>
</tr>
<tr>
<td>Nashville</td>
<td>ناشفيلي</td>
</tr>
<tr>
<td>prize</td>
<td>جائزة</td>
</tr>
<tr>
<td>design</td>
<td>تصميم</td>
</tr>
</tbody>
</table>

a) Hoda is in the car.

___________________________________________

b) The file is on the secretary’s desk.

___________________________________________
c) Barbara is from Nashville.

________________________________________________________________________

d) Magda is with Mounir.

________________________________________________________________________

e) The prize is for the best design.

________________________________________________________________________

Exercise 15
What type of sentence is each of the sentences below? Choose the correct answer.

a) هُدى في السيارة
   i) جملة فعلية
   ii) جملة إسمية

b) الملفُ على مكتب السكرتير
   i) جملة فعلية
   ii) جملة إسمية

c) ناهيلة من باربارا
   i) جملة فعلية
   ii) جملة إسمية

d) ماجدة مع منير
   i) جملة فعلية
   ii) جملة إسمية

e) الجائزة لأحسن تصميم
   i) جملة فعلية
   ii) جملة إسمية

Exercise 16
Copy the nominal sentences above and then identify the predicate (الخبر) by drawing a line under the word(s).

a) ___________________________________________

b) ___________________________________________

c) ___________________________________________

d) ___________________________________________

e) ___________________________________________
Exercise 17

Fill in the blanks using the words provided on the left. Please make all necessary changes to ensure agreement.

أوروبى

b) مُحَمَّد وعلي وسعيد

c) سيارة

d) هيونداي وإيسيزو وتويوتا

e) صغيرة

f) أمريكية

Exercise 18

Study each of the sentences above that start with a noun. Determine what type of sentence each one is. Write the correct answer in the blank space.

جملة إسمية or جملة فعلية

a) ___________________________

b) ___________________________

c) ___________________________

d) ___________________________

e) ___________________________

Exercise 19

Copy the sentences above and then identify the subject (المَبْتَدَأ) by drawing a line under the correct word. Write your answer in the blank space.

a) ___________________________

b) ___________________________

c) ___________________________

d) ___________________________

e) ___________________________
UNIT 19
The noun–adjective phrases

Definition and form

A noun–adjective phrase, which occurs very frequently in Arabic, consists of a noun followed by one or more adjectives.

Order

In a noun–adjective phrase the adjective follows the noun. This order is the opposite of English; thus the English adjectival phrase ‘the white house’ is rendered in Arabic as البيت الأبيض, with the adjective الأبيض following the noun البيت.

Agreement

In a noun–adjective phrase, such as the expression البيت الأبيض, the adjective الأبيض agrees with the noun that it qualifies in four respects:

- Number (i.e. singular, dual, or plural)
  البيت is singular, thus the adjective must also be singular.

- Gender (i.e. masculine, or feminine)
  البيت is masculine (هو), thus the adjective must also be masculine (هو).

- Definiteness (i.e. definite or indefinite)
  البيت is definite (ال البيت), thus the adjective must also be definite.

- Case (i.e. nominative, accusative, or genitive)
The adjective الأبيض must be in the same case as the noun, whatever that may be (مرفع منصوب - مجرور):

- البيت الأبيض (nominative)
- البيت الأبيض (accusative)
- البيت الأبيض (genitive)

Before a more detailed exposition of adjectival agreement with nouns, it is necessary to look at the following topics:

Noun types: not all nouns can function as adjectives (see Adjectival nouns, under Noun Types).

Human vs non-human classification of nouns: the classification of a noun as human or non-human affects its gender and number (see human vs “non-human classification of nouns).

Noun: number, gender, definiteness, case.
# UNIT 20

Adjectives: agreement with nouns

---

## Adjectives: agreement with nouns in the singular

In the singular, there’s agreement between the noun and the adjective in all respects: number, gender, definiteness, and case – whether a noun is human or non-human.

### Masculine indefinite

**Human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرْفوءٍ</th>
<th>مُنْصوبٍ</th>
<th>رَجُلٍ كِبْرٍ</th>
<th>مَشْهورٌ</th>
<th>مَجْرَورٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>a big man</td>
<td>مَرْفوءٍ</td>
<td>مُنْصوبٍ</td>
<td>رَجُلٍ كِبْرٍ</td>
<td>مَشْهورٌ</td>
<td>مَجْرَورٌ</td>
</tr>
<tr>
<td>a famous actor</td>
<td>مَرْفوءٍ</td>
<td>مُنْصوبٍ</td>
<td>مَجْرَورٌ</td>
<td>مَشْهورٌ</td>
<td>مَجْرَورٌ</td>
</tr>
</tbody>
</table>

**Non-human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرْفوءٍ</th>
<th>مُنْصوبٍ</th>
<th>كِتَابٍ كِبْرٍ</th>
<th>مَشْهورٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>a big book</td>
<td>مَرْفوءٍ</td>
<td>مُنْصوبٍ</td>
<td>كِتَابٍ كِبْرٍ</td>
<td>مَشْهورٌ</td>
</tr>
<tr>
<td>a famous book</td>
<td>مَرْفوءٍ</td>
<td>مُنْصوبٍ</td>
<td>كِتَابٍ مَشْهورٍ</td>
<td>مَشْهورٌ</td>
</tr>
</tbody>
</table>

Number: the adjective is singular because the noun is singular.

Gender: the adjective is masculine because the noun is masculine.

Definiteness: the adjective is indefinite because the noun is indefinite.
Case: see case marking by diacritics.
The adjective is مَﺮﻓﻮﻉ because the noun is مَﺮﻓﻮﻉ; so marked by a تنوين ضَمَّ.
The adjective is مَﻨﺼﻮﺏ because the noun is مَﻨﺼﻮﺏ; so marked by the letter فتح + تنوين فتح, as with all masculine indefinite nouns.
The adjective is مَﺠﺮﻭﺭ because the noun is مَﺠﺮﻭﺭ; so marked by a تنوين كسر.

Feminine indefinite

<table>
<thead>
<tr>
<th>Human</th>
<th>مَﺮﻓﻮﻉ</th>
<th>مَﻨﺼﻮﺏ</th>
<th>مَﺠﺮﻭﺭ</th>
</tr>
</thead>
<tbody>
<tr>
<td>a big woman</td>
<td>مَرَةٍ كِبَيرَةً</td>
<td>اِمْرَأَةٌ كِبَيرَةٍ</td>
<td>اِمْرَأَةٌ كِبَيرَةٍ</td>
</tr>
<tr>
<td>a famous actress</td>
<td>مَحْتَمَلَةُ مَشْهورَةٍ</td>
<td>مَحْتَمَلَةُ مَشْهورَةٍ</td>
<td>مَحْتَمَلَةُ مَشْهورَةٍ</td>
</tr>
</tbody>
</table>

Non-human

| a big table      | طَاوْلَةٍ كِبَيرَةٍ | طَاوْلَةٍ كِبَيرَةٍ | طَاوْلَةٍ كِبَيرَةٍ |
| a famous bookstore| مَكْتُبَةٌ مَشْهورَةٍ | مَكْتُبَةٌ مَشْهورَةٍ | مَكْتُبَةٌ مَشْهورَةٍ |

Number: the adjective is singular because the noun is singular.
Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ء، ta’ marbuta.
Definiteness: the adjective is indefinite because the noun is indefinite.
Case: see case marking by diacritics.
The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ; so marked by a تنوين ضَمَّ.
The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by a تنوين فتح.
The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ; so marked by a تنوين كسر.
### Masculine definite

**Human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>منصوب</th>
<th>مَرَفُوع</th>
<th>مَنْصَبَةً</th>
<th>مَجِرُورُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big man</td>
<td>الرَّجُلُ الكبير</td>
<td>مرَفُوعُ</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
<tr>
<td>the famous actor</td>
<td>المُمَثَّلُ المُشْهورُ</td>
<td>مرَفُوعُ</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
<tr>
<td>her elder son</td>
<td>إِبْنَتهُ الكُبْرَى</td>
<td>مرَفُوعُ</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
</tbody>
</table>

**Non-human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>منصوب</th>
<th>مرفع</th>
<th>منصوب</th>
<th>مرفع</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big book</td>
<td>الكِتَابُ الكبير</td>
<td>مرفع</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
<tr>
<td>the famous book</td>
<td>المُمَثَّلُ المُشْهورُ</td>
<td>مرفع</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
<tr>
<td>his famous book</td>
<td>كِتَابَهُ المُشْهور</td>
<td>مرفع</td>
<td>مَنْصَبَةً</td>
<td>مَجِرُورُ</td>
</tr>
</tbody>
</table>

**Number:** the adjective is singular because the noun is singular.

**Gender:** the adjective is masculine because the noun is masculine.

**Definiteness:** the adjective is definite because the noun is definite, so marked by a definite article 

**Case:** (see case marking by diacritics)

- The adjective is مَرَفُوعُ when the noun is مَرَفُوع | مَنْصَبَةً; so marked by a ضَمْمَةً.
- The adjective is مَنْصَبَةً when the noun is مَنْصَبَةً; so marked by a فَتَحَةً.
- The adjective is مَجِرُورُ when the noun is مَجِرُورُ; so marked by a كَسَرَةً.

### Feminine definite

**Human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>منصوب</th>
<th>مرفع</th>
<th>منصوب</th>
<th>مرفع</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big woman</td>
<td>المَرَأَةُ الكبِيرَة</td>
<td>مرفع</td>
<td>مَتَنْبَثَةً</td>
<td>مَكْسُورَةً</td>
</tr>
<tr>
<td>the famous actress</td>
<td>المُمَثِّلَةُ المُشْهورة</td>
<td>مرفع</td>
<td>مَتَنْبَثَةً</td>
<td>مَكْسُورَةً</td>
</tr>
<tr>
<td>his elder daughter</td>
<td>إِبْنتِهُ الكُبْرَى</td>
<td>مرفع</td>
<td>مَتَنْبَثَةً</td>
<td>مَكْسُورَةً</td>
</tr>
</tbody>
</table>
Adjectives: agreement with nouns in the singular

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَﺮﻓﻮﻉ مَﻨﺼﻮﺏ مَﺠﺮﻭﺭ</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big table</td>
<td>الطاولة الكبيرَة</td>
</tr>
<tr>
<td>the famous bookstore</td>
<td>المكتبة المشهورة</td>
</tr>
<tr>
<td>his famous bookstore</td>
<td>مكتبة المشهورة</td>
</tr>
</tbody>
</table>

Number: the adjective is singular because the noun is singular.

Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ٌّ, ta’ marbuta.

Definiteness: the adjective is definite because the noun is definite; so marked by a definite article ﺍﻟ، or by being a first term of ‘idafa.

Case: (see case marking by diacritics)

The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ; so marked by a ضِمْمَة.
The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by a فَتْحَة.
The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ; so marked by a كَسْرَة.

Summary of adjectival agreement in the singular

In the singular, irrespective of whether the noun is human or non-human, the adjective agrees with the noun in all respects:

Number: the adjective is the same number as the noun.

Gender: the adjective is the same gender as the noun, either masculine or feminine.

Definiteness: the adjective is the same as the noun, either definite or indefinite.

Case: the adjective is the same as the noun, either مَﺮﻓﻮﻉ, مَﻨﺼﻮﺏ, or مَﺠﺮﻭﺭ.

Indefinite masculine singular human and non-human

Number: the adjective is singular because the noun is singular.

Gender: the adjective is masculine because the noun is masculine.

Definiteness: the adjective is indefinite because the noun is indefinite.

Case: see case marking by diacritics.
The adjective is مرفوع because the noun is مرفوع; so marked by a تنوين ضم.

The adjective is مسطح because the noun is مسطح; so marked by the letter تونين فتحاً + تونين فتح, as with all masculine indefinite nouns.

The adjective is مجزور because then noun is مجزور; so marked by a تنوين كسر.

Indefinite feminine singular human and non-human

Number: the adjective is singular because the noun is singular.
Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ء, ta’ marbuta.
Definiteness: the adjective is indefinite because the noun is indefinite.
Case: see case marking by diacritics.

The adjective is مرفوع when the noun is مرفوع; so marked by a تنوين ضم.

The adjective is مسطح when the noun is مسطح; so marked by a تنوين فتح.

The adjective is مجزور when the noun is مجزور; so marked by a تنوين كسر.

Definite masculine singular human and non-human

Number: the adjective is singular because the noun is singular.
Gender: the adjective is masculine because the noun is masculine.
Definiteness: the adjective is definite because the noun is definite, so marked by a definite article ال، or by being a first term of ’idafa.
Case: (see case marking by diacritics)

The adjective is مرفوع when the noun is مرفوع; so marked by a ضمة.

The adjective is مسطح when the noun is مسطح; so marked by a فتحة.

The adjective is مجزور when the noun is مجزور; so marked by a كسرة.

Definite feminine singular human and non-human

Number: the adjective is singular because the noun is singular.
Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ء، ta’ marbuta.
Definiteness: the adjective is definite because the noun is definite; so marked by a definite article ال، or by being a first term of ’idafa.
Case: (see case marking by diacritics)

The adjective is ﻣَﺮﻓﻮﻉ when the noun is ﻣَﺮﻓﻮﻉ; so marked by a ﺻَمَّة. The adjective is ﻣَﻨﺼﻮﺏ when the noun is ﻣَﻨﺼﻮﺏ; so marked by a ﻓَﺗْﺤَة. The adjective is ﻣَﺠﺮﻭﺭ when the noun is ﻣَﺠﺮﻭﺭ; so marked by a ﻜَﺳْﺮﺓ.

Exercise: adjectival agreement with nouns in the singular

Exercise 1

Fill in the blanks. Please make all necessary changes to ensure agreement. The first one is completed for reference.

Glossary

قوٍّيُّ الشَّخصيّة strong-willed (s., m.)
رَجُلٌ a man
إِمْرَأَةٌ a woman

a) رَجُلٌ ___________ الشَّخصيّة a strong-willed man

b) الرَجُلُ ___________ الشَّخصيّة the strong-willed man

c) إِمْرَأَةٌ ___________ الشَّخصيّة a strong-willed woman

d) المَرَأةُ ___________ الشَّخصيّة the strong-willed woman

Adjectives: agreement with nouns in the dual

In the dual, as in the singular, there’s agreement between the noun and the adjective in number, gender, definiteness, and case whether a noun is human or non-human.

Masculine indefinite

Human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>ﻣَﻨﺼﻮﺏ/مَﺠﺮﻭﺭ</th>
<th>ﺭَﺟُﻠَانُ</th>
<th>مُﻤَﺜﱢﻼﻥِ</th>
</tr>
</thead>
<tbody>
<tr>
<td>two big men</td>
<td>ﺭَﺟُﻠَانَ ﻚﺒِيرَانَ</td>
<td>مَﺸﻬﻮﺭَﻳْﻦِ</td>
<td>مُﻤَﺜﱢﻼَيْﻦِ</td>
</tr>
<tr>
<td>two famous actors</td>
<td>مَﺮﻓﻮﻉ/مَﺠﺮﻭﺭ</td>
<td>مَﺸﻬﻮﺭَانَ</td>
<td>مُﻤَﺜﱢﻼَيْنَ</td>
</tr>
<tr>
<td>Non-human</td>
<td>Feminine indefinite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
<td>مرفوع/مجرور</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two big books</td>
<td>كتابان كبيران</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two famous books</td>
<td>كتابان مشهوران</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number: the adjective is dual because the noun is dual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender: the adjective is masculine because the noun is masculine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definiteness: the adjective is indefinite because the noun is indefinite.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case: in the dual, there is no distinction in case marking between the منصوب, and the مجرور. See Case marking by letters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The adjective is مرفوع when the noun is مرفوع; so marked by the letter ان in the dual suffix.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The adjective is منصوب when the noun is منصوب; so marked by the letter ين in the dual suffix.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The adjective is مجرور when the noun is مجرور; so marked by the letter ين in the dual suffix.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>مرفوع/مجرور</td>
</tr>
<tr>
<td>two big women</td>
<td>امرأتان كبيرتان</td>
</tr>
<tr>
<td>two famous actresses</td>
<td>ممثلتان مشهورتان</td>
</tr>
<tr>
<td>Non-human</td>
<td></td>
</tr>
<tr>
<td><strong>Meaning</strong></td>
<td>مرفوع/مجرور</td>
</tr>
<tr>
<td>two big tables</td>
<td>طاولتان كبيرتان</td>
</tr>
<tr>
<td>two famous bookstores</td>
<td>مكتبتان مشهورتان</td>
</tr>
<tr>
<td>Number: the adjective is dual because the noun is dual.</td>
<td></td>
</tr>
<tr>
<td>Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ت.</td>
<td></td>
</tr>
</tbody>
</table>
Definiteness: the adjective is indefinite because the noun is indefinite.

Case: in the dual, there is no distinction in case marking between the منصوب and the مجرور. See Case marking by letters.

The adjective is مرفوع when the noun is منصوب; so marked by the letter ي in the dual suffix ين.

The adjective is منصوب when the noun is منصوب; so marked by the letter ين in the dual suffix ين.

The adjective is مُمَثَّل، when the noun is مُمَثَّل،; so marked by the letter ين in the dual suffix ين.

**Masculine definite**

**Human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>منصوب/مجرور</th>
<th>مرفوع</th>
</tr>
</thead>
<tbody>
<tr>
<td>two big men</td>
<td>الْرِّجُلَيْنَ الكبيرَيْنَ</td>
<td>الرُّجُلْانَ الكبيرانَ</td>
</tr>
<tr>
<td>two famous actors</td>
<td>المَمْثَلَيْنَ المَشْهُورَيْنَ</td>
<td>الممثلاَنْ المشهورانَ</td>
</tr>
<tr>
<td>its two famous actors</td>
<td>مَمْثَلَيْهِ المَشْهُورَيْنَ</td>
<td>ممثلاَهُ المشهورانَ</td>
</tr>
</tbody>
</table>

**Non-human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>منصوب/مجرور</th>
<th>مرفوع</th>
</tr>
</thead>
<tbody>
<tr>
<td>two big books</td>
<td>الكِتَابَيْنَ الكبيرَيْنَ</td>
<td>الكِتَابَانْ الكبيرانَ</td>
</tr>
<tr>
<td>two famous books</td>
<td>الكِتَابَيْنَ المَشْهُورَيْنَ</td>
<td>الكِتَابَانْ المشهورانَ</td>
</tr>
<tr>
<td>his two famous books</td>
<td>كَتَابَيْهِ المَشْهُورَيْنَ</td>
<td>كِتَابةُ المشهورانَ</td>
</tr>
</tbody>
</table>

Number: The adjective is dual because the noun is dual.

Gender: The adjective is masculine because the noun is masculine.

Definiteness: the adjective is definite because the noun is definite, so marked by a definite article ال، or by being the first term of an ‘idafa. In an ‘idafa, the ن of the dual suffix ين or ين is dropped.

Case: in the dual, there is no distinction in case marking between the منصوب and the مجرور. See Case marking by letters.

The adjective is مرفوع when the noun is منصوب; so marked by the letter ين in the dual suffix ين.
The adjective is مَنْصُوب when the noun is مَنْصُوب; so marked by the letter يُن in the dual suffix يِن.
The adjective is مَجِرُور when the noun is مَجِرُور; so marked by the letter يِن in the dual suffix يِن.

Feminine definite

Human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرَفُوع/مَجِرُور</th>
<th>مَرَفُوع/مَجِرُور</th>
</tr>
</thead>
<tbody>
<tr>
<td>the two large women</td>
<td>المَرَأَتين الكبِيرَتَيْن</td>
<td>المَرَأَتين الكبِيرَتَيْن</td>
</tr>
<tr>
<td>the two famous actresses</td>
<td>المَمَثَلَتيْن المَشْهُورَتَيْن</td>
<td>المَمَثَلَتيْن المَشْهُورَتَيْن</td>
</tr>
<tr>
<td>his two famous actresses</td>
<td>مَمَثَلَتَيْهِ المَشْهُورَتَيْن</td>
<td>مَمَثَلَتَيْهِ المَشْهُورَتَيْن</td>
</tr>
</tbody>
</table>

Non-human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرَفُوع/مَجِرُور</th>
<th>مَرَفُوع/مَجِرُور</th>
</tr>
</thead>
<tbody>
<tr>
<td>the two big tables</td>
<td>الطَوْلَتَيْن الكبِيرَتَيْن</td>
<td>الطَوْلَتَيْن الكبِيرَتَيْن</td>
</tr>
<tr>
<td>the two famous bookstores</td>
<td>المَكْتَبَتَيْن المَشْهُورَتَيْن</td>
<td>المَكْتَبَتَيْن المَشْهُورَتَيْن</td>
</tr>
<tr>
<td>his two famous bookstores</td>
<td>مَكْتَبَتَيْهِ المَشْهُورَتَيْن</td>
<td>مَكْتَبَتَيْهِ المَشْهُورَتَيْن</td>
</tr>
</tbody>
</table>

Number: the adjective is dual because the noun is dual.
Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker تَ.
Definiteness: the adjective is definite because the noun is definite; so marked by a definite article ال، or by being a first term of an `idafa. In an `idafa, the ن of the dual suffix يِن or يِن is dropped.
Case: in the dual, there is no distinction in case marking between the مَنْصُوب, and the مَجِرُور. See Case marking by letters.
The adjective is مَرَفُوع when the noun is مَرَفُوع; so marked by the letter اِن in the dual suffix اِن.
The adjective is مَنْصُوب when the noun is مَنْصُوب; so marked by the letter يِن in the dual suffix يِن.
The adjective is مَجِرُور when the noun is مَجِرُور; so marked by the letter يِن in the dual suffix يِن.
Summary of adjectival agreement in the dual

In the dual, irrespective of whether the noun is human or non-human, the adjective agrees with the noun in number, definiteness, gender, and case.

Indefinite masculine dual: human and non-human

Number: the adjective is dual because the noun is dual.
Gender: the adjective is masculine because the noun is masculine.
Definiteness: the adjective is indefinite because the noun is indefinite.
Case: in the dual, there is no distinction in case marking between the مَﻨﺼﻮﺏ, and the مَﺠﺮﻭﺭ. See Case marking by letters.
The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ; so marked by the letter ﺍ in the dual suffix ﺃﻥ.
The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by the letter ﻱ in the dual suffix ﻱﻦ.
The adjective is ﻳَﺮﺟﻭﺭ when the noun is ﻳَﺮﺟﻭﺭ; so marked by the letter ﻱ in the dual suffix ﻱﻦ.

Indefinite feminine dual: human and non-human

Number: the adjective is dual because the noun is dual.
Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ﺕ.
Definiteness: the adjective is indefinite because the noun is indefinite.
Case: in the dual, there is no distinction in case marking between the مَﻨﺼﻮﺏ, and the مَﺠﺮﻭﺭ. See Case marking by letters.
The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ; so marked by the letter ﺍ in the dual suffix ﺃﻥ.
The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by the letter ﻱ in the dual suffix ﻱﻦ.
The adjective is ﻳَﺮﺟﻭﺭ when the noun is ﻳَﺮﺟﻭﺭ; so marked by the letter ﻱ in the dual suffix ﻱﻦ.

Definite masculine dual: human and non-human

The adjective agrees with the noun in number, definiteness, gender, and case.

Number: the adjective is dual because the noun is dual.
Gender: the adjective is masculine because the noun is masculine.
Definiteness: the adjective is definite because the noun is definite, so marked by a definite article ﺍﻝ, or by being the first term of an ‘idafa. In an ‘idafa, the ن of the dual suffix ﺃﻥ or ﻱﻦ is dropped.
Adjectives: agreement with nouns

In the plural, there’s agreement between a human noun and the adjective in all respects: number, gender, definiteness, and case.

In the case of plural non-human nouns, however, an adjective only agrees in two respects – definiteness and case – but must be singular and feminine.

**Masculine indefinite**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَﺮﻓَﻮﻉ</th>
<th>مَﻨﺼﻮﺏ</th>
<th>مَﺠﺮﻭﺭ</th>
</tr>
</thead>
<tbody>
<tr>
<td>big men</td>
<td>رَﺟَالٍ كِبَارٍ</td>
<td>رَﺟَالٌ كِبَارَ</td>
<td>رَﺟَالٌ كِبَارِ</td>
</tr>
<tr>
<td>famous actors</td>
<td>مَﻤْﺜَﻠِﻴَﻦ</td>
<td>مَﻤْﺜَﻠِﻴَﻦ</td>
<td>مَﻤْﺜَﻠِﻴَﻦ</td>
</tr>
</tbody>
</table>

Definite feminine dual: human and non-human

Number: the adjective is dual because the noun is dual.

Gender: the adjective is feminine because the noun is feminine; so marked by the feminine marker ﺕٌ.

Definiteness: the adjective is definite because the noun is definite; so marked by a definite article ﺍﻝ, or by being a first term of an ‘idafa. In an ‘idafa, the ﻧٌ of the dual suffix ﺍﻥ or ﻧٌ is dropped.

Case: in the dual, there is no distinction in case marking between the مَﻨﺼﻮﺏ and the مَﺠﺮﻭﺭ. See Case marking by letters.

The adjective is مَﺮﻓَﻮﻉ when the noun is مَﺮﻓَﻮﻉ; so marked by the letter ﺍ in the dual sufﬁx ﺍﻥ.

The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by the letter ﻧٌ in the dual sufﬁx ﻧٌ.

The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ; so marked by the letter ﻧٌ in the dual sufﬁx ﻧٌ.
Adjectives: agreement with nouns in the plural

<table>
<thead>
<tr>
<th></th>
<th>Human</th>
<th>Non-human</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>مَﺮﻓﻮﻉ</td>
<td>مَﻨﺼﻮﺏ</td>
</tr>
<tr>
<td>big books</td>
<td>كَﺒَﻴﺮﺓٍ</td>
<td>كُﺘُﺒﺎً</td>
</tr>
<tr>
<td>famous books</td>
<td>كَﺒَﻴﺮﺓٍ</td>
<td>كُﺘُﺒﺎً</td>
</tr>
</tbody>
</table>

**Number:**

Human: the adjective is plural because the noun is plural.
Non-human: the adjective is singular and feminine because plural non-human nouns take feminine singular adjectives.

**Gender:**

Human: the adjective is masculine because the noun is masculine.
Non-human: the adjective is feminine and singular because plural non-human nouns take feminine singular adjectives.

Definiteness: the adjective is indefinite because the noun is indefinite.

Case: see case marking by diacritics and Case marking by letters.

The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ: so marked by an appropriate مَﺮﻓﻮﻉ marker as follows:

For broken plurals, the marker is تَنْوِٰیَنَّ صَنِّم. For sound masculine plurals, i.e. with the suffix وَن, the marker is وَ.

The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ: so marked by the appropriate مَﻨﺼﻮﺏ marker as follows:

For broken masculine plurals, the marker is by the letter ﺖ. For sound masculine plurals, i.e. with the suffix ﺖ, the marker is ﻱ.

The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ: so marked by the appropriate مَﺠﺮﻭﺭ marker as follows:

For broken plurals, the marker is تَنْوِٰیَنَّ كِسْر. For sound masculine plurals, i.e. with the suffix ﺖ, the marker is ﻱ. For sound masculine plurals there’s no distinction in case marking between مَﺠﺮﻭﺭ and مَﻨﺼﻮﺏ.
Feminine indefinite

Human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَﺟِرُوْرٌ/مَﻧْصُوبٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>big women</td>
<td>نِسَاءٍ كِبْرَاتٍ</td>
</tr>
<tr>
<td>famous actresses</td>
<td>ﻣُﻤَﺜﱢﻼﺕٍ مَﺷِهْرَاتٍ</td>
</tr>
</tbody>
</table>

Non-human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَﻧْصُوبٌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>big tables</td>
<td>طَاوُﻻﺕٍ كِبْرَةٍ</td>
</tr>
<tr>
<td>famous bookstores</td>
<td>ﻣَﻜْﺘَﺒَﺎﺕٍ مَﺷِهْرَةٌ</td>
</tr>
</tbody>
</table>

Number:

Human: the adjective is plural because the noun is plural.

Non-human: the adjective is singular (and feminine) because plural non-human nouns take singular feminine adjectives.

Gender: the adjective is feminine because the noun is feminine.

Definiteness: the adjective is indefinite because the noun is indefinite.

Case: see case marking by diacritics.

The adjective is مَﻧْصُوبٌ when the noun is مَﻧْصُوبٌ; so marked by ﺗَنْوِينَ ﺛَمَّ. For sound feminine plurals, there is no distinction in case marking between the مَﻧْصُوبٌ and the مَﺟِرُوْرٌ.

The adjective is مَﺟِرُوْرٌ when the noun is مَﺟِرُوْرٌ; so marked by ﺗَنْوِينَ ﺛَمَّ. For sound feminine plurals, there is no distinction in case marking between the مَﻧْصُوبٌ and the مَﺟِرُوْرٌ.
**Masculine definite**

Human

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرْفُوع مَنْصُوب مَجْرَور</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big men</td>
<td>الرِجَالُ الكِبَارُ</td>
</tr>
<tr>
<td>the famous actors</td>
<td>المَلْمَلِّونَ المُشْهُورُونُ</td>
</tr>
<tr>
<td>its famous actors</td>
<td>مُمَشْهُورُونَ المَثَلِّيَنَّ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرْفُوع مَنْصُوب مَجْرَور</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big books</td>
<td>الكُتُبِ الكِبَّرَةِ</td>
</tr>
<tr>
<td>the famous books</td>
<td>المُشْهُورَةِ المَثَلِّيَةِ</td>
</tr>
<tr>
<td>his famous books</td>
<td>كُتُبُهُ المَشْهُورَةِ</td>
</tr>
</tbody>
</table>

**Non-human**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>مَرْفُوع مَنْصُوب مَجْرَور</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big men</td>
<td>الرِجالُ الكِبَارُ</td>
</tr>
<tr>
<td>the famous actors</td>
<td>المَلْمَلِّونَ المُشْهُورُونُ</td>
</tr>
<tr>
<td>its famous actors</td>
<td>مُمَشْهُورُونَ المَثَلِّيَنَّ</td>
</tr>
</tbody>
</table>

**Number:**

Human: the adjective is plural because the noun is plural.

Non-human: the adjective is singular because plural non-human nouns take singular feminine adjectives.

**Gender:**

Human: the adjective is masculine because the noun is masculine.

Non-human: the adjective is feminine because plural non-human nouns take feminine singular adjectives.

**Definiteness:** the adjective is definite because the noun is definite, so marked by a definite article or by being the first term of an ‘idafa. In an ‘idafa, the حُن of the sound masculine suffix or is dropped.

**Case:** with the sound masculine plural there is no distinction in case marking between the مَجْرَور and the مَنْصُوب. See Case marking by diacritics and Case marking by letters.

The adjective is مَرْفُوع when the noun is مَرْفُوع, so marked by the appropriate مَرْفُوع marker as follows:
For broken plurals, the marker is ﻗَﺒَالة.
For sound masculine plurals, the marker is the letter ﹲ in the suffix ﻣَﺮﻓﻮﻉ
The adjective is ﻣَﻨﺼﻮﺏ when the noun is ﻣَﻨﺼﻮﺏ; so marked by the appropriate ﻣَﻨﺼﻮﺏ marker as follows:
For broken plurals, the marker is ﻗَﺒَالة.
For sound masculine plurals, the marker is the letter ﹲ in the suffix ﻣَﺮﻓﻮﻉ
The adjective is ﻣَﺠﺮﻭﺭ when the noun is ﻣَﺠﺮﻭﺭ; so marked by the appropriate ﻣَﺠﺮﻭﺭ marker as follows:
For broken plurals, the marker is ﻛَﻠَ呂ٍﺓ.
For sound masculine plurals, the marker is the letter ﹲ in the suffix ﻣَﺮﻓﻮﻉ

### Feminine definite

<table>
<thead>
<tr>
<th>Meaning</th>
<th>ﻣَﺮﻓﻮﻉ/مَﺠﺮﻭﺭ</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big women</td>
<td>ﺍﻟﻨِﺴَاء ﺍﻟﻜِﺒَﺮَاتِ</td>
</tr>
<tr>
<td>the famous actresses</td>
<td>ﺍﻟﻤُﻤَﺜَﻼَﺕِ ﺍﻟﻤُﺸَﻬﻮﺭَاتِ</td>
</tr>
<tr>
<td>its famous actresses</td>
<td>ﺍﻟﻤُﻤَﺜَﻼَﺗِ ﺍﻟﻤُﺸَﻬﻮﺭَاتِ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
<th>ﻣَﺮﻓﻮﻉ/مَﺠﺮﻭﺭ</th>
</tr>
</thead>
<tbody>
<tr>
<td>the big tables</td>
<td>ﺍﻟﻄَﺎﻭِﻻﺕِ ﺍﻟﻜِﺒَﺮَةِ</td>
</tr>
<tr>
<td>the famous bookstores</td>
<td>ﺍﻟﻤَﻜﺘَﺒَﺎﺕِ ﺍﻟﻤُﺸَﻬﻮﺭَةِ</td>
</tr>
<tr>
<td>his famous bookstores</td>
<td>ﺍﻟﻤَﻜﺘَﺒَﺎﺕِ ﺍﻟﻤُﺸَﻬﻮﺭَةِ</td>
</tr>
</tbody>
</table>

**Number:**

Human: the adjective is plural because the noun is plural.
Non-human: the adjective is singular because plural non-human nouns take singular feminine adjectives.
Gender: the adjective is feminine because the noun is feminine.

Definiteness: the adjective is definite because the noun is definite, so marked by a definite article الـ، or by being the first term of an ‘idafa.

Case: for sound feminine plurals, there is no distinction in case marking between the مَﻨﺼﻮﺏ and the مَﺠﺮﻭﻉ. See Case marking by diacritics.

The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ, so marked by a ضَﻤّﺔ.

The adjective is مَﻨﺼﻮﺏ when the noun مَﻨﺼﻮﺏ.

The noun is a sound feminine plural which receives a کَﺴﺮﺓ in the مَﻨﺼﻮﺏ.

The adjective is مَﺠﺮﻭﻉ when the noun is مَﺠﺮﻭﻉ.

Summary of adjectival agreement in the plural

In the plural, adjectival agreement depends on whether the noun is human or non-human.

With human nouns:

    Number: the adjective agrees with the noun.
    Gender: the adjective agrees with the noun.
    Definiteness: the adjective agrees with the noun.
    Case: the adjective agrees with the noun.

With non-human nouns:

    Number: the adjective is singular.
    Gender: the adjective is feminine.
    Definiteness: the adjective agrees with the noun.
    Case: the adjective agrees with the noun.

Indefinite masculine plural: human and non-human

Number:

    Human: the adjective is plural because the noun is plural.
    Non-human: the adjective is singular and feminine because plural non-human nouns take feminine singular adjectives.
Adjectives:

**Agreement with Nouns**

1. **Gender:**
   - **Human:** the adjective is masculine because the noun is masculine.
   - **Non-human:** the adjective is feminine and singular because plural non-
     numan nouns take feminine singular adjectives.

2. **Definiteness:** the adjective is indefinite because the noun is indefinite.

3. **Case:** see case marking by diacritics and Case marking by letters.

   - **The adjective is منصوب when the noun is منصوب;** so marked by an appropriate marker as follows:
     - For broken plurals, the marker is ضمّ.
     - For sound masculine plurals, i.e. with the suffix و, the marker is ﻭ.

Indefinite feminine plural: human and non-human

**Number:**

- **Human:** the adjective is plural because the noun is plural.
- **Non-human:** the adjective is singular (and feminine) because plural non-
  human nouns take singular feminine adjectives.

**Gender:** the adjective is feminine because the noun is feminine.

- **Definiteness:** the adjective is indefinite because the noun is indefinite.
- **Case:** for sound feminine plurals, there is no distinction in case marking
  between the منصوب and the مجرور. See Case marking by diacritics.
- **The adjective is منصوب when the noun is منصوب;** so marked by ضمّ.
  - For broken plurals, the marker is ضمّ.
  - For sound masculine plurals there’s no distinction in case marking between
    منصوب and مجرور.
The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ; so marked by ﻛَﺴﺮﺓ. For sound feminine plurals, there is no distinction in case marking between the مَﻨﺼﻮﺏ, and the مَﺠﺮﻭﺭ مَﻨﺼﻮﺏ.

Definite masculine plural: human and non-human

Number:

Human: the adjective is plural because the noun is plural.

Non-human: the adjective is singular because plural non-human nouns take singular feminine adjectives.

Gender:

Human: the adjective is masculine because the noun is masculine.

Non-human: the adjective is feminine because plural non-human nouns take feminine singular adjectives.

Definiteness: the adjective is definite because the noun is definite, so marked by a definite article ﺍﻝ, or by being the first term of an ʿidafa. In an ʿidafa, the ﻥ of the sound masculine suffix ون or ين is dropped.

Case: with the sound masculine plural there is no distinction in case marking between the مَﻨﺼﻮﺏ and the مَﺠﺮﻭﺭ. See Case marking by diacritics and Case marking by letters.

The adjective is مَﺮﻓﻮﻉ when the noun is مَﺮﻓﻮﻉ; so marked by the appropriate مَﺮﻓﻮﻉ marker as follows:

For broken plurals, the marker is ﻫ-lat. For sound masculine plurals, the marker is the letter ﻣ in the suffix ون.

The adjective is مَﻨﺼﻮﺏ when the noun is مَﻨﺼﻮﺏ; so marked by the appropriate مَﻨﺼﻮﺏ marker as follows:

For broken plurals, the marker is ﻓ-codile. For sound masculine plurals, the marker is the letter ﻱ in the suffix ين.

The adjective is مَﺠﺮﻭﺭ when the noun is مَﺠﺮﻭﺭ; so marked by the appropriate مَﺠﺮﻭﺭ marker as follows:

For broken plurals, the marker is ﻷ. For sound masculine plurals, the marker is the letter ﻱ in the suffix ين.
Definite feminine plural: human and non-human

Number:

Human: the adjective is plural because the noun is plural.
Non-human: the adjective is singular because plural non-human nouns take singular feminine adjectives.

Gender: the adjective is feminine because the noun is feminine.

Definiteness: the adjective is definite because the noun is definite, so marked by a definite article ﺍﻝ, or by being the first term of an ’idafa.

Case: for sound feminine plurals, there is no distinction in case marking between the ﻣَﻨﺼﻮﺏ and the ﻣَﺠﺮﻭﺭ. See Case marking by diacritics.

The adjective is ﻣَﺮﻓﻮﻉ when the noun is ﻣَﺮﻓﻮﻉ, so marked by a ﺃﻀﻤّﺔ. The adjective is ﻣَﻨﺼﻮﺏ when the noun is ﻣَﻨﺼﻮﺏ. The noun is a sound feminine plural which receives a ﻓَﺴْرَة in the ﻣَﻨﺼﻮﺏ.

The adjective is ﻣَﺠﺮﻭﺭ, when the noun is ﻣَﺠﺮﻭﺭ.
UNIT 21
The ’idafa phrase

The ’idafa phrase is a sequence of two adjacent nouns (or a noun and a pronoun suffix). For example in Cairo University, Cairo and University are both nouns, and they are adjacent.

One noun is made more specific by the other. For example, “University” is made specific by “Cairo”. In other words, “university” is any university, but “university” in “Cairo University” is a specific university.

The first term is the mudafr and is followed by the mudafr. The first term, is a definite noun.

The ’idafa is often considered to have six types.

I  Identity: مدينة دمشق, فريضة الحج
II  Partitive/quantitative: فنجال قهوة, طلائع الثورة
III  Possession: سيرة الملك
IV  Agent relationship: إعدام المجرم
V  Object relationship: بعد المدى
VI  Limitation of first term by second: المدة

The ’idafa may express possession, either overtly or implicitly. Possession is clear in examples like “Maha’s car” or “Maha’s book”. Possession is not really semantical possession but grammatical possession (i.e. implicit) in examples like “the front of the house” or “the city of New York”.

Definition and form

One very basic and high-frequency Arabic noun phrase/adverbial phrase is known by the name ’idafa (إضافَة). Syntactically, the إضافَة comprises two adjacent terms. Morphologically, the first term is usually a (substantive) noun, a gerund, a temporal or locative adverbial noun, or – less commonly – an adjectival noun. The second term is usually a (substantive) noun, a gerund, or a pronoun
suffix (see Pronouns). The second term provides information, or specificity, about the first. Neither of the terms is an adjective.

Schematically:

noun or adverbial + noun or pronoun suffix
noun + noun
noun + pronoun suffix
adverbial noun + noun
adverbial noun + pronoun suffix:

The following are some examples:

noun + noun

جامعة القاهرة Cairo University
سيارة مها Maha’s car

noun + pronoun suffix

سيارتها her car
فيتي my house
صديقنا our friend
بيوتنا our houses

adverbial noun + noun

بعد الظهر afternoon
 أمام البيت in front of the house

adverbial noun + pronoun suffix:

فوقه on top of it
تحتها under it

Rules:

The first term is a noun (includes locative and temporal adverbs)
The first term does not have the definite article ال.
The two terms are always adjacent; nothing can come between them.
The second term is in the genitive case (see Case).
It is helpful to remember that none of the nouns in such a sequential arrangement is an adjective.
The first noun is made more specific by the second one.

**Meaning**

The second term gives the first a measure of specificity. Thus, in مُهَا السَّيَارَةُ (Maha’s car), the first term – السَّيَارَةُ – is made specific by the second term مُهَا; it’s not any car, but Maha’s car. Similarly, the noun كتاب (an indefinite unspecified book) is any book in the universe of books; however, in the following two مُهَا الكتابُ ﻣُهَا (Maha’s book) or ﻣُهَا كتابها (her book), the first term الكتاب is no longer any book in the universe of books, but a specific one كتاب.

The four examples below show a noun ranging from an unspecified noun, to not unspecified, to specified, as the second term adds specificity to the first term:

1. an unspecified door, any door
2. a house door (not any door)
3. a door of a house (not any door)
4. the door of the house (a specific door)

In 1 above, the term بَاب refers to any door; it is an unspecified door. However in 2 and 3, the first term بَاب is more specific than in 1; it is no longer any door; it gains specificity and becomes a door in the universe of doors of houses. Finally, in 4 above, when the second term has the definite article, الْبَيْتُ, the first term بَاب is even more specific.

An إضافة can be used to express possession, as in:

my house بَيْتِي
her car سَيَارَتُهَا
Maha’s car سَيَارَةَ مُهَا
our houses بَيْوَتُنَا

An إضافة can also be used to express grammatical possession (i.e. x of y), such as in the following English examples where the apostrophe + s (’s) is not used:

in front of the house ﺍﻟْبَيْتِ ﺍﻟْبَيْتِ
the city of New York ﺑَيْوَاتُ ﺑَيْوَاتُ
the House of Representatives ﻣُؤْلِدُ ﻣُؤْلِدُ
the irony of fate ﺱُخْرِيَةَ ﺳُخْرِيَةَ
In addition, an إضافة is also used in phrases where the apostrophe + s (’s) occurs but does not literally indicate possession, as in:

the teacher’s wife زوجة المدرس
your friend صديقك

Finally, an إضافة is also used in contexts with English phrases expressing relative location but without “of”:

under the table تحت الطاولة
over the city فوق المدينة
near the restaurant قرب المطعم

Order (syntax)

English has similar arrangements, but in comparison with Arabic the order of this arrangement in English is inverted.

English examples: the first term amplifies the second one. That is, contrary to Arabic, the second noun is made more specific by the preceding one.

1 Without “the” or “of” or “’s”

*Examples:*
Metro Airport, China syndrome, Buffalo wings, cylinder head,
Starbucks café, software design, dining room, gas station, . . .

2 With “’s”

*Examples:*
cat’s meow, day’s end, . . .

3 With gerunds

*Examples:*
reading books, understanding things,
hearing voices, eating pie, . . .
Opposite of English

In an English expression such as: “a summer night”, the amplifying or specifying term “summer” precedes the substantive noun “night”.

The equivalent expression in Arabic is ليلة صيف. In this phrase, the order is the opposite of that in English: the substantive noun, ليلة, precedes the amplifying or specifying term, صيف. In the case of these English expressions with the structure [noun + noun], where the order is substantive noun then amplifying or specifying term, the order of the Arabic expressions is consistently switched to amplifying or specifying term then substantive noun.

Examples:

**English**

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term (amplifying term + substantive noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford</td>
<td>University</td>
</tr>
<tr>
<td>Heathrow</td>
<td>Airport</td>
</tr>
<tr>
<td>bus</td>
<td>station</td>
</tr>
</tbody>
</table>

**Arabic**

<table>
<thead>
<tr>
<th>2nd term</th>
<th>1st term (noun + amplifying term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>أكسفورد</td>
<td>جامعة</td>
</tr>
<tr>
<td>هيثرو</td>
<td>مطار</td>
</tr>
<tr>
<td>الحافلات</td>
<td>محطة</td>
</tr>
</tbody>
</table>

Similarly, in English expressions such as “Kathy’s sister”, the amplifying or specifying term, Kathy, precedes the substantive noun, sister. The equivalent expression in Arabic is “أخت كاثي.” In this phrase, the substantive noun, أخت, precedes the amplifying or specifying term, كاثي.

In the case of these English expressions with the structure [noun + ’s + noun] where the order is amplifying or specifying term then substantive noun, the order of their Arabic expressions is consistently switched to substantive noun then amplifying or specifying term.

Examples:

**English**

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term (amplifying or specifying term then noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cat’s</td>
<td>tail</td>
</tr>
<tr>
<td>a winter’s</td>
<td>tale</td>
</tr>
</tbody>
</table>
**Arabic**

<table>
<thead>
<tr>
<th>2nd term</th>
<th>1st term (noun then amplifying or specifying term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻢﻴﺸﻴﺠﺎﻥ</td>
<td>ﺟﺎﻣﻌﺔ</td>
</tr>
</tbody>
</table>

**Same as English**

In English expressions such as “University of Michigan”, the substantive noun, “University”, precedes the amplifying or specifying term, “Michigan”. The equivalent expression in Arabic is ﺗﺠﺮﻳﺪ ﻢﻴﺸﻴﺠﺎﻥ. The order in this phrase is as follows: the substantive noun, ﺟﺎﻣﻌﺔ, precedes the amplifying or specifying term, مﻴﺸﻴﺠﺎﻥ. The order of these English expressions with the structure \([x \text{ of } y]\) mirrors the ﺟﺎﻣﻌﺔ phrase.

**Examples:**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st term</td>
<td>2nd term (substantive noun then amplifying or specifying term)</td>
</tr>
<tr>
<td>a cup of tea</td>
<td>ﻓﻨﺠﺎﻥ</td>
</tr>
</tbody>
</table>

In this phrase, the order mirrors the order of the English expression.

In the case of these English expressions with the structure \([x \text{ of } y]\), such as: University of Michigan, or cup of tea, the order of terms in the ﺟﺎﻣﻌﺔ مﻴﺸﻴﺠﺎﻥ mirrors the order of the English expression “the University of Michigan”, ﺖﺠﺮﻳﺪ ﻢﻴﺸﻴﺠﺎﻥ, and “a cup of tea”, ﻓﻨﺠﺎﻥ ﺷﺎﻱ.

Here are some further examples. Imagine them with the question “what . . .?”:

What airport? Metro Airport.
What syndrome? China syndrome.
What wings? Buffalo wings.
What head? Cylinder head.
What design? Software design.
What room? Dining room.
What station? Gas station.

The following slightly varying types of English phrases are all rendered as Arabic phrases:

*Example 1:*
English noun phrase: possessive pronoun + noun (expressing ownership)

(indefinite noun + pronoun suffix)

- بنيتي my house
- صديقي my friend

*Example 2:*
English noun phrase: possessive pronoun + noun (not expressing ownership)

(indefinite noun + pronoun suffix)

- بنتي my daughter
- تنفسك your breathing
- جامعتها her university

*Example 3:*
English noun phrase: noun + ’s + noun (expressing ownership)

(indefinite noun + def. or indef. noun)

- سيارة وحيد Waheed’s car
- شنطة طالب a student’s bag
- شنطة الطالب the student’s bag,

*Example 4:*
English noun phrase: noun + ’s + noun (not expressing ownership)

(indefinite noun + def. or indef. noun)

- أخ محمد Mohamed’s (m.s.) brother
Example 5:
English noun phrase: noun + of + noun (expressing ownership)

(indefinite noun + def. or indef. noun)
قصر أرستقراطي a palace of an aristocrat
بيت محمد the house of Mohamed
بيت المحمي the house of the lawyer

Example 6:
English noun phrase: noun + of + noun (not expressing ownership)

(indefinite noun + def. or indef. noun)
جامعة ميشيجان The University of Michigan
صندوق بيرة a case of beer
غرفة الطعام the dining room

Example 7:
English noun phrase: noun + noun (amplification or specification)

(indefinite noun + def. or indef. noun)
غرفة الطعام dining room
قسم التاريخ the History department
مكتب التذاكر the ticket office

Example 8:
English noun phrase: gerund + noun (amplification or specification) (see gerund, in About Arabic noun forms)

(indefinite noun + def. or indef. noun)
قراءة كتب reading books
فهم الأشياء understanding things
سمع أصوات hearing voices
أكل اللحم eating meat
Example 9:
English adverb phrase: locative adverbial noun + noun, amplification or specification

(indefinite adverbial + def. or indef. noun)

فوؤق التلفزيون above the TV
تحت طاولة under a table

Example 10:
English prepositional phrase: preposition + noun, amplification or specification

(indefinite adverbial + def. or indef. noun)

بعد ساعة after an hour
بعد اليوم after today

Example 11:
English noun phrase: (partitive) noun + of + noun, specification

(indefinite noun + def. or indef. noun)

بعض الوقت some of the time
معظم اليوم most of the day

‘Idafa sequences (1st ’idafa + 2nd ’idafa + 3rd ’idafa + . . .)

An idafa phrase can be longer than two terms.

Examples

سيارة صديق محمد Mohamed’s friend’s car
سيارة صديق محمد the car of the friend of Mohamed

In fact there is no grammatical constraint on how long an إضافة can be. In ’idafa sequences, the second term of the first ’idafa is itself the first term of the second ’idafa, and the second term of the second ’idafa is the first term of the third ’idafa and so on. The table below offers two examples of idafa phrases with more than two terms: حذاء كرة القدم أخت صديقي. The table illustrates
how the second term of the first 'idafa can itself be the first term of the second 'idafa.

<table>
<thead>
<tr>
<th>Second term</th>
<th>First term</th>
<th>Second term</th>
<th>First term</th>
<th>'idafa phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>اخت صديق</td>
<td>صديق كرة القدم</td>
<td>حذاء كرة القدم</td>
<td>أخت صديق</td>
<td>إضافة</td>
</tr>
</tbody>
</table>

**Exercises: The 'idafa phrase**

**Exercise 1**

Turn each of the following English phrases into an Arabic 'idafa phrase with a possessive pronoun suffix. Write the 'idafa phrases in the blanks below. The first example is answered for reference.

**Glossary**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>بيت</td>
<td>house</td>
</tr>
<tr>
<td>خاتم</td>
<td>ring</td>
</tr>
<tr>
<td>قلم</td>
<td>pen</td>
</tr>
<tr>
<td>أرض</td>
<td>land</td>
</tr>
<tr>
<td>سيارة</td>
<td>car</td>
</tr>
<tr>
<td>أفكار</td>
<td>ideas</td>
</tr>
<tr>
<td>ساعة</td>
<td>watch</td>
</tr>
<tr>
<td>رأي</td>
<td>opinion</td>
</tr>
</tbody>
</table>

1  my house              

بيتي

2 your (m. s.) pen       

3 Your (f. s.) car       

4 his watch              

5 her ring               

6 our land               

7 their (m. pl.) opinion 

8 your (m. s.) ideas     

**Exercise 2**

Turn each of the following English phrases into an Arabic 'idafa phrase with a second term that is a noun, definite or indefinite. Write the 'idafa phrases in the blanks below. The first example is answered for reference.
Exercises: The 'idafa phrase

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حذاء</td>
<td>shoe</td>
</tr>
<tr>
<td>لأعَب</td>
<td>player</td>
</tr>
<tr>
<td>قميص</td>
<td>shirt</td>
</tr>
<tr>
<td>صافرة</td>
<td>whistle</td>
</tr>
<tr>
<td>مدرّب</td>
<td>trainer</td>
</tr>
<tr>
<td>خطيبة</td>
<td>fiancée</td>
</tr>
<tr>
<td>شارع</td>
<td>street</td>
</tr>
</tbody>
</table>

1 Omar’s shirt

Exercise 3

Turn each of the following English phrases into an Arabic phrase “x of y” to express ownership. Write the phrases in the blanks below. The first example is answered for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قصر</td>
<td>palace</td>
</tr>
<tr>
<td>أرستقراطي</td>
<td>an aristocrat</td>
</tr>
<tr>
<td>موسيقار</td>
<td>a musician</td>
</tr>
</tbody>
</table>

1 a palace of an aristocrat

2 an instrument of a musician

3 the palace of the king
Exercise 4

Turn each of the following English phrases into an Arabic إضافة phrase “x of y” that does not express ownership. Write the إضافة phrases in the blanks below. The first example is answered for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زجاجة</td>
<td>bottle</td>
</tr>
<tr>
<td>استقلال</td>
<td>independence</td>
</tr>
<tr>
<td>مياه</td>
<td>water</td>
</tr>
<tr>
<td>صندوق</td>
<td>a case</td>
</tr>
<tr>
<td>بيرة</td>
<td>beer</td>
</tr>
<tr>
<td>عام</td>
<td>year</td>
</tr>
<tr>
<td>قهوة</td>
<td>coffee</td>
</tr>
<tr>
<td>طعم</td>
<td>taste</td>
</tr>
<tr>
<td>الجساب</td>
<td>reckoning (the day of, religious)</td>
</tr>
<tr>
<td>عسل</td>
<td>honey</td>
</tr>
</tbody>
</table>

1 a case of beer

2 the bottle of water

3 the year of independence

4 a cup of coffee

5 the taste of honey

Exercise 5

Turn each of the following English phrases into an Arabic إضافة phrase with a second noun offering amplification or specification to the first noun, with no overt expression of ownership. Write the إضافة phrases in the blanks below. The first example is answered for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مطار</td>
<td>Cairo airport</td>
</tr>
<tr>
<td>القاهرة</td>
<td></td>
</tr>
<tr>
<td>ستاربكس</td>
<td>Starbucks</td>
</tr>
<tr>
<td>مقهى</td>
<td>café</td>
</tr>
<tr>
<td>البرنامج</td>
<td>software</td>
</tr>
<tr>
<td>تصميم</td>
<td>design</td>
</tr>
</tbody>
</table>

1 Cairo Airport

2 Starbucks café
Exercises:

The ‘idafa phrase

3 software design

4 gas station

5 the history department

6 the ticket office

7 football shoes

Exercise 6

Turn each of the following into an Arabic إضافة phrase. Write the answers in the blank spaces below. The first phrase is given for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>جهاز</td>
<td>machine/unit</td>
</tr>
<tr>
<td>فاكس</td>
<td>fax</td>
</tr>
<tr>
<td>تكييف</td>
<td>air conditioning</td>
</tr>
<tr>
<td>تكييف</td>
<td>building</td>
</tr>
<tr>
<td>مدخل</td>
<td>entrance</td>
</tr>
<tr>
<td>عمارة/منى</td>
<td>building</td>
</tr>
<tr>
<td>فلتر/مُرَشَّح</td>
<td>filter</td>
</tr>
<tr>
<td>زيت</td>
<td>oil</td>
</tr>
<tr>
<td>خزان</td>
<td>tank</td>
</tr>
<tr>
<td>بنزين/وقود</td>
<td>gas</td>
</tr>
<tr>
<td>طبيب</td>
<td>physician</td>
</tr>
<tr>
<td>جامعة</td>
<td>university</td>
</tr>
<tr>
<td>غرفة</td>
<td>room</td>
</tr>
<tr>
<td>اجتماع</td>
<td>meeting</td>
</tr>
</tbody>
</table>

1 a fax machine

2 the air conditioning unit

3 the building entrance

4 an oil filter

5 the gas tank

6 the university physician

7 a meeting room

Exercise 7

Answer the questions below with a second noun that adds a measure of specificity to the first noun. Place the correct responses in the blank spaces below. Recall that the first term does not have the definite article ال. The first example is answered for reference.
<table>
<thead>
<tr>
<th>Question</th>
<th>transliteration</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What picture?</td>
<td>أيّ صورة؟</td>
<td>The family picture</td>
</tr>
<tr>
<td>2 What city?</td>
<td>أيّ مدينة؟</td>
<td>The city of Chicago</td>
</tr>
<tr>
<td>3 What state?</td>
<td>أيّ ولاية؟</td>
<td>The state of Virginia</td>
</tr>
<tr>
<td>4 What region?</td>
<td>أيّ منطقة؟</td>
<td>The Middle East region</td>
</tr>
<tr>
<td>5 Whose son?</td>
<td>إبن مّن؟</td>
<td>My uncle’s son</td>
</tr>
<tr>
<td>6 Whose address?</td>
<td>عنوان مّن؟</td>
<td>The girl’s address</td>
</tr>
<tr>
<td>7 Whose husband?</td>
<td>زوج مّن؟</td>
<td>My aunt’s husband</td>
</tr>
<tr>
<td>8 Which office?</td>
<td>أيّ مكتب؟</td>
<td>The office of admissions</td>
</tr>
<tr>
<td>9 Whose room?</td>
<td>غرفة مّن؟</td>
<td>Dalia’s room</td>
</tr>
</tbody>
</table>

**Glossary**

- عائلة: family
- شيكاغو: Chicago
- فرجينيا: Virginia
- الشرق الأوسط: the Middle East region
- عمّ: uncle (father’s brother)
- بنت: girl/daughter
- خالة: aunt (mother’s sister)
- مكتب القبول: the office of admissions
- داليا: Dalia
UNIT 22
The ’idafa-adjective phrase

Definition and form

An ’idafa-adjective phrase comprises three terms:

1st term of ’idafa + 2nd term of ’idafa + adjective

The adjective, which can modify either term of the ’idafa, must come after the ’idafa.

Consider these two examples:

1. The big girl’s dress
   فُسَّاتَانُ الْبَنْتِ الكبيرة

2. The girl’s big dress
   فُسَّاتَانُ الْبَنْتِ الكبيرة

In example 1, the adjective “big” qualifies the noun “girl” (الْبَنْت in Arabic). The adjective must therefore agree with the noun (الْبَنْت), in number, gender, definiteness, and case (see The noun-adjective phrase). The adjective is therefore singular, feminine, and definite (as well as being in the genitive case): الكبيرة.

However in example 2, where the adjective “big” qualifies the noun “dress”, it would not be possible to place the adjective immediately after the noun فُسَّاتَان because فُسَّاتَان الْبَنْت is an ’idafa. Recall the إضافة comprises two adjacent terms (see The ’idafa phrase).

Therefore, in example 2, the adjective qualifying the noun فُسَّاتَان is placed after the ’idafa فُسَّاتَان الْبَنْت. The adjective must follow the في number, gender, definiteness, and case. The adjective is therefore singular, masculine, and definite (as well as being in the nominative case): الكبير.

Why is the adjective definite (الْبَنْت, الكبير) with the definite article ال? Because in the ’idafa expression فُسَّاتَان الْبَنْت, the first term فُسَّاتَان is made specific because the second term of that 'idafa is definite (see The ’idafa phrase). Thus فُسَّاتَان is not any فُسَّاتَان; rather it is the girl’s فُسَّاتَان.
Exercise: The 'idafa-adjective phrase

Exercise 1
Express the following in Arabic using an 'idafa-adjective phrase:

Hameeda, her hearing is weak ___________________

Glossary
her hearing سَمَعُهَا
weak ضَعِيف

Reading old books ___________________

Glossary
reading قِرَاءَة
books ﻦُされること
old قَدِيمَةَ (m.) قدِيمَةَ (f.)

Reading the books is boring ___________________

Glossary
reading قِرَاءَة
books ﻦُされること
boring مُمِّلَة
Definiteness of nouns and adjectives

A noun that is deemed specific takes ال.
An adjective with a noun that is specific takes ال.

The first term in an إضافة does not take ال.

*Example:*

Incorrect | Correct
---|---
التاريخ الوجود الفرنسي | التاريخ الوجود الفرنسي

Some sentences comprise a sequence of two nouns where the first noun has ال and the second does not.

*Examples:*

the revolution is industrial الثورة الصناعية
the industrial revolution الثورة الصناعية
UNIT 24
Prepositions

Definition

Arabic prepositions comprise a small closed class of words that receive no case.

Syntax

Prepositions can take pronoun suffixes (see Pronominal suffixation), and can be followed by nouns; however, they are not immediately followed by verbs.

In the case of intransitive verbs – in particular – prepositions constitute an important aspect of meaning, grammar, and usage. Thus, when consulting a dictionary, careful attention should be paid to prepositions that are used with verbs (see Transitive vs intransitive verbs).

Meaning

Prepositions provide the following kind of information: temporal and locative, participatory (with someone), agency (by means of), ownership (have a house), relationship (have a cousin), as well as adverbial information (the manner of occurrence of an event). See also Adverbials.

The sections which follow offer a detailed account of the context in which the following prepositions are used and their meaning:

في، على، من، إلى، بـ لـ، مع

Meanings

In: temporal
In: locative
At: locative
On: locative

Examples
In: temporal (time required)

أصل إلى مكتبي في حوالي ٧ دقائق
I get to my office in about 7 minutes.

تدلّق البيضة في ٥ دقائق
An egg is boiled in 5 minutes.

In: locative

ليس المفتاح في جيبي
The key is not in my pocket.

قرأت مجلة الطائرة
I read the magazine in the aeroplane.

نسيت تليفوني في التاكسي
I forgot my telephone in the taxi.

At: locative

الكتب في البيت
The book is at home.

المسرحية في الجامعة
The play is at the university.

الموناليزا في متحف اللوفر
The Mona Lisa is at the Louvre museum.

On: locative

قرأت مجلة الطائرة
I read the magazine on the aeroplane.
He’s on an official assignment.

**Pronunciation**

cvv  
fii  
fii ’il maadii

**Meanings**

On: locative  
In: form, shape  
In: stages, degrees

**Examples**

On: locative  
الجريدة على الطاولة  The newspaper is on the table

In: form, shape  
ماعزة على شكل دجاجة  a sheep in the shape of a chicken

بيتزا على شكل مستطيل  a pizza in the shape of a rectangle

وبيتزا على شكل دائري  and a pizza in a circular shape

منزل ٤٠ متر على شكل دائري  a home, 40 square metres, circular in shape

In: stages, degrees  
أكملت المشروع على مراحل  I completed the project in stages
I learned to cook in stages

**Meanings**

From: direction
From: location
From: someone
By: cause
By: because of, by reason of
Of: material
One of: an instance

**Examples**

From: direction

من اليمين  
from the right
من الجنوب  
from the south

From: location

من مصر  
from Egypt

From: someone

من بابانويل  
from Santa
من حبيبيتي  
from my love

By: cause

محروق من الشمس  
burned by the sun

By: because of, by reason of

من شدة الحر  
because of the extreme heat
He almost died because of the cold

She fainted because of the surprise

Of: material

من قطن of cotton
من ذهب of gold

One of: an instance,

من أعز أصدقائي one of my best friends

زحل، من أكبر الكواكب في المجموعة الشمسية Saturn is one of the largest planets in the planetary system

To: direction

من فوق إلى تحت from up to down

To: location

سأسافر إلى الإسكندرية I will travel to Alexandria

To: someone

هذا الخاتم مني إليك يا حبيبي This ring is from me to you my darling
He gave the diamond to the woman he loves
أعطى الماسة إلى حبيبته

Pronunciation

'ila' \(\rightarrow\) إلى
albayt \(\rightarrow\) البيت
'ilalbayt \(\rightarrow\) إلى البيت

Meanings

By: means, way
With: means, tool
With In: means contents, constituents
In: terms, units
-ly: manner

Examples

By: means

I go to work by car sometimes
أذهب إلى العمل بالسيارة أحياناً

and by bus other times
وبالأتوبيس أحياناً أخرى

and by bicycle sometimes
وبالعجلة أحيانا

With: means

Light the fire with a match
ولع النار ببئر

Pound this nail with a heavy hammer
دَقَّ هذا المسام بيشاكوش ثقيل
With: contents, constituents

I drink tea with sugar and with a bit of milk

They have an excellent pie with nuts

In: means

Write in ink

Speaking in English is forbidden

In: terms

The price is in Egyptian Pounds

The weight is in kilograms

and the distance is in kilometres

-ly: manner

He walks/is walking quickly

He talks/is talking angrily

Speak slowly please
Meanings

(See: To have)
Have: relationship
Have: ownership

Examples

Have: relationship (see To have)

لِـي بِنَتٍ
I have a daughter

ليلى لـها صديقة تعيش معها
Layla has a friend living with her

Have: ownership (see To Have)

له بيت كبير في الريف
He has a big house in the countryside

لـها سيارة حمراء
She has a red car

مع

Meaning

With: accompaniment
With: on possession (See: To Have)
Examples

With: accompaniment

Do you want to have lunch with me?
I’m going with him to the movies

هل تريدين أن تتناول معي؟
سأذهب معه إلى السينما

With: on possession

Do you have a lighter with you?
Do you have any change with you?
Do you have a car with you?

ٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍ..
UNIT 25
Adverbials

Definition

Arabic adverbials comprise a closed class of words. Although some of them may appear similar to English prepositions, Arabic adverbials comprise a class that is distinct from prepositions. A key difference is that adverbials receive case and prepositions do not.

Meaning

Adverbials provide information about time and location (see also Prepositions).
Adverbials also play a major role in expressing various meanings of “to have”, such as ownership, availability, disease, time, have in the mind, have an inclination, have an aptitude, have a skill, have difficulty, have problems, and others (see: To have).

Syntax

An adverbial often occurs as a first term of an 'idafa. In such cases, the term that immediately follows – the second term of the 'idafa – is either a noun or a pronoun suffix (see Pronominal suffixation).
A verb never immediately follows an adverbial.
The subordinating conjunctions أَنْ or مَا can immediately follow an adverbial, instead of a noun or pronoun. These coordinating conjunctions permit a subordinate verb clause to follow an adverbial.

Meanings

At: locative
At: temporal
On: temporal
When: temporal
Has: (See: To have)

**Syntax**

ْعَنْدَ often occurs as a first term of an 'idafa. The immediately following second term of an 'idafa is a noun or a pronoun suffix.

ْعَنْدَ is not immediately followed by a verb.

ْمَا can immediately follow ْعَنْدَ to introduce a verb clause.

**Examples**

At: locative, someone’s place, similar to French *chez*

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

الحفلةُ الليلة ْعَنْدَ يِبْيَومَيِ.  
The party tonight is at Bayyoumy’s (house).

الأوراقُ ْعَنْدَ المَحَامِيِ.  
The papers are at the lawyer’s (office).

سَمِعْتُ شَيْئًا غَيْبًا ْعَنْدَ الحَلاَقِ.  
I heard a strange thing at the barber’s.

من ْعَنْدَهُمْ؟  
Who’s at their place?

At: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

تَعَالَ نَتَقَابَلُ ْعَنْدَ تقاطُعِ الْطَرْقِ.  
Let’s meet at the intersection

تَقَابَلَا ْعَنْدَ الْبَابِ.  
They met at the door

تَقَابَلَا ْعَنْدَهُمْ.  
They met there; they met at his place.
At: temporal
Followed by the second term of the ‘idafa, i.e. a noun or pronoun suffix:

They met at dawn
A child cries at birth

On: temporal
Followed by the second term of the ‘idafa, i.e. a noun or pronoun suffix:

on arrival, upon arrival
on exiting or going out
on entering or going in

When: temporal
Followed by ما + verb clause:

We will go out when evening falls (comes)

The serial killer is happy when the moon is away

Scheherazade said: . . . and when the king opened the door, he found his wife in the arms of a man.

Has: (See: To have)

I have an aeroplane
I have 3 cameras
I have two houses

Meanings
After: temporal
After: locative
**Syntax**

*بَعْدَ* often occurs as a first term of an ʾidafa. The immediately following second term of the ʾidafa is a noun or a pronoun suffix.  
*بَعْدَ* is not immediately followed by a verb.

Either *أَنْ* or *مَا* can immediately follow *بَعْدَ* to introduce a verb clause. For example:

اشتَرِيتُ ٱلْكِتَابِ بَعْدَ أَنْ سَمَعْتَكُ تَتَكَلَّمُ عَنَّهُ.
I bought the book after I heard you talk about it.

اشتَرِيتُ ٱلْكِتَابِ بَعْدَ مَا سَمَعْتَكُ تَتَكَلَّمُ عَنَّهُ.
I bought the book after I heard you talk about it.

The preposition ُبـِ is used to provide specific temporal or locative quantifying information. For example:

سَافَرَتُ بَعْدَ زُوجِهَا بِأَيَّامِ.
Literally: She travelled after her husband by a week.

Note that the quantifying information expressed by the prepositional phrase ُبـِ does not come before the adverbial, as it does in English (She travelled one week after her husband); rather, the quantifying information follows the second term of the ʾidafa (زُوجِهَا): (She travelled after her husband by a week).

**Examples**

**After: temporal**

Followed by the second term of the ʾidafa, i.e. a noun or pronoun suffix:

سنَذَهَبُ إِلَى ٱلسَّينَما بَعْدَ ٱلْعَشَاءِ.
We’ll go to the movies after supper.

سنَخْرَجُ بَعْدَهُمَا.
We’ll go out after them.

With ُبـِ providing specific temporal information, after the second term of the ʾidafa (my mother):

تُوفِيَ أَبِي بَعْدَ أَمِي بِعَشَرِ سَنَوَاتٍ.
My father died ten years after my mother.
Followed by `أن` + verb clause:

- ﻧَتغيرُ ﺑَعْدَ أنْ ﺑُترَوَّجَ.  
  He changed after he married.

- ﻲَتغيرُ ﺍﻟرجلُ ﺑَعْدَ أنْ ﻲَترَوَّجَ.  
  A man changes after marrying.

- ﻴَを与えُ ﺭأيي ﺑَعْدَ أنْ أقرأُ الكتّاب.  
  I’ll give you my opinion after I read the book.

Followed by `ما` + verb clause (perhaps less frequent than `أن`):

- ﻣاذا ﻋُمِلْتُمُ ﻋَدَّ ما أكّلْتُمُ؟  
  What did you do after you ate?

- ﻣاذا ﻣُؤمِلونَ ﻋَدَّ ما تأكلُون؟  
  What do you do after you eat?

After: locative

Followed by the second term of 'idafa, i.e. a noun or pronoun suffix:

- ﺍﻟْمكتَبة ﺑَعْدَ البقال.  
  The bookstore is after the grocer.

With ﺑـِ providing specific locative information, after the second term of the 'idafa (the station):

- ﺑِiturْها ﺑَعْدَ المحطة بـشارِعَين.  
  Her house is two streets after the station.

Meanings

Before: temporal
Before: locative
Syntex

often occurs as a first term of the 'idafa. The immediately following second term of the 'idafa is a noun or a pronoun suffix.

is not immediately followed by a verb.

Either or can immediately follow to introduce a verb clause. For example:

I have breakfast at home before going to the university.

I had breakfast at home before going to the university.

As the two examples immediately above illustrate, is not followed by a verb in the perfect tense.

The preposition is used to provide specific temporal or locative information. For example:

She travelled one week before her husband.

Note that the quantifying information expressed by the prepositional phrase does not come before the adverbial, as it does in English (She travelled one week before her husband); rather, the quantifying information follows the second term of the 'idafa (زوجها): (She travelled before her husband by a week).

Examples

Before: temporal

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

I’ll see you before the lecture.

With providing specific temporal information:

We went to the airport two hours before departure time.

Followed by + verb clause and with providing specific temporal information:
She called her friend five minutes before going down.

Before: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

المطعم قبل المكتبة.
The restaurant is before the bookstore.

With بـ providing specific locative information:

بيتها قبل إشارة المور أو يسارين.

Her house is two streets before the traffic light.

Followed by أَنْ + verb clause and بـ providing specific locative information:

سترى الخليج والفنادق قبل أن تصل بعدة كيلومترات.

You’ll see the bay and the hotel several kilometres before you arrive.

Meaning

In front of: locative

Syntax

أَمَامَ often occurs as a first term of an 'idafa. The immediately following second term of the 'idafa is a noun or a pronoun suffix.

أَمَامَ is not immediately followed by a verb.

The preposition بـ is used to provide specific temporal or locative information. For example:

أَمَامَ الباب بعدة أمتار.

several metres in front of the door

Note that the quantifying information expressed by the prepositional phrase بـ does not come before the adverbial, as it does in English (several metres in front of the door); rather, the quantifying information follows the second term of the 'idafa (أَلْبَاب): (in front of the door by several metres).
Adverbials

Examples

In front of: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

They used to meet in front of the restaurant.

In front of the house is a big tree.

Meaning

Behind: locative

Syntax

*ﻭَﺭَاءَ* often occurs as the first term of an 'idafa. The second term of the 'idafa can be a pronoun suffix (see Pronominal suffixation) or a noun.

*ﻭَﺭَاءَ* is not immediately followed by a verb. When quantifying information is provided a prepositional phrase is required; the preposition *بـِ* is used. For example:

several streets behind the house

Note that the quantifying information expressed by the prepositional phrase *بـِ* does not come before the adverbial, as it does in English (She travelled several streets behind the house); rather, the quantifying information follows the second term of the 'idafa ( البيت): (behind the house by several streets).

Examples

Behind: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

They used to meet behind her back.
Behind the school is a big tree.

With ـبـ providing specific locative information:

Her house is five kilometres behind the station.

Meanings

On top of, above: locative

Syntax

ـفـوقـ often occurs as a first term of an 'idafa. The second term of the 'idafa can be a pronoun suffix (see Pronominal suffixation) or a noun.

ـفـوقـ is not immediately followed by a verb.

When quantifying information is provided a prepositional phrase is required; the preposition ـبـ is used. For example:

ـتـسـكـنـ فـوـقـيـ بـعـدـةـ طـوـأـيـقـ. She lives several floors above me

Note that the quantifying information expressed by the prepositional phrase ـبـ does not come before the adverbial, as it does in English (She lives several floors above me); rather, the quantifying information follows the second term of the 'idafa ـيـ: (She lives above me by several floors).

Examples

On top of, above: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

ـتـرـكـتـ الـمـفـتـاحـ فـوـقـ الكـنـبـ. I left the key on top of the books.

ـكـانـتـ الـطـائـرةـ فـوـقـ السـحـابـ، فـلـمـ نـشـاهـدـ النـهـرـ. The aeroplane was above the clouds, so we didn’t see the river.
**Meanings**
Below, under, underneath: locative

**Syntax**

ُحت is not immediately followed by a verb.

When quantifying information is provided a prepositional phrase is required; the preposition ْبـِ is used. For example:

 нескольجحت الأررض بعِدّة أمتار
several metres below the ground

Note that the quantifying information expressed by the prepositional phrase ْبـِ does not come before the adverbial, as it does in English (several metres under the ground); rather, the quantifying information follows the second term of the 'idafa (الأررض): (under the ground by several metres).

**Meanings**
Near: locative or temporal

**Syntax**

ُرحب is not immediately followed by a verb.

**Meanings**
Next to, beside: locative

**Syntax**

ُنبيت often occurs as a first term of an 'idafa. The second term of the 'idafa can be a pronoun suffix (see Pronominal suffixation) or a noun.

ُنبيت is not immediately followed by a verb.
Meanings
At the time of, when: temporal

Syntax

\( \text{\textit{\textbf{وقت}}} \) often occurs as a first term of an 'idafa. The second term of the 'idafa can be a pronoun suffix (see Pronominal suffixation) or a noun. \( \text{\textit{\textbf{وقت}}} \) is not immediately followed by a verb. \( \text{\textit{\textbf{وقت}}} \) immediately follows \( \text{\textit{\textbf{وقت}}} \) to introduce a verb clause. For example:

\begin{align*}
\text{قابتلتها في المطار و وقت أن وصلت طائرتها}. \\
\text{I met her at the airport \textit{when} her aeroplane arrived.}
\end{align*}

\begin{align*}
\text{سأقابلبك وقت أن تكون جاهزة}. \\
\text{I’ll meet you \textit{when} you are ready.}
\end{align*}

\textbf{Note}

1. Similar to \( \text{\textit{\textbf{وقت}}} \) are the following words:

\begin{align*}
\text{ثانية، دقيقة، يوم، نهار، ليلة، أسبوع، شهر، سنة}
\end{align*}
Meaning

The expression “to have” in English comprises a broad range of meanings such as to have ownership, availability, disease, time, in the mind, an inclination, an aptitude, a skill, difficulty, problems, and others. Depending on the English meaning of “to have”, equivalent Arabic meanings can be expressed with the adverbial ﻋِﻨﺪَ, and with the prepositions ﻣَﻊ, ﻞِ, ﻓﻲ. The following four examples illustrate:

- ﻋﺮﺑﻴﺔ ﻋﻨﺪﻱ I have a car.
- لِمُﺤﻤَﺪ أُﺨُﺘَﺎﻥ Mohamed has two sisters.
- ﻣﻌﻚ Do you have a lighter (with you)?
- ﻓﻴﻪ ﺍﻟﺒﻴﺖ ﺗﻜﻴﻴﻒ The house has good air-conditioning.

English meanings of “have” that are not possible in Arabic

The following are expressions of “to have” in English for which Arabic equivalents do not include the “to have” meaning:

- To declare or state (e.g. so gossip has it)
- To bear or beget (offspring)
- To cause to have (e.g. have them walk home)
- To cause to be (e.g. have this done first)
- To permit; tolerate (e.g. I will not have this nonsense)
- To hold at a disadvantage or to overcome (e.g. I have my opponent now!)
- To deceive; take in; cheat (e.g. they were had in that business deal)
- To have sexual relations with
Adverbials and prepositions expressing “to have”

The following sections describe in detail certain adverbials and prepositions used for expressions of “to have”: ﻋِﻨﺪَ، لٌ، مِعٌ، فِيٌّ.

Meaning

Aside from its locative and temporal meanings, as noted earlier, ﻋِﻨﺪَ is also used to communicate “to have.”

Context of usage

ﻋِﻨﺪَ, meaning “to have”, is used to show that humans have something. For contexts requiring non-humans having please see ﻝِ and ﻓِي.

Syntax

ﻋِﻨﺪَ occurs as the first term of an ‘idafa. The second term of the ‘idafa is a pronoun suffix:

‘inda + pronoun suffix

سَﻴّاﺭﺓ ﻋِﻨﺪَﻩ he has a car

In instances where a proper noun – instead of a pronoun – is used, such as “Mohamed has a car”, the preferred syntax is:

سﻴﺎﺭﺓ ﻋِﻨﺪَﻩ ﻣﺤﻤﺪ Mohamed he has a car

Have: ownership

Followed by the second term of an ‘idafa, specifically a pronoun suffix:

سﻴﺎﺭﺓ ﻋِﻨﺪَﻩ ﻏَرَب ﺑﻴﺘﺎﻥ Samira has two houses.

I have a car.

Mary has a black car.

Laura has a green car.

Samira has two houses.

I have no possessions.
To have

Leon has 5 friends and 7 girls.

He has a ballet trainer.

We have many friends.

I have a friend from Mars.

Have: relationship, friend, not ownership

They have 5 boys and 7 girls.

She has a ballet trainer.

We have many friends.

I have a friend from Mars.

Have: available

Do you have any computers?

They don’t have what we want.

Have: condition, disease, illness

He has a disease.

Suad has a cold.

Have: time

He has no time to talk to me.

Laura has no time for me.

Have: in the mind

They have absolutely no idea.

She had a strange feeling.

Have: inclination

He has hostile tendencies

Have: aptitude, skill, ability

He has no time to talk to me.
Have: a difficulty, problem

- She has many problems

لِـ

My house has a door, my car has a wheel.

In such instances, the preposition ل or في is used:

- My house has a door

بيتي له باب، بيتي فيه باب

- My car has a wheel

سيارتي لها عجلة، سيارتي فيها عجلة

Have: relationship, friend, not ownership

- He has 3 sisters

له 3 إخوات بنات

مع

Have: not permanent, temporary

- Do you have a lighter with you? مَعَك وَلَا عَةً؟
- Do you have any change with you? مَعَك فَكَةً؟
- Do you have a car with you? مَعَك سيّارةً؟

في

Have: contents

- My house has a door, my car has a wheel

In such instances, the preposition ل or في is used:

بيتي له باب، بيتي فيه باب

- My house has a door

سيارتي لها عجلة، سيارتي فيها عجلة

- My car has a wheel
Exercises: to have ﻋِﻨﺪَ، لِ، ﻋِن، ﻓِي

Exercise 1

Study the phrases below, all of which convey the following meanings: to hold in the hand or in control, to own, to possess (e.g. to have wealth). Fill in the blank spaces below with the appropriate preposition and pronoun suffix. Refer to the list of pronoun suffixes below for assistance. The first answer is given as an example.

Pronoun suffixes attached to prepositions:

- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي
- ﻓِي

A He has half the land.

ٌنَصِفُ الأَرْضَ + لَهُ لَهَ الأرضَ نَصِفٌ

B She only has her house.

إِلَّا بِيَتِهَا

C If you have to sell land, you (2nd p. s. m.) have your father’s land.

إِذا كَانَ لَازُمَ تَبِيعُ أَرْضٍ أَبُوك

D He has tons of money. (Note: ﻓِرُّنِز is a historic figure who was exceptionally wealthy.)

مَالُ قَارُونَ

E In the countryside, people used to give the merchant some of their produce if they wanted to buy something and did not have money.

فِي الريفِ كَانَ النَّاسُ يُعطُونَ التَّاجرُ شَيْئاً مِن إِنْتَاجِهِم الزَّراعِيِّ إِذا أَرادُوا شَرَايْرَ شَيءٍ وَلَمْ يَكُنَّ مَالٌ

Exercise 2

Study the phrases below, all of which convey the following meanings: to possess or contain as a part, a characteristic or attribute (e.g. she has blue eyes). Fill in each blank space below with the appropriate preposition and pronoun suffix or noun
and pronoun suffix or preposition and noun and pronoun suffix. Refer to the list of pronoun suffixes below for assistance. The first answer is given as an example. Pronoun suffixes attached to prepositions:

- ﻓِﻲ
- ﻓِِّلَن
- ﻓِِّكْمَا
- ﻓِِّكْمَ
- ﻓِِّكْ

A She has a beautiful smile.

- ﻓِِّلَن ﺟِﻤِﻴِﻠَة

B Rooms that have high windows.

- ﻓِِّلَ جَﻤِﻴِﻠَة

C It (non-human) has no effect on him.

- ﻓِِّلَ ﻷ ﺃُﺜِﺮ

D He said that his country has youth who are very understanding.

Glossary

- ﺑَﻼَد country
- ﻭَﺍَﺳِﻊ ﺑَﺘَﻔْﻬِﻢ
- ﻲَﺸِﺒَﺎً ﻲَﺘَﺤْﻠُﻮْن

Exercise 3

Fill in the blanks below with the appropriate 1) prepositions that convey the meaning “to possess by way of experience”, “experience”, “undergo” (e.g. “have a good time”) and 2) pronoun suffixes attached to these prepositions. The first answer is given as an example.

a) God has his own plans for mankind.

- ﺑِﻠَﻪَ ﻓِِّﻟَﺨَﻠَﻖَ ﻹُﻨَﺆْنَ

b) I have an idea.

- ﻓِِّﻠَـﺓ

c) She has aspirations.

- ﻔَـﻄِﻤْﻮَﺎﺕ

d) He has a view.

- ﺭَـﺅِﺎﺕ
Exercise 4

Fill in the blank space below with the appropriate 1) preposition that conveys the meaning “to perform”, “carry on”, “engage in something” (e.g. “to have an argument”) and 2) pronoun suffixes attached to these prepositions.

She had a meeting.

كان — اجتماع.

Exercise 5

Fill in the blanks below with the appropriate 1) prepositions that convey the meaning to have a certain relation with someone (e.g. to have brothers and sisters) and 2) noun or pronoun suffixes attached to these prepositions. The first answer is given as an example.

a) Baher bek only had one son. (باهر)

ولم يكن — بك غير ابن واحد.

b) We have no enemies.

ليس — أعداء

c) He has three daughters.

ثلاث بنات

d) She has a pretty daughter.

بنت حلوة

e) Denmark has a soldier in the peace-keeping forces. (دنمارك)

جندي ضمن قوات حفظ السلام
UNIT 27
Questions

Interrogative particles are placed before the question. Here are some examples.

Yes/no questions are asked with alus

*Examples:*

- Is Maha American? ـ هل مها أمريكية؟
- Are you a father? ـ هل انتُ أب؟
- Are you a mother? ـ هل انتُ أم؟

What? (in questions without verbs) ـ ما

*Examples:*

- What is your name? ـ ما اسمك؟
- What is this (m. s.)? ـ ما هذا؟

What? (in questions with verbs) ـ ماذا

*Examples:*

- What are you studying? ـ ماذا تدرس؟
- What is he doing? ـ ماذا يفعل؟

How? ـ كيف

*Example:*

- How did you know? ـ كيف عرفت؟
Which? أي

Examples:
Which book (m. s.)? أي كتاب؟
Which car (f. s.)? أي سيارة؟
Which student (f. s.)? أي طالبة؟

Who? من

Examples:
Who is he? من هو؟
Who is Maha? من مها؟

Where? أين؟

Examples:
Where do you (m.) live? أين تسكن؟
Where do you (f.) live? أين تسكنين؟

How much? بكم

Examples:
How much is your new car? بكم سيارتك الجديدة؟
How much is the cheeseburger? بكم الهمبوروجر بالجبنة؟

The following prepositions are sometimes used with interrogatives:

- مع with
- في in
- من from
Examples:
Where from? مَنَ أَيْن؟
With whom? مَعَ مَن؟
In which? فِي أي؟

How many? كَم

is followed by a singular indefinite noun in the مَنْصَوب (accusative) case.

Examples:
How many students? كَم طَالِبَة؟
How many students? كَم طَالِبَاً?
How many cars? كَم سيَارَة؟

Exercises: Questions

Exercise 1
Fill in the blanks with the correct prepositions and interrogative participles.

1 With whom do you (m.) live? ﻣَنْ تَسَكَّن؟
2 In which university? ﻣَنْ جَامِعَة؟
3 Where are you (f.) from? ﻣِنْ أَيَّن
4 How much is this dress? ﻣِنْ فُسُقُن؟
5 How much is a kilo of potatoes? ﻣِنْ كِيلَوَ الْبَطَاطُس؟

Exercise 2
Translate the following from English to Arabic. Use the vocabulary in the glossary below to identify the appropriate interrogative articles and nouns. Write the answers in the blank spaces below. The first answer is given as an example.

Glossary
how many? كَم؟
time مَرَة
day (m. s.) ﻷَيْوَم
Questions

1. How many times?
   ________________
   *Note: the diacritic case marking is added to the end of the noun مَرَة.*

2. How many days?
   ________________

3. How many weeks?
   ________________

4. How many Americans (m.)?
   ________________

5. How many Americans (f.)?
   ________________

6. How many ideas?
   ________________

Exercise 3

The following seven items each represent a question followed by an answer. Write the appropriate question word in the blank.

1. Where are you from, Magda? I am from Lebanon.
   _______ من لبنان
   أنا ماجدة؟

   _______ لا أنا لبنانيّة
   انت سوريّة؟

3. Where is the University of Michigan? In the city of Ann Arbor.
   _______ في مدينة أن آبور
   جامعة ميشيغان؟
4 Who is she? The new professor

____________________
الأستاذة الجديدة

5 What do you study at University? Spanish literature.

____________________
الدب الأسباني

6 What is this? Coffee.

____________________
قهوة

7 How do we say bathroom in Arabic?

____________________
“bathroom” بالعربية؟

خَمَام
A present tense sentence is negated by using the wordَلاَّ.

The َلاَّ comes before the verb being negated:َلاَّ يَفعلُ

A past tense sentence may be negated in two ways:

- مَا ﻓﻌﻞ ﻣَا
- لَمْ يَفعلُ + imperfect verb in jussive: لَمْ يَفعلُ

Nominal sentences are negated using the verbَليِسْ in the present.

Adjectives may be negated withَغَيْرِ

**Examples:**

I did not claim to be innocent

ما ادَّعيتُ أَني بريئة

She does not like flowers.

لاَّ تُحبُّ الورد

Mahmoud is not happy

ليس مُحْمَّد سعيداً

This number is not correct

هَذَا الرَقمُ غَيْرِ صَحيحٍ
Apart from its meaning, an Arabic verb has attributes carried in seven bits of information which are contained in seven (morphological) inflections laid out below:

Tense: indicates time

- Perfect tense (الماضي)
- Imperfect tense (المضارع)
- Imperative (الأمر)

Person: indicates subject

- First person (المتكلم)
- Second person (المخطب)
- Third person (الغائب)

Gender: indicates subject

- Masculine (مذكر)
- Feminine (مؤنث)

Number: indicates subject

- Singular (مفرد)
- Dual (مضني)
- Plural (جمع)

Voice: active or passive

Pattern (وزن): plays a role in indicating meaning

(See Verb and noun paradigm chart)
Mood: (الحالة الإعرابية) indicative, subjunctive or jussive – indicates aspects of an event, such as that it is an actual occurrence, a desire, or hypothetical.

The following sections first provide a broad overview of the preceding verbal attributes. Following the overview is a detailed treatment.

**Tense**

In morphological terms, there are three verb tenses in Arabic. These are called الفعل الماضي, often referred to as the perfect tense, الفعل المضارع, often referred to as the imperfect tense, and الفعل الأمر, often referred to as the imperative tense.

**Subject marker of the verb: person, gender and number**

An Arabic verb cannot exist without a subject marker (an inflection showing person, gender, and number). In this respect – subject marking – Arabic differs from English verbs, where for example the verb “played” is the same word for all subjects, with subject marking being by independent subject pronouns.

The following three tables show an Arabic perfect tense verb with the 13 conjugation possibilities, each being a standalone verb – without any need for an independent subject pronoun.

The first table shows the verb conjugated for the singular.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I played</td>
<td>ﻟَﻌِﺒَﺖُ</td>
</tr>
<tr>
<td>you played</td>
<td>ﻟَﻌِﺒَﺖَ</td>
</tr>
<tr>
<td>you played</td>
<td>ﻟَﻌِﺒَﺖِ</td>
</tr>
<tr>
<td>he played</td>
<td>ﻟَﻌِﺐَ</td>
</tr>
<tr>
<td>she played</td>
<td>ﻟَﻌِﺒَﺖ</td>
</tr>
<tr>
<td>it played</td>
<td></td>
</tr>
</tbody>
</table>

The second table shows the verb conjugated for the dual.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>we played</td>
<td>ﻟَﻌَﺒَﻨَا</td>
</tr>
<tr>
<td>you played</td>
<td>ﻟَﻌَﺒَﻨَﺎ</td>
</tr>
<tr>
<td>they played</td>
<td>ﻟَﻌَﺒَا</td>
</tr>
<tr>
<td>you played</td>
<td>ﻟَﻌَﺒَﻨَﺎ</td>
</tr>
<tr>
<td>they played</td>
<td>ﻟَﻌَﺒَا</td>
</tr>
</tbody>
</table>
The third table shows the verb conjugated for the plural.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>we played</td>
<td>لعبنا</td>
</tr>
<tr>
<td>you played</td>
<td>لعبتم</td>
</tr>
<tr>
<td>you played</td>
<td>لعبين</td>
</tr>
<tr>
<td>they played</td>
<td>لعبوا</td>
</tr>
<tr>
<td>they played</td>
<td>لعبين</td>
</tr>
</tbody>
</table>

**Note about the neutral**

Arabic has no neutral “it”. Everything is either he (m.) or she (f.); لعبت or لعب above.

**Voice**

Arabic verbs are changed from the active to the passive by internal vowel changes (see Passive voice).

**Pattern**

The majority of Arabic verbs are called tri-literal because they are derived from three consonants, called a root. Some verbs are derived from four consonants; such verbs are called quadri-literal. Deriving verbs from their roots follows set patterns (see Verb patterns).

**Definition**

In Modern Standard Arabic (MSA) there are 10 common tri-literal verb forms. These forms are designated I through X (see Verb and noun paradigm chart). Below are the ten forms in the perfect tense along with an example for each form.

The table illustrates how verbs may be derived by substituting فعل with root radicals of verbs such as درس.

<table>
<thead>
<tr>
<th>Example</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>درس</td>
<td>I</td>
</tr>
<tr>
<td>درس</td>
<td>II</td>
</tr>
<tr>
<td>فاعل</td>
<td>III</td>
</tr>
</tbody>
</table>
Mood

What are verb moods?

One way to think of an event is to consider whether it is actual or not. In the following three examples, consider the action “watching”:

<table>
<thead>
<tr>
<th>Actual or not?</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Watching” actually occurs.</td>
<td>تُشَاهِدُونَ المسَلَّم</td>
<td>You watch the serial.</td>
</tr>
<tr>
<td></td>
<td>تُشَاهِدَكُمَانَ المسَلَّم</td>
<td>You are watching the serial.</td>
</tr>
<tr>
<td></td>
<td>تُشَاهِدِينَ أنَّ تُشاهِدِي</td>
<td>You want to watch the serial.</td>
</tr>
<tr>
<td></td>
<td>المُسَلَّم</td>
<td>Watch the serial!</td>
</tr>
<tr>
<td>“Watching” not an actuality, but it is a desire.</td>
<td>تُشَاهِدُتِي المسَلَّم</td>
<td>“Watching” not an actuality, but it is a desire.</td>
</tr>
<tr>
<td>“Watching” not an actuality, but is considered a necessity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is an overarching distinction between the first example in the table and the two that follow it because whereas in the first example “watching” falls within the realm of the actually occurring, the other two examples fall outside that realm.

In Arabic, the indicative mood (المَرْفوع) is used for events that are actual. The other two, the subjunctive (المَنْصُوب), and the jussive (المُجَزَّوم) broadly speaking, are used for events that are not actual.

What verb tenses have moods?

The imperfect (المُضَارِع) and imperative (الأَمْر) are the two tenses that have moods. The perfect (الماضي) does not. Therefore, there are no case endings for past tense.
UNIT 30
Conjugating the perfect

The perfect tense verb (الماضي), mostly used to express past time, does not exist without a subject marker (person, gender, and number; see About the Arabic verb). In the case of the perfect (الماضي), the subject marker is **suffixed** to the verb.

In the singular there are five possibilities, in the dual there are three, and in the plural there are five. The total number is therefore 13. In the following these subject markers are detailed, first for the singular, then the dual, and finally the plural.

**Subject-marker suffixes of the perfect verb in the singular**

Below is an overall view of the subject markers for the perfect verb in the singular. Each of these subject markers is suffixed to a verb stem. As illustrated, for the singular there are five distinct subject markers. The first person, **تُ (tu)**, makes no distinction between masculine and feminine.

<table>
<thead>
<tr>
<th>First person</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>تُ</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second person</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td><strong>تَ (t)</strong></td>
</tr>
<tr>
<td>Feminine</td>
<td><strong>تَ (t)</strong></td>
</tr>
</tbody>
</table>

Finally, the third person also has two subject markers: one for the masculine, which is just a **فتحة (a)**, and one for the feminine, **تَ (at)**.

<table>
<thead>
<tr>
<th>Third person</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>...</td>
</tr>
<tr>
<td>Feminine</td>
<td><strong>تَ (at)</strong></td>
</tr>
</tbody>
</table>
Subject-marker suffixes of the perfect verb in the dual

Below is an overall view of the subject markers for the perfect verb in the dual. Each of these subject markers is suffixed to a verb stem. As illustrated, for the dual there are **only three** distinct subject markers.

There is no first person dual, for which the first person plural subject-marker suffix is used. The second person has one subject marker, تُمَا (tumā), with no distinction between the masculine and feminine.

<table>
<thead>
<tr>
<th>Second person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
</tr>
<tr>
<td>Feminine</td>
</tr>
</tbody>
</table>

Finally, the third person has two subject markers: one for the masculine، ا (ā) and one for the feminine، تَا (atā).

<table>
<thead>
<tr>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
</tr>
<tr>
<td>Feminine</td>
</tr>
</tbody>
</table>

Subject-marker suffixes of the perfect verb in the plural

Below is an overall view of the subject markers for the perfect verb in the plural. Each of these subject markers is suffixed to a verb stem. As illustrated, for the plural there are five distinct subject markers.

The first person marker، نَا (nā)، makes no distinction between masculine and feminine, and is also used if the subject is dual.

<table>
<thead>
<tr>
<th>First person</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَا</td>
</tr>
</tbody>
</table>

The second person has two subject markers: one for the masculine، تُمْ (tum)، and one for the feminine، تُنْ (tunna).

<table>
<thead>
<tr>
<th>Second person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
</tr>
<tr>
<td>Feminine</td>
</tr>
</tbody>
</table>
Finally, the third person also has two subject markers: one for the masculine, 
ﻭﺍ (ū), (where the final ۱, alif, is not pronounced) and one for the feminine, ۱ (na).

<table>
<thead>
<tr>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
</tr>
<tr>
<td>Feminine</td>
</tr>
</tbody>
</table>

The table below, a conjugation of the verb “write” for the perfect verb, is an example showing subject marking.

In the stem column is the verb stem, ﻷ, which is unchanged for all subject markers.

The following column, subject marker, shows the 13 subject-marker suffixes outlined above.

The third column shows the verb as it is actually written or uttered, which consists of the stem with the subject-marker suffix, as represented in the right-most column, stem – subject marker.

<table>
<thead>
<tr>
<th>Stem</th>
<th>Subject marker</th>
<th>Verb</th>
<th>Person</th>
<th>Meaning</th>
<th>Stem – subject marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>I wrote</td>
<td>stem-tu</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>you wrote</td>
<td>stem-ta</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>you wrote</td>
<td>stem-ti</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>he wrote</td>
<td>stem-ta</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>she wrote</td>
<td>stem-at</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>you wrote</td>
<td>stem-tumā</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>they wrote</td>
<td>stem-ā</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>they wrote</td>
<td>stem-atā</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>we wrote</td>
<td>stem-nā</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>you wrote</td>
<td>stem-tum</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>you wrote</td>
<td>stem-tunna</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>they wrote</td>
<td>stem-ū</td>
<td></td>
</tr>
<tr>
<td>ﻷ</td>
<td>ُ</td>
<td>۱ s.</td>
<td>they wrote</td>
<td>stem-na</td>
<td></td>
</tr>
</tbody>
</table>

**About Arabic dictionaries**

Traditionally, a verb entry in an Arabic dictionary is presented in its shortest form, which is the third person masculine singular. You might not see the subject marker, the ﯾﺎ (a), because it is understood to be there.
Exercise: conjugating the perfect verb

Exercise 1
Conjugate the following two perfect verb stems by suffixing all possible subject markers to them:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>دَهَبٌ dhahab</td>
<td>past of: to go</td>
</tr>
<tr>
<td>تَكَلَّمَ takallam</td>
<td>past of: to speak</td>
</tr>
</tbody>
</table>
UNIT 31
Conjugating the imperfect

The imperfect tense verb (المضارع) is often used to express present time. Like any Arabic verb, the imperfect tense does not exist without a subject marker (person, gender, and number; see About the Arabic verb).

Subject markers of the imperfect verb

An imperfect verb always has a subject marker prefix, but certain conjugation forms have an additional subject marker, so they have two subject markers.

There are a total of 11 distinct forms of the subject marker of the imperfect verb.

In the singular there are four possibilities. Only four distinct forms exist in the singular because the second person masculine and the third person feminine are identical.

In the dual there are two possibilities. There are only two distinct forms. No first person form exists, and there is no distinction between masculine and feminine for the second person. Additionally, there is one form for the third person feminine and the second person masculine and feminine.

In the plural there are five distinct forms of the subject marker for the imperfect verb.

The following sections detail these subject markers, first for the singular, then the dual, and finally the plural.

Subject markers of the imperfect verb in the singular

Below is an overall view of the subject markers for the imperfect verb in the singular. As illustrated, for the singular there are four distinct subject markers.

The first person, (a), makes no distinction between masculine and feminine.

The second person distinguishes between the masculine and the feminine. The masculine has one subject marker, a prefix ت (t), and the feminine has two, نِ (t), and يِ (y).
Finally, the third person also has two subject markers: one for the masculine, which is just aفتحة (a), and one for the feminine،ت(at):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Subject marker₂</th>
<th>Stem</th>
<th>Subject marker₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>(none)</td>
<td>. . .</td>
<td>ِـ</td>
</tr>
<tr>
<td>Feminine</td>
<td>ـي</td>
<td>. . .</td>
<td>ــ</td>
</tr>
</tbody>
</table>

---

**Exercise: subject markers of the imperfect verb in the singular**

**Exercise 1**

How many distinct forms of the singular subject marker exist for an imperfect verb? Choose the correct answer:

a) 2  
b) 4  
c) 5  
d) 11  
e) 13

---

**Subject markers of the imperfect verb in the dual**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Subject marker₂</th>
<th>Stem</th>
<th>Subject marker₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>ﹾ</td>
<td>. . .</td>
<td>ﹾ</td>
</tr>
<tr>
<td>Feminine</td>
<td>ﹾ</td>
<td>. . .</td>
<td>ﹾ</td>
</tr>
</tbody>
</table>
### Exercise: subject markers of the imperfect verb in the dual

**Exercise 2**

How many distinct forms of the dual subject marker exist for an imperfect verb? Choose the correct answer:

- a) 2
- b) 4
- c) 5
- d) 11
- e) 13

### Subject markers of the imperfect verb in the plural

#### First person

<table>
<thead>
<tr>
<th>Subject marker₂</th>
<th>Stem</th>
<th>Subject marker₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>(none)</td>
<td>...</td>
<td>ﻥ</td>
</tr>
</tbody>
</table>
Exercise: subject markers of the imperfect verb in the plural

Exercise 3
How many distinct forms of the plural subject marker exist for an imperfect verb? Choose the correct answer:

a) 2  
 b) 4  
c) 5  
d) 11  
e) 13  

Exercises: conjugating the imperfect verb

Exercise 4
Conjugate the following verb stem by suffixing all possible subject markers.

<table>
<thead>
<tr>
<th>stem</th>
<th>v</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qaabil</td>
<td>/u/</td>
<td>present of: to meet</td>
</tr>
</tbody>
</table>

Exercise 5
Conjugate the following verb stem by suffixing all possible subject markers.

<table>
<thead>
<tr>
<th>stem</th>
<th>v</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>smac</td>
<td>/a/</td>
<td>present of: to hear</td>
</tr>
</tbody>
</table>

Exercise 6
Fill in the blanks by conjugating the two verbs for the second person singular masculine and the second person singular feminine.

<table>
<thead>
<tr>
<th>أنسَ</th>
<th>أدرَس</th>
<th>أسكُن</th>
<th>أنتَ</th>
<th>أحسَو</th>
<th>أتَعمل</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>____</td>
</tr>
</tbody>
</table>
Like any Arabic verb, the imperfect tense does not exist without a subject marker (person, gender, and number; see About the Arabic verb).

A subject marker either consist of one part, a prefix, in the first position or, two parts, a prefix and a second marker after the stem. Following the initial subject marker is a vowel v, which is either /a/ or /u/. Following the vowel is the stem. Following the stem, where applicable, is the second part of the subject marker.

Finally, except for the feminine plural, there is a mood marker.

The following schematic includes the fully conjugated verb كتب (to write); the table breaks down the verb’s constituents (subject marker + v + stem + {subject marker}2 + mood) with the focus on subject marker:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Subject marker(s)</th>
<th>Constituents</th>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I write/am writing</td>
<td>... أ</td>
<td>'a + v + stem + mood</td>
<td>1st p. s.</td>
<td>كتبُ</td>
</tr>
<tr>
<td>you write/are writing</td>
<td>... ت</td>
<td>t + v + stem + mood</td>
<td>2nd p. s.</td>
<td>تكتبُ</td>
</tr>
<tr>
<td>you write/are writing</td>
<td>... ت</td>
<td>t + v + stem + ii + mood</td>
<td>2nd p. s. f.</td>
<td>تكتبْينَ</td>
</tr>
<tr>
<td>he writes/is writing</td>
<td>... ي</td>
<td>y + v + stem + mood</td>
<td>3rd p. m. sing.</td>
<td>يكتبُ</td>
</tr>
<tr>
<td>she writes/is writing</td>
<td>... ت</td>
<td>t + v + stem + mood</td>
<td>3rd p. f. sing.</td>
<td>تكتبْ</td>
</tr>
<tr>
<td>you write/are writing</td>
<td>... ت</td>
<td>t + v + stem + aa + mood</td>
<td>2nd p. f. + m. dual</td>
<td>تكتَّبانِ</td>
</tr>
<tr>
<td>they write/are writing</td>
<td>... ي</td>
<td>y + v + stem + aa + mood</td>
<td>3rd p. m. dual</td>
<td>يكتَّبانِ</td>
</tr>
<tr>
<td>they write/are writing</td>
<td>... ت</td>
<td>t + v + stem + aa + mood</td>
<td>3rd p. f. dual</td>
<td>تكتَّبانِ</td>
</tr>
</tbody>
</table>

(Continued)
Subject marker

As illustrated above, the imperfect tense verb (الفعل المضارع) either has a single subject marker or a two-part split one.

The single subject marker is in the first person singular and plural, third person masculine and feminine, and second person masculine. The two-part split subject marker is in the second person feminine singular, all duals, and all plurals except the first person.

The single subject marker is a consonant located in first position (followed by the diacritic /a/ or /u/), before the stem. In the case of the two-part split subject marker, the second part is located in the penultimate position before the mood marker.

Stem

Verb stems vary according to the verb form. However, the relative location of verb constituents – subject markers, stem, and mood marker – is not affected by stem variation.

Mood

When present, the mood marker (see Mood markers) usually occupies the final position in the imperfect tense verb.

Plural feminine verbs: no mood markers.

One-part mood marker verbs: mood marker occupies final position in the imperfect tense verb. In the illustration with the verb “write” above, the mood marker is the diacritic u:'
Two-part mood marker verbs: the mood marker occupies final position in the imperfect tense verb. In the illustration with the verb “write” above, the mood marker is the letter: ﻥ

The third person masculine singular form of the verb, comprises the subject marker prefix /y/, followed by a diacritic vowel v (either /a/ or /u/), followed by the stem. The diacritic vowel may not be there because it is understood. To isolate the verb stem, strip the subject marker away from the front of the verb and the vowel /a/ or /u/, if present.

**Mood names**

There are three moods for Arabic verbs. Their Arabic names are followed by English equivalents:

- ﺔﻓﻮﻉ (ﻱﻘﻮﻡُ) the indicative
- ﺔﻨﺼﻮﺏ (ﻟﻦ ﻱﻘﻮﻡَ) the subjunctive
- ﺔﺠﺰﻮﻡ (ﻟﻢ ﻱﻔُﻢْ) the jussive

**Mood marking**

As with nouns, which are marked to show what case they are in, verbs are also marked for mood. Arabic imperfect verbs may be grouped into three categories for the purposes of mood marking:

1. Verbs marked by the addition of diacritics (سُكون، ﻓُتْحَة، ﺰﺒّم) immediately following the last radical; this group includes weak radical verbs that are marked by the loss of the medial or final vowel; for example:

   ﻱﻘﻮﻡُ ﺔﻓﻮﻉ
   ﻱﻘﻮﻡَ ﺔﻨﺼﻮﺏ
   ﻱﻔُﻢْ ﺔﺠﺰﻮﻡ

2. Verbs that are marked by the addition or loss of the letter ﻥ at the end of the word, after the subject marker; for example

   ﻟَﺪُنَا ﻛُتِبْتُنَا ﺔﻓﻮﻉ
   ﻟَﺪُنَا ﻛُتِبَ ﺔﻨﺼﻮﺏ
   ﻞَمْ ﻛُتَبْ ﺔﺠﺰﻮﻡ
3 Verbs that accept no overt mood markings.

<table>
<thead>
<tr>
<th>Subject and mood markers of the imperfect verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>علامة الجزم</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>أنَّمَنْ</td>
</tr>
<tr>
<td>أنتَ</td>
</tr>
<tr>
<td>نَّ</td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هِئَلْ</td>
</tr>
<tr>
<td>نَّهَى</td>
</tr>
<tr>
<td>هُمْ</td>
</tr>
</tbody>
</table>
UNIT 33
Verb patterns أوزان الفعل

Derivational system of Arabic verbs

The majority of Arabic verbs are called tri-literal because they are derived from three consonants, called a root. Some verbs are derived from four consonants; such verbs are called quadri-literal. Deriving verbs from their roots follows set patterns.

Root

By convention, the triliteral verb is derived from a tri-consonantal root wherein the first root consonant is represented by “فا" (ف), the second by “ع” (ع), and the third by “ل” (ل).

<table>
<thead>
<tr>
<th>Root + form</th>
<th>الماضي</th>
<th>المضارع</th>
<th>المصدر</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعل + د ب ع</td>
<td>يتبع</td>
<td>يتبع</td>
<td>تبعية</td>
</tr>
<tr>
<td>فعل + ج ع</td>
<td>يجمع</td>
<td>يجمع</td>
<td>جمع</td>
</tr>
<tr>
<td>فعل + ص ن ع</td>
<td>يصنع</td>
<td>يصنع</td>
<td>صناعة</td>
</tr>
<tr>
<td>فعل + ض ر ب</td>
<td>يضرب</td>
<td>يضرب</td>
<td>ضرب</td>
</tr>
<tr>
<td>فعل + م ض ي</td>
<td>مضى</td>
<td>مضى</td>
<td>مضى</td>
</tr>
<tr>
<td>فعل + ن ق ل</td>
<td>ينقل</td>
<td>ينقل</td>
<td>نقل</td>
</tr>
<tr>
<td>فعل + و ض ع</td>
<td>وضع</td>
<td>وضع</td>
<td>وضع</td>
</tr>
<tr>
<td>فعل + ح د ث</td>
<td>حدث</td>
<td>حدث</td>
<td>حدث</td>
</tr>
<tr>
<td>فعل + ح ض ر</td>
<td>حضر</td>
<td>حضر</td>
<td>حضر</td>
</tr>
<tr>
<td>فعل + ز ي ن</td>
<td>زين</td>
<td>زين</td>
<td>زين</td>
</tr>
<tr>
<td>فعل + ص ل و</td>
<td>صلى</td>
<td>صلى</td>
<td>صلاة</td>
</tr>
</tbody>
</table>

(Continued)
Forms

In Modern Standard Arabic (MSA) there are 10 common tri-literal verb forms. These forms are designated I through X (see Verb and noun paradigm chart).

One difference between the verb forms is in the stem constituent of each. Again, the tri-literal verb is derived from a tri-consonantal root wherein the first root consonant is represented by “f” (ﻑ), the second by “q” (ﻕ), and the third by “l” (ﻝ). Interleaved between the stem consonants are stem vowels. Short vowels, /a/ (فتحة), /u/ (ضَمْمَة), and /i/ (كَسْرَة), do not always appear in print; however, they are shown below.

The two verb columns below and the المَضَارِعُ المَاضِيُّ only show the conjugation of the third person masculine, which is the form the dictionary lists (for the full conjugation, see Conjugating the perfect, and Conjugating the imperfect). Form I is marked by a question mark (?) below because it behaves unpredictably. Specifically, the diacritic following the second radical, /u/, can be َفتحَة, َضَمَّة, or َكسرَة.
To acquire colours (ألوان) Form IX

Each of the following seven roots refers to a colour.

ح م ر – خ ض ر – ز ر ق – ص ف ر
س و د – ب ي ض – س م ر

When combined with the pattern for Form IX, each root generates a verb that refers to the acquisition of one of the seven colours.

Example:

ﺍِﺣﻤَﺮﱠ To become red
ﺍِﺧﻀَﺮﱠ To become green

The table below shows perfect and imperfect verbs in Form IX for the seven roots listed above.

<table>
<thead>
<tr>
<th>The root</th>
<th>The perfect</th>
<th>The imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ح م ر</td>
<td>ﺍِﺣﻤَﺮﱠ</td>
<td>ﺍِﺣﻤَﺮﱠ</td>
</tr>
<tr>
<td>خ ض ر</td>
<td>ﺍِﺧﻀَﺮﱠ</td>
<td>ﺍِﺧﻀَﺮﱠ</td>
</tr>
<tr>
<td>ز ر ق</td>
<td>ﺍَﺯَﺭَﻕْ</td>
<td>ﺍَﺯَﺭَﻕْ</td>
</tr>
<tr>
<td>ص ف ر</td>
<td>ﺍِﺻَﻔَﺮﱠ</td>
<td>ﺍِﺻَﻔَﺮﱠ</td>
</tr>
<tr>
<td>س و د</td>
<td>ﺍِﺳﻮَﺩﱡ</td>
<td>ﺍِﺳﻮَﺩﱡ</td>
</tr>
<tr>
<td>ب ي ض</td>
<td>ﺍِﺑﻴَﺾﱡ</td>
<td>ﺍِﺑﻴَﺾﱡ</td>
</tr>
<tr>
<td>س م ر</td>
<td>ﺍِﺳﻤَﺮﱡ</td>
<td>ﺍِﺳﻤَﺮﱡ</td>
</tr>
</tbody>
</table>
Exercise: verb patterns

Exercise 1

Use the chart below to help you replace ق ب ل ف ع ل with the roots ل ع ف (from right to left):

Exercise: verb patterns

Exercise 1

Use the chart below to help you replace ق ب ل ف ع ل with the roots ل ع ف (from right to left):

Below are two charts showing an overview of the 10 forms, first in the perfect, followed by the imperfect. The subject-marker location is shown, but the subject markers themselves are not. Only the Form I stem – unlike the others – is unpredictable in this way where v2 can be any of /a/, /u/, or /i/.

Perfect

<table>
<thead>
<tr>
<th>Form</th>
<th>Stem</th>
<th>Subject marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$f + v_1 + v_2 + l$</td>
<td>فعل</td>
</tr>
<tr>
<td>a</td>
<td>{fa' al}</td>
<td>فعال</td>
</tr>
<tr>
<td>b</td>
<td>{fa' ul}</td>
<td>فعال</td>
</tr>
<tr>
<td>c</td>
<td>{fa' il}</td>
<td>فعل</td>
</tr>
<tr>
<td>II</td>
<td>fa'al</td>
<td>فعل</td>
</tr>
<tr>
<td>III</td>
<td>faa'al</td>
<td>فاعل</td>
</tr>
<tr>
<td>IV</td>
<td>'af'al</td>
<td>أفعل</td>
</tr>
<tr>
<td>V</td>
<td>tafa'al</td>
<td>تفعل</td>
</tr>
<tr>
<td>VI</td>
<td>tafa' al</td>
<td>تفاعل</td>
</tr>
<tr>
<td>VII</td>
<td>infa' al</td>
<td>إنفع</td>
</tr>
<tr>
<td>VIII</td>
<td>ifta' al</td>
<td>افعل</td>
</tr>
<tr>
<td>IX</td>
<td>if' all</td>
<td>فعل</td>
</tr>
<tr>
<td>X</td>
<td>ista' al</td>
<td>استفعل</td>
</tr>
</tbody>
</table>
Exercises: verb patterns, الماضي, Forms I–X

Exercise 2

Write the perfect form stems I–X in Arabic, replacing the consonant “f” with “ﻑ”, “c” with “ﻉ”, and “l” with “ﻝ”; and the vowels /a/ with a فتحة, /u/ with a ضمãئة, and /i/ with a كسرãة. For example, Form VII would be written like this: انفعال. When done, you should have the 10 forms – without the subject marker – written in Arabic.

<table>
<thead>
<tr>
<th>Perfect ( الماضي)</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form I stem:</td>
<td>fa'vl</td>
</tr>
<tr>
<td></td>
<td>{fa'al}</td>
</tr>
<tr>
<td></td>
<td>{fa'ul}</td>
</tr>
<tr>
<td></td>
<td>{fa'il}</td>
</tr>
<tr>
<td>Form II stem:</td>
<td>fa'cul</td>
</tr>
<tr>
<td>Form III stem:</td>
<td>faa'c</td>
</tr>
<tr>
<td>Form IV stem:</td>
<td>'afa'al</td>
</tr>
<tr>
<td>Form V stem:</td>
<td>tafa'al</td>
</tr>
<tr>
<td>Form VI stem:</td>
<td>tafa'al</td>
</tr>
<tr>
<td>Form VII stem:</td>
<td>infa'al</td>
</tr>
<tr>
<td>Form VIII stem:</td>
<td>ifta'al</td>
</tr>
<tr>
<td>Form IX stem:</td>
<td>if'al</td>
</tr>
<tr>
<td>Form X stem:</td>
<td>istaf'al</td>
</tr>
</tbody>
</table>

Exercise 3

Conjugate the perfect Form II by adding the appropriate subject markers. Use the following root radicals to conjugate Form II in the perfect:

- ﻓ for the first radical,
- ﻷ for the second, and
- ﺔ for the third.
### Imperfect المضارع

<table>
<thead>
<tr>
<th>Form</th>
<th>Subject marker 1</th>
<th>Subject marker vowel</th>
<th>Imperfect stem</th>
<th>Subject marker 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>a</td>
<td>f + ə + v₂ + l</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>{fəal}</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>{ful}</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>{fil}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>u</td>
<td>faᶜil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>u</td>
<td>faa'il</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>u</td>
<td>f'il</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>a</td>
<td>ta faᶜal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>a</td>
<td>tafaa'al</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>a</td>
<td>nfa'il</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>a</td>
<td>fta'il</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>a</td>
<td>f'all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>a</td>
<td>stafil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only the Form I stem – unlike the others – is unpredictable in this way where v₂ can be any of /a/, /u/, or /i/.

Note that the subject marker of Forms II, III, and IV of المضارع are all followed by a ضمامة. In all the remaining forms a فتحة follows the subject marker.

### Exercise: verb patterns, المضارع, Forms I–X

#### Exercise 4

Write the imperfect form stems I–X replacing the consonants “f” with “ﻑ”, “c” with “ﻕ”, and “l” with “ﻝ”; and the vowels /a/ with a فتحة, /u/ with a ضمامة, and /i/ with a كسرة. For example, Form VII would be written like this، نفعل، without the subject marker. When done, you should have the 10 forms, without the subject marker, written in Arabic.
| Form I stem:  | f'vl                      | Arabic                                |
|             | {f'al}                   |                                      |
|             | {f'ul}                   |                                      |
|             | {f'il}                   |                                      |
| Form II stem: | fa'cil                  |                                      |
| Form III stem: | faa'cil                |                                      |
| Form IV stem: | f'il                    |                                      |
| Form V stem:  | tafa'cal                |                                      |
| Form VI stem: | tafa'a'cal              |                                      |
| Form VII stem: | nfa'il                  |                                      |
| Form VIII stem: | fla'il                 |                                      |
| Form IX stem: | f'all                   |                                      |
| Form X stem:  | staf'il                 |                                      |
Definition and form

Form I is the most common. The perfect tense of Form I is made up of the root, comprising three consonants $c_1$, $c_2$, and $c_3$. Interleaved between the consonants are two vowels $v_1$ and $v_2$. The sequence is as follows:

$$c_1 + v_1 + c_2 + v_2 + c_3$$

By convention the three consonants, $c_1$, $c_2$, and $c_3$, are respectively represented as $f$, $c$, and $l$.

$$f v_1 c v_2 l = (f + v_1 + c + v_2 + l)$$

Unless the verb is in the passive voice (see Passive voice) the first vowel, $v_1$, is always /a/. In contrast, the second vowel, $v_2$, can be /a/, /u/, or /i/:

- faʿal
- faʿul
- faʿil

Form I examples:

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faʿal</td>
<td>فَتَح</td>
<td>(to open)</td>
</tr>
<tr>
<td>faʿul</td>
<td>كَبُر</td>
<td>(to grow)</td>
</tr>
<tr>
<td>faʿil</td>
<td>سَمِع</td>
<td>(to hear)</td>
</tr>
</tbody>
</table>
**Exercises: the perfect, Form I فَعِلَ**

**Exercise 1**

Conjugate the perfect Form I verb فَتَحَ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>1st person singular</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2
Conjugate the perfect Form I verb ِکبتن َز for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Conjugated Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>_________________________</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>_________________________</td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>_________________________</td>
</tr>
<tr>
<td>2nd person dual</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>_________________________</td>
</tr>
<tr>
<td>1st person plural</td>
<td>_________________________</td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td>_________________________</td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td>_________________________</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td>_________________________</td>
</tr>
</tbody>
</table>
**Exercise 3**

Conjugate the perfect Form I verb 

<table>
<thead>
<tr>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td></td>
<td>2nd person dual</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td></td>
<td>1st person plural</td>
</tr>
<tr>
<td></td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td></td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
UNIT 35
The perfect, Form II ﻓﻌّﻞ

Definition and form

The perfect tense of Form II is made up of the root, comprising three consonants: $c_1$, $c_2$, and $c_3$. The middle $c_2$ consonant is geminated (doubled): interleaved between the consonants are two vowels $v_1$ and $v_2$. Unless the verb is in the passive voice, (see Passive voice), the first and second vowels, $v_1$ and $v_2$, are always /a/. The sequence is as follows:

$$\text{fa}^\text{ca} \text{al} = (f + a + c + a + l)$$

Form II examples:

| ﻓﻮّرَت ﻣﺪﺧﻞ | She turned on the entrance lights |
| ﻛﺴّﺮنﺎ ﻋﻄﺎﻕ | We smashed the dishes |
| ﻟﻌﺖ ﻭ ﻓﯽ ﺑﻴﺘ | I set the house on fire |

Exercises: the perfect, Form II ﻓﻌّﻞ

Exercise 1

Conjugate the perfect Form II verb ﻟﻮّر for all possible 13 subjects. See Conjugating the Perfect if necessary.

<table>
<thead>
<tr>
<th>Form II</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻓا(399,658),(420,676)\text{ca} \text{al}</td>
<td>ﻟﻮّر</td>
<td>to turn (lights) on</td>
</tr>
</tbody>
</table>
### Exercise 2

Conjugate the perfect Form II verbُلْعَ for all possible 13 subjects. See Conjugating the Perfect if necessary.

<table>
<thead>
<tr>
<th>Form II</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faʕal</td>
<td>ولْعَ</td>
<td>to set fire to</td>
</tr>
</tbody>
</table>

### Exercise 3

Conjugate the Perfect Form II verbُسَرَ for all possible 13 subjects. See Conjugating the Perfect if necessary.

<table>
<thead>
<tr>
<th>Form II</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faʕal</td>
<td>سَرَ</td>
<td>to smash</td>
</tr>
</tbody>
</table>
UNIT 36
The perfect, Form III 

Definition and form

The perfect tense of Form III is made up of the root, comprising three consonants: $c_1$, $c_2$, and $c_3$. Interleaved between the consonants are vowels $v_1$, a long /a:/, and $v_2$, /a/. Unless the verb is in the passive voice (see Passive voice), the first and second vowels, $v_1$ and $v_2$, are always respectively /a:/ and /a/. The sequence is as follows:

$$\text{faa‘al} = (f + a + a + c + a + l)$$

Form III examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I handed the girl the pistol</td>
<td>دَهَلْتُ الْبُنيَّةَ المُسْتَدِمَّسَ</td>
</tr>
<tr>
<td>We tried to understand</td>
<td>حَاولْنا أَن نَفْهَمْ</td>
</tr>
<tr>
<td>He resisted the desire</td>
<td>قَاوْمَ الرَّغِيْبةَ</td>
</tr>
</tbody>
</table>

Exercises: the perfect, Form III 

Exercise 1

Conjugate the perfect Form III verb نَاَوَلُ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the Perfect if necessary.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td>نَاَوَلُ</td>
<td>to hand (something to someone)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1st person singular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2nd person masculine singular</td>
</tr>
</tbody>
</table>


Exercise 2

Conjugate the perfect Form III verb حاَوُلَ أنْ (in حاَوُلَ أنْ) for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td>حاَوُلَ أنْ</td>
<td>to try to (do something)</td>
</tr>
<tr>
<td>1st person singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercises: the perfect, Form III فاعل
The perfect, 
Form III

<table>
<thead>
<tr>
<th>3rd person feminine dual</th>
<th>1st person plural</th>
<th>2nd person masculine plural</th>
<th>2nd person feminine plural</th>
<th>3rd person masculine plural</th>
<th>3rd person feminine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>__________________</td>
<td>__________________________</td>
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<td>_________________________</td>
<td>__________________</td>
<td>__________________________</td>
<td>__________________________</td>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**Exercise 3**

Conjugate the perfect Form III verb **مقاوم** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td><strong>مقاوم</strong></td>
<td>to resist (someone or something)</td>
</tr>
<tr>
<td>1st person singular</td>
<td>__________________</td>
<td>1st person singular</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>__________________</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>__________________</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>__________________</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>__________________</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>2nd person dual</td>
<td>__________________</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>__________________</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>__________________</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>1st person plural</td>
<td>__________________</td>
<td>1st person plural</td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td>__________________</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>__________________</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td>__________________</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td>__________________</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
UNIT 37
The perfect, Form IV فعل

Definition and form

The perfect tense of Form IV is made up of the root, comprising three consonants: 
c₁, c₂, and c₃. Interleaved between the consonants are vowels v₁, /a/, and v₂, /a/. Unless the verb is in the passive voice (see Passive voice), the first and second vowels, v₁ and v₂, are always respectively /a:/ and /a/. The sequence is as follows:

‘af̱a{l} = (‘ + a + f + ¯ + a + l)

Form IV examples:

احتجّرّ الكّرة إليها
He brought back the ball to her

أخبرت زوجها عن الحادثة
She informed her husband about the accident

أجبّرا الطفل على أكل الخضروات
They forced (dual) the child to eat vegetables
Exercises: the perfect, Form IV

**Exercise 1**

Conjugate the perfect Form IV verb حضّر for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form IV / Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'af'al حضر</td>
<td>to bring (someone or something)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2

Conjugate the perfect Form IV verb **أَخِبَّر** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form IV</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
<th>2nd person feminine singular</th>
<th>3rd person masculine singular</th>
<th>3rd person feminine singular</th>
<th>2nd person dual</th>
<th>3rd person masculine dual</th>
<th>3rd person feminine dual</th>
<th>1st person plural</th>
<th>2nd person masculine plural</th>
<th>2nd person feminine plural</th>
<th>3rd person masculine plural</th>
<th>3rd person feminine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>'af'āl</td>
<td>أَخِبَّر</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 3**

Conjugate the perfect Form IV verb أَجِبَر for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form IV</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'af'al</td>
<td>أَجِبَر</td>
<td>to force (someone into (على) doing something)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
<th>2nd person feminine singular</th>
<th>3rd person masculine singular</th>
<th>3rd person feminine singular</th>
<th>2nd person dual</th>
<th>3rd person masculine dual</th>
<th>3rd person feminine dual</th>
<th>1st person plural</th>
<th>2nd person masculine plural</th>
<th>2nd person feminine plural</th>
<th>3rd person masculine plural</th>
<th>3rd person feminine plural</th>
</tr>
</thead>
</table>
UNIT 38
The perfect, Form V تَفَعَّلَ

The sequence of consonants and vowels for the perfect tense verb Form V is as follows: tafaal = (t+a+f+a+i+a+l)

**Examples:**

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tafaal</td>
<td>تَجَمَعُ</td>
<td>to congregate to gather together</td>
</tr>
<tr>
<td>tafaal</td>
<td>تَحَدَّثَ</td>
<td>to speak</td>
</tr>
<tr>
<td>tafaal</td>
<td>تَرَيَنَ</td>
<td>got decorated</td>
</tr>
</tbody>
</table>

**Exercise: the perfect, Form V تَفَعَّلَ**

**Exercise 1**

Conjugate the perfect Form V by adding the appropriate subject markers. Use the following root radicals to conjugate Form V in the perfect for all 13 possibilities. Write the answers in the blank spaces below.

جوّ for the first radical,
م for the second, and
ع for the third.

<table>
<thead>
<tr>
<th></th>
<th>1st person singular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td></td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>Arabic</td>
<td>English</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>تَفَعَّلَ</td>
<td>2nd person dual</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td></td>
<td>1st person plural</td>
</tr>
<tr>
<td></td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td></td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td></td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td></td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
UNIT 39
The perfect, Form VI

The sequence of consonants and vowels for the perfect tense verb Form VI is as follows: tafa‘al = (t+a+f+a+a+c+a+l)

Examples:

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect ( الماضי)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tafa‘al</td>
<td>تُراسِلْ</td>
<td>to send each other letters/correspond</td>
</tr>
<tr>
<td>tafa‘al</td>
<td>تُتعامل</td>
<td>to work with each other</td>
</tr>
</tbody>
</table>

Exercises: the perfect, Form VI

Exercise 1

Conjugate the perfect Form VI by adding the appropriate subject markers. Use the following root radicals to conjugate Form VI in the perfect for all 13 possibilities. Write the answers in the blank spaces below.

س for the first radical,
ل for the second, and
م for the third.

1st person singular
2nd person masculine singular
2nd person feminine singular
3rd person masculine singular
3rd person feminine singular
2nd person dual
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>تفاعَلْ</td>
<td>The perfect, Form VI</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 40
The perfect, Form VII

The sequence of consonants and vowels for the perfect tense verb Form VII is as follows: infa‘al = (i+n+f+a+c+a+l)

Example:

<table>
<thead>
<tr>
<th>Form VII</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>infa‘al</td>
<td>انقطع</td>
<td>to be cut off (from)</td>
</tr>
</tbody>
</table>

Exercises: the perfect, Form VII

Exercise 1

Conjugate the perfect Form VII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VII in the perfect for all 13 possibilities:

ح for the first radical,
ر for the second, and
ف for the third.

1st person singular
2nd person masculine singular
2nd person feminine singular
3rd person masculine singular
3rd person feminine singular
2nd person dual
3rd person masculine dual
3rd person feminine dual
### The perfect, Form VII

<table>
<thead>
<tr>
<th>1st person plural</th>
<th>2nd person masculine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person feminine plural</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 2

Conjugate the perfect Form VII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VII in the perfect for all 13 possibilities:

- ع for the first radical,
- ك for the second, and
- س for the third.

<table>
<thead>
<tr>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person feminine singular</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 41
The perfect, Form VIII

To generate the stem of Form VIII verbs in the perfect, an \( \text{اِ} \) is placed before (immediately to the right of) the first radical and a \( \text{ـﺘَـ} \) after (immediately to the left of) the first radical.

Examples

<table>
<thead>
<tr>
<th>Form VIII</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ifta'( \text{ا} )al</td>
<td>( \text{اِجْتَﻤَع} )</td>
<td>to get together (in a group)</td>
</tr>
<tr>
<td>ifta'( \text{ا} )al</td>
<td>( \text{اِﻋْﺘَﻘَد} )</td>
<td>to think something to be true, to be of the opinion that, to be under the impression that</td>
</tr>
<tr>
<td>ifta'( \text{ا} )al</td>
<td>( \text{اِﻋْترَف} )</td>
<td>to confess</td>
</tr>
</tbody>
</table>

In some cases, such as when certain letters are the first radical, for example,\( \text{د}, \text{ز}, \text{ص}, \text{ض}, \text{ط} \)

the \( \text{ـﺘَـ} \) is transformed into another letter, such as: \( \text{ط}, \text{د} \)

Examples:

<table>
<thead>
<tr>
<th>Form VIII</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ifta'( \text{ا} )al</td>
<td>( \text{اِجْتَﻤَع} )</td>
<td>to get together (in a group)</td>
</tr>
</tbody>
</table>
Exercises: the perfect, Form VIII ﺍِﻓْتَعَﻞَ

Exercise 1

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

ﻕ for the first radical,
ﻥ for the second, and
ﻉ for the third.

_______________________________ 1st person singular
_______________________________ 2nd person masculine singular
_______________________________ 2nd person feminine singular
_______________________________ 3rd person masculine singular
_______________________________ 3rd person feminine singular
_______________________________ 2nd person dual
_______________________________ 3rd person masculine dual
_______________________________ 3rd person feminine dual
_______________________________ 1st person plural
_______________________________ 2nd person masculine plural
_______________________________ 2nd person feminine plural
_______________________________ 3rd person masculine plural
_______________________________ 3rd person feminine plural
**Exercise 2**

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

- ز for the first radical,
- ح for the second, and
- ش for the third.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>__________________________</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>__________________________</td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>__________________________</td>
</tr>
<tr>
<td>2nd person dual</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>__________________________</td>
</tr>
<tr>
<td>1st person plural</td>
<td>__________________________</td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td>__________________________</td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td>__________________________</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
**Exercise 3**

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

- ص for the first radical,
- ٌ for the second, and
- م for the third.

<table>
<thead>
<tr>
<th>1st person singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person masculine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person feminine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person masculine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person feminine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person masculine dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person feminine dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st person plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person masculine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person feminine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person masculine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person feminine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>
UNIT 42
The perfect, Form IX

The sequence of consonants and vowels for the perfect tense verb Form IX is as follows: if^all = (i+f+i+a+l+l)

Some Form IX verbs refer to the acquisition of colour or physical defect.

Example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>if^all</td>
<td>اًحمرَ</td>
<td>to become red</td>
</tr>
</tbody>
</table>

Exercise: the perfect, Form IX

Exercise 1
Find the perfect Form IX verb for the following three roots. Write down the verbs in the blanks spaces below.

The root (الأصل) | The perfect (الماضي)
---|---
a) خ ض ر | 
b) ز ر ق | 
c) ص ف ر | 


The sequence of consonants and vowels for the perfect tense verb Form X is as follows: istaʕal = (i+s+t+a+f+i+c+a+l)

Examples:

<table>
<thead>
<tr>
<th>Form</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>istaʕal</td>
<td>استبعد</td>
<td>to consider far away or unlikely</td>
</tr>
</tbody>
</table>

Exercises: the perfect, Form X

Exercise 1

Conjugate the perfect Form X by adding the appropriate subject markers. Write down all 13 possibilities in the blank spaces below. Use the following root radicals to conjugate Form X in the perfect:

- خ for the first radical,
- د for the second, and
- م for the third.

_________________________ 1st person singular
_________________________ 2nd person masculine singular
_________________________ 2nd person feminine singular
_________________________ 3rd person masculine singular
_________________________ 3rd person feminine singular
_________________________ 2nd person dual
_________________________ 3rd person masculine dual
_________________________ 3rd person feminine dual
Exercise 2

Conjugate the perfect Form X by adding the appropriate subject markers. Use the following root radicals to conjugate Form X in the perfect. Write down all 13 possibilities in the blank spaces below.

\[\text{\textbf{Exercise 2}}\]

Conjugate the perfect Form X by adding the appropriate subject markers. Use the following root radicals to conjugate Form X in the perfect. Write down all 13 possibilities in the blank spaces below.

\[\text{\textbf{Exercise 2}}\]

Conjugate the perfect Form X by adding the appropriate subject markers. Use the following root radicals to conjugate Form X in the perfect. Write down all 13 possibilities in the blank spaces below.
The schematic outline of the 10 tri-literal verb forms below comprises rows numbered I–X. The columns show that each row has two verbs (الماضي), followed by (المضارع), one gerund (المصدر), and finally two participles (اسم الفاعل), followed by (اسم المفعول).

<table>
<thead>
<tr>
<th></th>
<th>اسم المفعول</th>
<th>اسم الفاعل</th>
<th>المصدر</th>
<th>المضارع</th>
<th>الماضي</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>مفعل</td>
<td>فعل</td>
<td>يفعل</td>
<td>يفعل</td>
<td>فعال</td>
</tr>
<tr>
<td>II</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>III</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>IV</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>V</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>VI</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>VII</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>VIII</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>IX</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
<tr>
<td>X</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
<td>فعل</td>
</tr>
</tbody>
</table>

Finding meaning in paradigm charts and tables

Given the central part played by the derivational system of Arabic, verbs are more efficiently dealt with in a tabular form exposition that shows meaningful differences between words.

While perhaps dry, these tables are in fact liberating; understanding how to use them is the key to unlocking the true meaning of concepts and information conveyed in an Arabic script. These tables empower readers to extrapolate meaning, even from words they’ve never seen before.
In addition, the Arabic dictionary does not list words in alphabetical order based on their spelling. Therefore, one cannot look up a word in the dictionary based on how it is spelled in the text in which the word is found. To find a word in an Arabic dictionary, one must be able to remove markings and suffixes (e.g. reduce a word from its plural to singular form, remove pronoun suffixes, remove subject markers) to arrive at the root radicals, most likely three consonants.

**Analysing the paradigm chart**

Each cell in the paradigm chart contains an entry showing variations on the tri-literal root radicals لع، لع، لع. Looking at column 1, variation is introduced by interleaving the diacriticsفتحة/، ضمّة/،كسرة/، and by a shadda (the consonant doubling diacritic), and by the letters.

The two verb columns الماضي، المضارع only show the conjugation of the third person masculine, which is the form the dictionary lists (for the full conjugation, see Conjugating the perfect and Conjugating the imperfect).

Note that the subject markers of Forms II, III, and IV of المضارع are all followed by a ضمّة. In all the remaining forms a فتحة follows the subject marker.

Only in Form IV, specifically in الماضي، المضارع، المصدر، and is there a hamza written with the alif. Any other alifs found throughout the chart have no hamza.

For each of the Forms II–X, the paradigm of الفعل المضارع can be used to generate the corresponding اسم الفاعل، اسم المفعول، إسم الفاعل المضارع، and replace the subject marker of the verb and its immediately following diacritic, i.e. ي.facebook، ب. The resulting word is اسم الفاعل، اسم المفعول، and is the imperfect. To generate اسم المفعول، replace the كسرة immediately following the radical with a فتحة. Form I is unpredictable in the first three cells: الفعل الماضي، الفعل المضارع، and المصدر، and is there a question mark (?). Specifically, for each different radical لع، the diacritic following the second radical، can be ضمّة، فتحة، or كسرة. Similarly، المضارع is also unpredictable. The dictionary provides the unknown information.

### Exercises: noun–verb paradigm chart

**Exercise 1**

For Form I, find the perfect – الماضي، المضارع، و imperfect – المضارع، of the following six roots.

<table>
<thead>
<tr>
<th>Final Form</th>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ظ ى ب</td>
<td>ف ى ح</td>
<td>ظ ى ب</td>
</tr>
<tr>
<td>ظ ى ب</td>
<td>ن ص ر</td>
<td>ظ ى ب</td>
</tr>
<tr>
<td>حد ح</td>
<td>ح س ن</td>
<td>ظ ى ب</td>
</tr>
</tbody>
</table>
Exercise 2
For Form I, find the gerund – of the following 12 roots.

Exercise 3
Fill in the blanks.

<table>
<thead>
<tr>
<th>Gerund (المصدر)</th>
<th>Imperfect (المضارع)</th>
<th>Perfect (الماضي)</th>
<th>Form (ال الوزن)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>إشتهر بـ</td>
<td></td>
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<tr>
<td></td>
<td>يهتم بـ</td>
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</table>

Exercise 4
For Form IX, find the perfect and imperfect verbs, the gerund, and the active participle of the following seven roots. As mentioned above, these roots correspond to colours ألوان.

Exercise 2
For Form I, find the gerund – of the following 12 roots.

Exercise 3
Fill in the blanks.

<table>
<thead>
<tr>
<th>Gerund (المصدر)</th>
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<th>Perfect (الماضي)</th>
<th>Form (ال الوزن)</th>
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<td></td>
<td></td>
<td>إشتهر بـ</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>

Exercise 4
For Form IX, find the perfect and imperfect verbs, the gerund, and the active participle of the following seven roots. As mentioned above, these roots correspond to colours ألوان.
The perfect tense verb, الماضي، is most often – but not exclusively – used to refer to (simple) past time. However, الماضي can, in certain environments, refer to other time contexts. For example, when preceded by certain conditional particles, such as إذا، إن، لو، the time reference is future.

The imperfect tense verb, المضارع، is most often – but not exclusively – used to refer to (simple) present time. However, المضارع can also refer to the future, for example with the future marker prefix، or when preceded by the future marker word، or when preceded by the future negation particle، or when preceded by conditional particles such as إن، مهما، and others.

More detailed and elaborate temporal aspects are signalled by grouping sequences of word types including perfect verb, imperfect verb, adverbial and other elements.

Note that active participles (participle: adjectival forms) are also used as verbal elements (see Participles) signalling varying time contexts (past, present, and future).

Examples follow.

**Past**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>جاء</td>
<td>he came</td>
</tr>
<tr>
<td>لم يأتي</td>
<td>he has not/did not come</td>
</tr>
<tr>
<td>كنتُ أُسافر</td>
<td>I was about to leave, I almost left</td>
</tr>
<tr>
<td>ظللتُ أحاول</td>
<td>I continued to try, I kept on trying</td>
</tr>
<tr>
<td>كنتُ هناك</td>
<td>I was there</td>
</tr>
<tr>
<td>كنتُ في البيت</td>
<td>I was at home</td>
</tr>
<tr>
<td>كنتُ قد تكلمتُ</td>
<td>I had spoken</td>
</tr>
</tbody>
</table>
Present

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>يأتي</td>
<td>he comes</td>
</tr>
<tr>
<td>أنا في البيت</td>
<td>I am at home</td>
</tr>
<tr>
<td>أنا هنا</td>
<td>I’m here</td>
</tr>
<tr>
<td>أنا واحد</td>
<td>I am Waheed</td>
</tr>
<tr>
<td>أتكلم الآن</td>
<td>I am speaking now</td>
</tr>
</tbody>
</table>

By the summer time, I will usually be planning to visit my friends in Egypt.

Future

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>إذا جاء</td>
<td>if he comes</td>
</tr>
<tr>
<td>لن يأتي</td>
<td>he will not come</td>
</tr>
<tr>
<td>لن نذهب إلى البيت</td>
<td>we will not go home</td>
</tr>
<tr>
<td>إن يأتي</td>
<td>if he comes</td>
</tr>
<tr>
<td>سيكون قد تكلمت</td>
<td>he will come</td>
</tr>
<tr>
<td>سيكون في البيت</td>
<td>I will have spoken</td>
</tr>
<tr>
<td>سيكون هناك</td>
<td>I will be at home</td>
</tr>
<tr>
<td></td>
<td>I will be there</td>
</tr>
</tbody>
</table>
UNIT 46
Verb–subject agreement

A verb is marked by number and gender when it follows its subject.

The students (female) went ُذهبتِ الطالباتُ

A verb is marked only by gender when it comes before its subject.

The students (female) went ُذهبنَ الطالباتُ
Typical arrangement of constituents of verb-type words

Verb stems vary according to the verb form (see Verb patterns). However, the relative location of key verb constituents – subject markers, stem, and mood marker – is not affected by stem variation. The following table also highlights the location of the object pronoun suffix relative to the other constituents.

**Example:**

<table>
<thead>
<tr>
<th>Form II</th>
<th>OBJECT PRONOUN SUFFIX</th>
<th>MOOD MARKER</th>
<th>SUBJECT MARKER</th>
<th>STEM</th>
<th>SUBJECT MARKER</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>كَسَرْتُهَا</td>
<td></td>
<td>يَسمعُهَا</td>
<td>كَسَرْتُهَا</td>
<td></td>
<td>I broke it, I smashed it</td>
</tr>
<tr>
<td>Form I</td>
<td>يَفْعَل</td>
<td></td>
<td>يَسمعُهَا</td>
<td>يَفْعَل</td>
<td></td>
<td>He hears her</td>
</tr>
</tbody>
</table>

Verbs with two objects

Some Arabic verbs (e.g. to give, to grant, to present, to think) take two objects.

**Example:**

The man gave his sweetheart a present.

أعطى الرجل حبيبته هديَّةً
Arabic verbs must conform with syllabic structure rules. The order of consonants, semi-vowels and vowels, as well as the existence of the hamza in the root of a verb may require morphological adjustments to the فعل paradigm to ensure the conjugated verb conforms with syllabic structure rules.

There are four types of verb; one type is conjugated predictably, following the فعل paradigm, and three follow different rules when conjugated. An overview follows with examples of the four types of verb:

1. Sound (السالم); this type of verb follows the فعل paradigm.
2. Doubled (المضعف)

Examples:

أَحْبَّ، مَرّ،

3. ‘Hamzated’ (المهموز)

Examples:

قَرَأ، أَخَذِّ، سَأَلَّ

4. Weak radicalled (المعتل)

Examples:

وَعَدَّ، نَامَ، حَكَى
There are five types of weak radicated verbs (المعتلّ):

a) Initial weak (المثال)

*Examples:*

وَعَدٌ، وَصَف

b) Medial weak (الأجوف)

*Examples:*

كَانَ، نَامَ، صَارَ

c) Final weak radicated (الناقص)

*Examples:*

لَقَيْ، حَكَيْ، دَعا

d) Initial and final weak (الليف المفروق)

*Examples:*

وَفِيْ، وَقَيْ، وَلِيْ

e) Medial and final weak (الليف المقرön)

*Examples:*

لَوْيِ، رَوْيِ

**Exercises: verb types**

**Exercise 1**

The following verb, أَحْبَبَ, is doubled (مضعف). Conjugate the perfect and imperfect Form IV verb أَحْبَبَ for the subjects identified in the table below. The first answer is filled out as an example.
Exercise 2

The following verb, أعطي, is final weak radicalled (ناقص). Conjugate the perfect and imperfect Form IV verb أعطي for all possible 13 subjects.

<p>| | | | | | |</p>
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<thead>
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</tr>
</tbody>
</table>

1st person singular
2nd person masculine singular
2nd person feminine singular
3rd person masculine singular
3rd person feminine singular
2nd person dual
3rd person masculine dual
3rd person feminine dual
1st person plural
2nd person masculine plural
2nd person feminine plural
3rd person masculine plural
3rd person feminine plural
UNIT 49
Adverbs marked by the accusative case

The accusative case can be used on nouns and adjectives. The accusative case is often used as a common adverbial complement to verbs.

Examples:

always  دائماً
actually, really  فعلاً
also, too  أيضاً
a lot, often  كثيراً
sometimes  أحياناً
very  جيداً
well  جيداً
thank you, thanks  شكراً
you are welcome  عفوًأ

And  شكراً  عفوًأ go together.  شكراً is thanks;  عفوًأ is the response.
Using the passive voice to give recipes

In giving recipes, English uses the imperative form (e.g. “put the meat in the pot”) whereas Arabic uses the passive form (e.g. “the meat is placed in the pot”).

<table>
<thead>
<tr>
<th>Examples</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>يوضعُ</td>
<td>placed</td>
</tr>
<tr>
<td>يغطيَ</td>
<td>covered</td>
</tr>
<tr>
<td>يُحمَرُ</td>
<td>fried</td>
</tr>
<tr>
<td>يضافُ إليهِ</td>
<td>added to it</td>
</tr>
</tbody>
</table>

Outline of the steps in passive transformation

Passive transformation requires performing the following actions:

- Delete the subject of the verb if it is an overt standalone noun.
- Make the direct object of the verb the new subject. In Arabic this new subject is called نائب الفاعل.
- Inflect the verb for the passive voice (see Inflecting the verb for the passive voice, below).
- Make the verb agree with the new subject (نائب الفاعل).
Example 1

The correspondent wrote the article.

Delete the subject of the verb:

Make the old object the new subject:

Inflect the verb for the passive voice:

Make the verb agree with the new subject:

Example 2

He wrote the article.

There is no independent noun to delete:

Make the old object the new subject:

Inflect the verb for the passive voice:

Make the verb agree with the new subject:

Example 3

The author (f.) published the book.

Delete the subject of the verb:

Make the old object the new subject:

Inflect the verb for the passive voice:

Make the verb agree with the new subject:

Exercise: the passive voice

Exercise 1

Change the following from the active to the passive voice. Write the new sentences in the blank spaces below.

Reminder: when doing passive transformations remember the following:

- the subject of the original sentence is deleted
- the direct object becomes the new subject
- the verb in the passive agrees with the new subject
The following are the passives of the three verbs: تُرِكَ، كُتِبَ، سُجِّلَ

1 The father left the keys in the room on the table.

ترَكَ الأَبُ المَفَاتِيحِ فِي الْعَرْفَةِ عَلَى الطَّاولةِ

2 I wrote the report yesterday.

كَتَبَ التَّقْرِيرَ أَمسَ.

3 The team scored a goal in the fifth minute of the match/game.

سَجَلَ الفَريقُ هَدْفًا فِي الْدِقيَةِ الخَامِسَةِ مِن المُبَارَاةِ.
UNIT 51
Inflecting the verb for the passive voice

The previous section outlined the steps of passive transformation without dealing with step 3: “Inflect the verb for the passive voice”. This is done by changing the vowel quality of specific vowels in the verb. In other words, what distinguishes the active from the passive is internal vocalization of the verb.

Passive vocalization of the perfect tense verb

For the perfect form of the verb, the following are the relevant vowels:

\[ v_0 = \text{initial vowel}, \quad v_1 = \text{the } \text{ف} \text{ vowel}, \quad v_2 = \text{the } \text{ع} \text{ vowel} \]

(Forms I, II, and III have no initial vowel \( v_0 \).)

Passive vocalization of the perfect:

If present, vowel \( v_0 \) has to be /u/
If present, vowel \( v_1 \) has to be /u/
Vowel \( v_2 \) has to be /i/

Vowel transformations to inflect active for passive

The following chart illustrates the vowel transformations necessary to inflect active perfect tense verbs for the passive voice:

<table>
<thead>
<tr>
<th>Form</th>
<th>Active Transformation</th>
<th>Passive</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>( f + v_1 + v_2 + l )</td>
<td>{fa'al}</td>
<td>( v_1 \to u, v_2 \to i )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>{fa'ul}</td>
<td>( v_1 \to u, v_2 \to i )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>{fa'il}</td>
<td>( v_1 \to u, v_2 \to i )</td>
</tr>
<tr>
<td>II</td>
<td>( f + v_1 + v_2 + l )</td>
<td>fa'al</td>
<td>( v_1 \to u, v_2 \to i )</td>
</tr>
</tbody>
</table>
Passive vocalization of the perfect tense verb

Generalizations about the perfect in the passive voice

If there is a v₀, the vowel quality is /u/.

If there is a v₁, the vowel quality is /u/.

The v₂ vowel quality is /i/.

Rare passives for forms V and VI.

No passives for forms VII and IX because they are reflexive in meaning.

Active and passive forms of the perfect tense

The following summary chart contrasts the perfect active and passive.

<table>
<thead>
<tr>
<th>Form</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ﻓَﻌِﻞَ</td>
<td>ﻓَﻌِﻞَ</td>
</tr>
<tr>
<td>II</td>
<td>ﻓَﻌِﻞَ</td>
<td>ﻓَﻌِﻞَ</td>
</tr>
<tr>
<td>III</td>
<td>ﻗَوَﻊَلَ</td>
<td>ﻗَوَﻊَلَ</td>
</tr>
<tr>
<td>IV</td>
<td>ﺃُﻓَﻊَلَ</td>
<td>ﺃُﻓَﻊَلَ</td>
</tr>
<tr>
<td>V</td>
<td>ﺗَفَﻊَلَ</td>
<td>ﺗَفَﻊَلَ</td>
</tr>
<tr>
<td>VI</td>
<td>ﺗَفَﻊَلَ</td>
<td>ﺗَفَﻊَلَ</td>
</tr>
<tr>
<td>VII</td>
<td>ﺍِﻧَﻔَﻊَلَ</td>
<td>none</td>
</tr>
<tr>
<td>VIII</td>
<td>ﺍِﻧَﻔَﻊَلَ</td>
<td>none</td>
</tr>
<tr>
<td>IX</td>
<td>ﺍِﺳْتَفَﻊَلَ</td>
<td>none</td>
</tr>
<tr>
<td>X</td>
<td>ﺍِﺳْتَفَﻊَلَ</td>
<td>none</td>
</tr>
</tbody>
</table>
Passive vocalization of the imperfect tense verb

For the imperfect form of the verb, the following are the relevant vowels:

\[ v_s = \text{subject marker vowel, } v_2 = \epsilon \text{ vowel} \]

Passive vocalization of the imperfect:

Vowel \( v_s \) has to be /u/.
Vowel \( v_2 \) has to be /a/.

Vowel transformations to inflect active imperfect for passive

The following chart illustrates the vowel transformations necessary to inflect active imperfect tense verbs for the passive voice:

<table>
<thead>
<tr>
<th>Form</th>
<th>Active</th>
<th>Transformation</th>
<th>Passive</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I y + v_s + f + i + v_2 + l</td>
<td>{yaf'}</td>
<td>( v_s ) \rightarrow u</td>
<td>{yuf'}</td>
<td>يُقْطَع</td>
</tr>
<tr>
<td>II y + v_s + f + v_i + v_2 + l</td>
<td>yufa'il</td>
<td>( v_2 ) \rightarrow a</td>
<td>yufa'al</td>
<td>نَيْقُمْ</td>
</tr>
<tr>
<td>III y + v_s + f + v_i + c + v_2 + l</td>
<td>yufaa'il</td>
<td>( v_2 ) \rightarrow a</td>
<td>yufaa'al</td>
<td>يُلاِحَظَ</td>
</tr>
<tr>
<td>IV y + v_s + f + c + v_2 + l</td>
<td>yuf'il</td>
<td>( v_2 ) \rightarrow a</td>
<td>yuf'al</td>
<td>يُخْرَج</td>
</tr>
<tr>
<td>V y + v_s + ta + f + v_i + c + c + v_2 + l</td>
<td>yatafa'al</td>
<td>( v_s ) \rightarrow u</td>
<td>rare yutafa'al</td>
<td>يَنْفَقْبَ</td>
</tr>
<tr>
<td>VI y + v_s + ta + f + aa + c + a + l</td>
<td>yatafa'al</td>
<td>( v_s ) \rightarrow u</td>
<td>rare yutafa'al</td>
<td>يَتَنَداْلَ</td>
</tr>
<tr>
<td>VII y + v_s + nf + v_i + c + v_2 + l</td>
<td>yanfa'il</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII y + v_s + ft + v_i + c + v_2 + l</td>
<td>yafta'il</td>
<td>( v_s ) \rightarrow u, ( v_2 ) \rightarrow a</td>
<td>yufta'al</td>
<td>يُقْتَرِح</td>
</tr>
<tr>
<td>IX y + v_s + f + c + a + ll</td>
<td>yasta'il</td>
<td>( v_s ) \rightarrow u, ( v_2 ) \rightarrow a</td>
<td>yusta'al</td>
<td>يُسْتَقِبَل</td>
</tr>
<tr>
<td>X y + v_s + sta + f + c + v_2 + l</td>
<td>yasta'il</td>
<td>( v_s ) \rightarrow u, ( v_2 ) \rightarrow a</td>
<td>yusta'al</td>
<td>يُسْتَقِبَل</td>
</tr>
</tbody>
</table>
**Generalizations about the imperfect in the passive voice**

- $v_1$ is irrelevant.
- $v_s$ is always /u/.
- $v_2$ is always /a/.
- Rare passives for Forms V and VI.
- No passives for Forms VII and IX because they are reflexive in meaning.

**Active and passive forms of the imperfect tense**

The following chart summarizes the imperfect active and passive.

<table>
<thead>
<tr>
<th>Form</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ﻲﻔﻌُﻞ</td>
<td>ﻲﻔﻌُﻞ</td>
</tr>
<tr>
<td></td>
<td>ﻲﻔﻌَﻞ</td>
<td>ﻲﻔﻌَﻞ</td>
</tr>
<tr>
<td></td>
<td>ﻲﻔﻌَﻞ</td>
<td>ﻲﻔﻌَﻞ</td>
</tr>
<tr>
<td>II</td>
<td>ﻲﻔِﻌْﻞ</td>
<td>ﻲﻔِﻌْﻞ</td>
</tr>
<tr>
<td>III</td>
<td>ﻲﻔِﻋَﻞ</td>
<td>ﻲﻔِﻋَﻞ</td>
</tr>
<tr>
<td>IV</td>
<td>ﻲﻔِﻋُﻞ</td>
<td>ﻲﻔِﻋُﻞ</td>
</tr>
<tr>
<td>V</td>
<td>ﻲﺘَﻔَﻌﱢﻞ rare</td>
<td>ﻲﺘَﻔَﻌﱢﻞ rare</td>
</tr>
<tr>
<td>VI</td>
<td>ﻲﺘَﻔَﻋَﻞ</td>
<td>ﻲﺘَﻔَﻋَﻞ</td>
</tr>
<tr>
<td>VII</td>
<td>ﻲﺘَﻔَﻋِﻞ</td>
<td>none</td>
</tr>
<tr>
<td>VIII</td>
<td>ﻲﺘَﻔَﻋِﻞ</td>
<td>none</td>
</tr>
<tr>
<td>IX</td>
<td>ﻲﺘَﻔَﻋِﻞ</td>
<td>none</td>
</tr>
<tr>
<td>X</td>
<td>ﻲِﺳَﺘَﻔِﻊ</td>
<td>ﻲِﺳَﺘَﻔِﻊ</td>
</tr>
</tbody>
</table>

**Exercise: inflecting the verb for the passive voice**

**Exercise 1**

Change the following sentences from the active to the passive voice. Write the new sentences in the blank spaces below.

a) We heard a knock at the door.

سَمِعنا طَرِقاً عَلَى الْبَاب
b) The storm destroyed many houses and uprooted trees on the coast.

العاصفة نحتمت بيوتاً كثيرةً واقتتلت أشجاراً على الساحل

c) The inspector checked the cargo on the ship before it was offloaded.

عُين المُقتَشُ البضاعة على السفينة قبل تنزيلها
Workbook and Answers

Unit 4: the Arabic language writing system

Letter shapes and context

Unit 4: Answers to Exercise 1

Join the sets of letters to form words. Write the words in the space provided.

a) ﻓَ + ﺎ + ﻞ + ﺓ + ﻗَ

_________________________

ﻓَوَاَكِه

b) ﻞِ + ﺑَ + ﺎ + ﺏِ + ﻞِ

_________________________

كِتَابِكِ

c) ﺒِ + ﻔِ + ﻔِ + ﻖِ

_________________________

رُفَوفُ

d) ﻔِ + ﻞِ + ﻔِ + ﺑَ

_________________________

يُكتُبُ

e) ﻔِ + ﻕِ + ﻔِ + ﺛِ

_________________________

نُقُود
Unit 4: Answers to Exercise 2

Match each of the two groups of letters to one of the statements below. Draw a line under (a) or (b) to indicate your answer.

1 Letter(s) that cannot be joined by a following letter (i.e. the next letter to the left)
   a) ا، د، ذ، ر، ز، و
   b) ي

2 Letter(s) that cannot be in a word initial position
   a) ا، د، ذ، ر، ز، و
   b) ء

Unit 4: Answers to Exercise 3

Write examples of words with each of the following letters in the beginning, middle and end of the word. Write your words in the blank spaces in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>End of a word</th>
<th>Middle of a word</th>
<th>Beginning of a word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ك</td>
<td>ك</td>
<td>ز</td>
<td>كتاب</td>
</tr>
<tr>
<td>لك</td>
<td>يكتب</td>
<td>كف</td>
<td>كف</td>
</tr>
<tr>
<td>ملك</td>
<td>كلب</td>
<td>كان</td>
<td>كان</td>
</tr>
<tr>
<td>فلك</td>
<td>كيف</td>
<td>كوس</td>
<td>كوس</td>
</tr>
<tr>
<td>تكوين</td>
<td>كرسي</td>
<td>كرسي</td>
<td>كرسي</td>
</tr>
</tbody>
</table>
Hamza shapes and context

Unit 4: Answers to Exercise 4

Join the following letters to form words. Write the correct answer in the blank spaces below.
Read from right to left.

1. ر +สา + ء ri’atun

2. ب + يا + يا + ي bii’iyyun

3. ق ا + ر + يا + و + ن qaari’uuna

4. ب + يا + س bi’sun

5. ر + و + س + ا + ء ru’asaa’un

6. ر + يا + ي ru’iya

7. ر + و + يا + ء ru’yatun

8. ر + و + يا + س ru’uusun
Hamza shape based on position in a word

Unit 4: Answers to Exercise 5

Below are examples of words that contain a hamza. Match each word to the corresponding statement describing the context of the hamza by rewriting the word in the space provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>باءات</td>
<td>a) on no seat and unjoined between two long vowels:</td>
</tr>
<tr>
<td>سوء</td>
<td>باءات، سواء</td>
</tr>
<tr>
<td>أسرة</td>
<td>b) on no seat and unjoined at the end of a word and preceded by a long vowel:</td>
</tr>
<tr>
<td>شيء</td>
<td>سواء، قميء</td>
</tr>
<tr>
<td>قراء</td>
<td>c) on no seat and unjoined at the end of a word and preceded by a sukūn:</td>
</tr>
<tr>
<td>درء</td>
<td>درء</td>
</tr>
</tbody>
</table>
d) on the ٰ as seat at the beginning of a word:

أسرة

e) on the ٰ as seat in the middle of a word:

سأَل

f) on the ٰ as seat at the end of a word:

قُرأ

g) In the middle of a word:

منة، باءات، سأل، لاءات

Unit 4: Answers to Exercise 6

أ or ؤ or ئ؟ Which will be the seat of the hamza in the following contexts? To the right and to the left of the blank spaces below are vowels before or after the hamza. Fill in the blanks below with the correct hamza seat. The first answer is provided as an example.

<table>
<thead>
<tr>
<th>Read from right to left</th>
<th>Transcribed word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 … + a + _________ + i + …</td>
<td>ri’atun</td>
</tr>
<tr>
<td>… + a + ئ + i + …</td>
<td></td>
</tr>
<tr>
<td>2 … + i + _________ + i + …</td>
<td>bii’iyyun</td>
</tr>
<tr>
<td>… + i + ئ + i + …</td>
<td></td>
</tr>
<tr>
<td>3 + u + _________ + i + …</td>
<td>qaari’uuna</td>
</tr>
<tr>
<td>… + u + ئ + i + …</td>
<td></td>
</tr>
<tr>
<td>4 … +’ + _________ + i + …</td>
<td>bi’sun</td>
</tr>
<tr>
<td>… + ئ +’ + i + …</td>
<td></td>
</tr>
<tr>
<td>5 … + a + _________ + u + …</td>
<td>ru’asaa’un</td>
</tr>
<tr>
<td>… + a + ئ + u + …</td>
<td></td>
</tr>
<tr>
<td>6 … + i + _________ + u + …</td>
<td>ru’iya</td>
</tr>
<tr>
<td>… + i + ئ + u + …</td>
<td></td>
</tr>
<tr>
<td>7 … i +’ + _________ + u + …</td>
<td>ru’yatun</td>
</tr>
<tr>
<td>… i + ئ’ + u + …</td>
<td></td>
</tr>
<tr>
<td>8 + u + _________ + u + …</td>
<td>ru’uusun</td>
</tr>
<tr>
<td>… + u + ئ + u + …</td>
<td></td>
</tr>
</tbody>
</table>
Unit 5: Function of diacritics

Diacritics as an integral part of a word

Unit 5: Answers to Exercise 1

What are the differences between the two words below? The diacritics are different; there are three differences:

**Meaning:**

- he studies/is studying
  
  ﻳَدْرُﺱ
  
  1. فتحة
  
  2. سكون
  
  3. ضمة

- he teaches/is teaching
  
  ﻳَدْرَﺱ
  
  1. ضمة
  
  2. فتحة
  
  3. كسرة and

Diacritics marking case of nouns

Unit 5: Answers to Exercise 2

In the blank spaces below, add the diacritic case marking for the first terms of the 'idafa phrase: ﺷﺎﺭﻉ ﻣﺤﻤﺪ. First, fill the blank spaces below with the 'idafa phrase ﺷﺎﺭﻉ ﻣﺤﻤﺪ so the second term in the 'idafa is the standalone proper noun ﻣﺤﻤﺪ. Then add the diacritic case marking to the first term of the 'idafa phrase. As
a reminder, please place the diacritic immediately before the possessives (i.e. the proper, standalone noun).

<table>
<thead>
<tr>
<th>مَرْفَوع</th>
<th>محمد</th>
<th>محمد</th>
<th>محمد</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَنْصُوب</td>
<td>محمد</td>
<td>محمد</td>
<td>محمد</td>
</tr>
<tr>
<td>مَجْرَور</td>
<td>محمد</td>
<td>محمد</td>
<td>محمد</td>
</tr>
</tbody>
</table>

Unit 5: Answers to Exercise 3

In the blank spaces below, add the diacritic case marking for the first terms of the 'idafa phrase: محمد. In this exercise, the second term in the 'idafa is a pronoun suffix. So, first fill the blank spaces below with the 'idafa phrase محمد. Then add the diacritic case marking to the first term of the 'idafa phrase. As a reminder, please place the diacritic immediately before the possessive (i.e. pronoun suffix).

<table>
<thead>
<tr>
<th>مَرْفَوع</th>
<th>محمد</th>
<th>محمد</th>
<th>محمد</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَنْصُوب</td>
<td>محمد</td>
<td>محمد</td>
<td>محمد</td>
</tr>
<tr>
<td>مَجْرَور</td>
<td>محمد</td>
<td>محمد</td>
<td>محمد</td>
</tr>
</tbody>
</table>

Diacritics marking mood of verbs علامات إعراب الأفعال

Unit 5: Answers to Exercise 4

Add the mood marker of the imperfect verbs below. Reminder: please make sure the mood marker is in the appropriate location.

<table>
<thead>
<tr>
<th>المَرْفَوع</th>
<th>المَنْصُوب</th>
<th>المَجْزُوم</th>
</tr>
</thead>
<tbody>
<tr>
<td>يقومُ</td>
<td>لَنْ يَقُومْ</td>
<td>هو</td>
</tr>
<tr>
<td>لم يُقْومَ</td>
<td>لَنْ أَقْولَ</td>
<td>أَنا</td>
</tr>
<tr>
<td>أَقْولُ</td>
<td>لَنْ تَكْتُبَ</td>
<td>أَنْتُ</td>
</tr>
<tr>
<td>لا تَكْتُبُ</td>
<td>لَنْ نَدْعُو</td>
<td>نَحن</td>
</tr>
<tr>
<td>نَدْعُوُ</td>
<td>لَنْ تَكْلُمْ</td>
<td>هُم</td>
</tr>
<tr>
<td>لا تَكْلُمَ</td>
<td>لَنْ تَكْلُمْ</td>
<td>هُم</td>
</tr>
</tbody>
</table>

Unit 5: Answers to Exercise 5

Study the following sentences. The underlined words are imperfect verbs in mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate locations.
Every nation needs a unified language (one language) that would make it more (mutually) responsive and more joined/connected/fused/fastened together, and thus be a unifying language.

They differ considerably; they are even somewhat different from one alley to another.

You must simplify your language when speaking with the children.

I would like to go out with you, but I would like to change my clothes first.

If you are more than 5 minutes late, you will not be able to enter the class.
D

اتمَّنَى أنَّ تتحَقَّقَ كلُّ أحلامي

I hope (I wish) that all my dreams will come true.

E

أظنَّ أنَّها لم ترِيدَ أن تُستمعَ إلى رأيي في الموضوع

I think that she does not want to listen to my opinion on the subject.

Unit 5: Answers to Exercise 7

Study the following sentences. The underlined words are imperfect verbs in the سَوْيَمْ mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate locations.

A

لم يُعَرِّبَ تدريس الطَّب في مُعظم الجامعات العربية حتى الآن

The teaching of medicine was not done in Arabic (“Arabized”) in most Arab universities until now.

B

انتَ لا تُحبَ الفهوة لأنك لم تعتاد عليها

You do not like coffee because you are not used to it.

C

إذا لم يَتَغيِّرَ الطقسُ قريباً فلا أعرف ماذا سأفعل

Rain, rain, rain! If the weather does not change soon, I do not know what I will do.

D

أنا غاضبٌ مِنَهِ لأنَّهُ لم يَحضرَ لزيارتي منذ وقت طويل

I am angry with him because he has not come to visit me in a long time.
I think that she does not want to listen to my opinion on the subject.

**Unit 6: Agreement تطابق**

**Unit 6: Answers to Exercise 1**

Read the following passage carefully, then rewrite it in Arabic substituting محمد for ياسمين. Rewrite the new passage in the blank spaces below. Make all the necessary changes to ensure agreement.

 محمد يسكن في مدينة نيويورك، وهو طالب يدرس الأدب الإنجليزي في جامعة نيويورك. والدهه مصري، وهو يعمل في الأمم المتحدة، ووالدته فلسطينية وهي سكرتيرة في نفس الجامعة. محمود وعادل وفاطمة أقارب محمد، وهم يسكنون في مدينة القاهرة.

**Unit 6: Answers to Exercise 2**

Use the vocabulary in the glossary of adjectives below to fill in the blanks in the sentences. Make all the necessary changes to ensure agreement.

**Glossary**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كبير</td>
<td>big</td>
</tr>
<tr>
<td>مصريّ</td>
<td>Egyptian</td>
</tr>
<tr>
<td>جدید</td>
<td>new</td>
</tr>
<tr>
<td>واسع</td>
<td>wide, broad</td>
</tr>
</tbody>
</table>

a) I am a new student

أنا طالبة جدیدة

أنا طالبة جدیدة
b) New York is a big city 

نيويورك مدينة كبيرة

c) I live in a new house

أسكن في بيت جديد

d) My dad is Egyptian

والدي مصري

e) This is a wide road

هذا شارع واسع

Unit 7: Pronouns

Unit 7: Answers to Exercise 1

Fill in the blanks below with the Arabic noun and possessive pronoun suffixes that correspond to the underlined English words. The first answer is offered as an example.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>meaning</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب</td>
<td>a book</td>
<td>m.</td>
</tr>
<tr>
<td>بيت</td>
<td>a house</td>
<td>m.</td>
</tr>
<tr>
<td>سيارة</td>
<td>a car</td>
<td>f.</td>
</tr>
<tr>
<td>شقة</td>
<td>an apartment</td>
<td>f.</td>
</tr>
</tbody>
</table>

a) Whose book is this? This is his book

هذا كتابه

b) Whose car is this? This is her car

هذى سيارتها
c) Whose house is this? This is my house
   ______
   هذا
   هذا بَيْتِي

d) Whose apartment is this? This is their (p., f.) apartment
   ______
   هذه
   هذه شَقَّتَهُنَّ

Object pronouns

Unit 7: Answers to Exercise 2

Fill in the blanks below with the Arabic words and object pronoun suffixes that correspond to the underlined English words.

Glossary

He loves

We heard

a) He loves the girl.
   He loves her
   هو يُحبّا
   هو يُحبّها

b) We heard Samia
   We heard her
   نحن سَميِعنا سامية
   نحن سَميِعناها


c) The girl is playing with her friend
   The girl is playing with her
   البَنَت تلعب مع صديقتها
   البَنَت تلعب معها

d) The boy is playing with the neighbours
   The boy is playing with them
   الوَلَد يلعب مع الجيران
   الوَلَد يلعب معهُم
Free-standing pronouns

Unit 7: Answers to Exercise 3

Study the underlined subject pronouns in the statements. For each underlined subject pronoun, choose the correct person, gender, and number.

<table>
<thead>
<tr>
<th>Person, gender, number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 2nd person masculine singular</td>
<td>هل أنت جووان؟</td>
</tr>
<tr>
<td>b) 1st person singular</td>
<td>نعم، أنا جووان</td>
</tr>
<tr>
<td>c) 2nd person masculine plural</td>
<td>من أجل أنتم يا شباب؟</td>
</tr>
<tr>
<td>d) 1st person plural</td>
<td>نحن من مصر</td>
</tr>
<tr>
<td>e) 2nd person feminine singular</td>
<td>هل أنتمى مصرية يا عائشة؟</td>
</tr>
<tr>
<td>f) 1st person singular</td>
<td>لا، أنا سودانية</td>
</tr>
<tr>
<td>g) 3rd person feminine singular</td>
<td>من نادية؟ هي خالة عائشة</td>
</tr>
<tr>
<td>h) 3rd person masculine singular</td>
<td>أين يعمل وأيما؟ هو يعمل في الأمم المتحدة</td>
</tr>
<tr>
<td>i) 3rd person feminine singular</td>
<td>يدرس في جامعة ميدلبيري، وهي جامعة صغيرة في ولاية فيرمونت</td>
</tr>
<tr>
<td>j) 3rd person feminine singular</td>
<td>أسكن في منطقة المزرعة، وهي منطقة قريبة من جامعة</td>
</tr>
</tbody>
</table>

Free-standing and suffixed pronouns

Unit 7: Answers to Exercise 4

Fill in the blanks with the correct forms of the pronouns or noun and pronoun suffix combinations. The first answer is given as an example.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>صورة</td>
<td>picture</td>
</tr>
<tr>
<td>والدة</td>
<td>mother</td>
</tr>
<tr>
<td>سوريا</td>
<td>Syria</td>
</tr>
</tbody>
</table>
a) Your (s., m.) picture is pretty جميِّلة صورتك جميلة
b) My mother is Syrian سوريّة والدتي سورية
c) I live in Beirut and it (s., f.) is a large city in the Middle East. أسكِن في مدينة بيروت و هي مدينة كبيرة في الشرق الأوسط

d) Are you (s., f.) a translator? Yes, I specialize in Arabic. هل مترجمة؟ نعم. أنا مختصّة في العربيّة

Unit 7: Answers to Exercise 5
Change the statements below from the first person to the third person feminine. Make all other necessary changes. The first answer is provided as an example.

a) I am hungry (m.) أنا جعَان هو جوعانة
She is hungry هي جوعانة
b) I am from Egypt أنا من مصر
She is from Egypt هي من مصر

c) I am Dalia’s aunt أنا خالة دالية
She is Dalia’s aunt هي خالة دالية

d) I work at the United Nations أنا أعمل في الأمم المتحدة
She works at the United Nations هي تعمل في الأمم المتحدة
Unit 8: Demonstratives

Unit 8: Answers to Exercise 1

Fill in the blanks below with the appropriate pronoun and demonstrative. The first example is completed for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻓﻨﺠﺎﻥ</td>
<td>tea cup</td>
<td>(s., m.)</td>
</tr>
<tr>
<td>ﻣُﻤَﺜﱢﻞ</td>
<td>actor</td>
<td>(s., m.)</td>
</tr>
<tr>
<td>ﺷَﺠَﺮﺓ</td>
<td>tree</td>
<td>(s., f.)</td>
</tr>
</tbody>
</table>

a) This is a man. This is the man.
   
   ﺷَﺠَﺮﺓ  
   ﺧَﺮُﻮﺍ  
   ﻓﺎﺩـ ﺑـ 

b) This is a tea cup. This is the tea cup.
   
   ﻓﻨﺠﺎﻥ  
   ﻓﺎﺩـ ﻓـ 

Unit 10: Noun type words: Syntactic function, case name, and case marking

Syntactic function

Unit 10: Answers to Exercise 1

Identify the syntactic function of the underlined words as subject of a verb (فاعل), object of verb (موعد), object of preposition (اسم مجرور). For each underlined word, select the appropriate syntactic function from the three options provided.
A Mohamed travelled to Yemen in the winter of 2009.

سافر محمد إلى اليمن في شتاء ٢٠٠٩

i) محمد
   a) subject of a verb (فاعل),

ii) اليمن
   c) object of a preposition (اسم مجرور)

iii) شتاء
   c) object of a preposition (اسم مجرور)

B The wife listens to the radio while she has breakfast in the morning.

تستمع الزوجة إلى الإذاعة وهي تفطر في الصباح

i) الزوجة
   a) subject of a verb (فاعل),

ii) الإذاعة
   c) object of a preposition (اسم مجرور)

iii) الصباح
   c) object of a preposition (اسم مجرور)

C When I visit the family during the weekends, we eat dinner and watch TV together.

عندما أزور العائلة في نهاية الأسبوع نأكل العشاء ونشاهد التلفزيون معا

i) العائلة
   b) object of a verb (مفعول به)

ii) نهاية
   c) object of a preposition (اسم مجرور)

iii) العشاء
   b) object of a verb (مفعول به)

iv) التلفزيون
   b) object of a verb (مفعول به)
D  She saw the accident on TV then read an article about it.

شاهدت الحادثة في التلفزيون ثم قرأت مقالة عنها.

i) الحادثة
   b) object of a verb (مفعول به)

ii) التلفزيون
    c) object of a preposition (اسم مجرور)

iii) مقالة
     b) object of a verb (مفعول به)

E The two friends met in the evening and had dinner, then went into the “Shuruuq” bookstore where Mustafa bought a magazine and Mahmoud bought a book.

مقابل الصديقان في العشاء وأكلوا العشاء وبعد ذلك دخلا مكتبة "الشروق" حيث اشترى مصطفى مجلة واشترى محمود كتاباً.

i) الصديقان
   a) subject of a verb (فاعل)

ii) العشاء
   c) object of a preposition (اسم مجزور)

iii) المكتبة
     b) object of a verb (مفعول به)

iv) مصطفى
    a) subject of a verb (فاعل)

v) مجلة
   b) object of a verb (مفعول به)

vi) محمود
    a) subject of a verb (فاعل)

vii) كتاب
     b) object of a verb (مفعول به)
Case name

Unit 10: Answers to Exercise 2

Identify the case name of the underlined words as مرفوع (nominative), منصوب (accusative), or مجرور (genitive). For each underlined word, select the appropriate case name from the three options provided.

A Mohamed travelled to Yemen in the winter of 2009.

سفر محمد إلى اليمن في شتاء 2009.

i) محمد
   a) مرفوع (nominative)

ii) اليمن
    c) مجرور (genitive)

iii) شتاء
   c) مجرور (genitive)

B The wife listens to the radio while she has breakfast in the morning.

تستمع الزوجة إلى الإذاعة وهي تفطر في الصباح.

i) الزوجة
   a) مرفوع (nominative)

ii) الإذاعة
    c) مجرور (genitive)

iii) الصباح
   c) مجرور (genitive)

C When I visit the family during the weekends we eat dinner and watch TV together.

عندما أزور العائلة في نهاية الأسبوع نأكل العشاء ونشاهد التلفزيون معا.

i) العائلة
   b) منصوب (accusative)

ii) نهاية
   c) مجرور (genitive)
D She saw the accident on TV then read an article about it.

E The two friends met in the evening and had dinner, then went into the “Shuruq” bookstore where Mustafa bought a magazine and Mahmoud bought a book.
vi) مجلة
   b) منصوب (accusative)

vii) محمود
   a) مرفوع (nominative)

viii) كتاب
   b) منصوب (accusative)

**Case marking**

Unit 10: Answers to Exercise 3

Are case marks applied to any of the words or phrases below? Give the answer نعم (yes) or لا (no) in the blank spaces below.

<table>
<thead>
<tr>
<th></th>
<th>نعم</th>
<th>لا</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) singular, feminine noun</td>
<td>نعم</td>
<td></td>
</tr>
<tr>
<td>b) singular, masculine noun</td>
<td>نعم</td>
<td></td>
</tr>
<tr>
<td>c) dual, feminine noun</td>
<td>نعم</td>
<td></td>
</tr>
<tr>
<td>d) sound, plural masculine</td>
<td>نعم</td>
<td></td>
</tr>
<tr>
<td>e) verbal phrase</td>
<td>لا</td>
<td></td>
</tr>
<tr>
<td>f) nominal phrase</td>
<td>لا</td>
<td></td>
</tr>
</tbody>
</table>

**Case marking by diacritics**

Unit 10: Answers to Exercise 4

Study the sentence below. Add the appropriate case marker to the underlined words. If necessary, refer to sections on agreement, case marking, and syntactic functions of nouns and their case markers.

استجابت الحكومة الأمريكية لدعوات الاتصال المباشر بسوريا وإيران، وقبلت، للمرة الأولى، الجلسة على طاولة واحدة مع مسئولين من البلدين في شهر مارس الماضي، وفي إطار مؤتمر بغداد الذي شارك فيه وقوف أمريكية وعربية بهدف إيجاد حل لوقف دوامة العنف في العراق.
Unit 10: Answers to Exercise 5

Study the phrases below. Identify the syntactic function of the underlined words as subject of a verb (فاعل), object of a verb (مفعول به), object of a preposition (مجرور اسم). For each underlined word, select the appropriate name of the case-marking diacritic (كسرة، فتحة، ضمة).

a) ذهبت المهندسة للمرة الثانية
b) استجابة الحكومة لدعاوات الاتصال
   المباشر في ظل الضغوط
c) استجابة الحكومة الإيطالية
   قبلت (هي) الجلس

For each of the four underlined words, fill in the blanks below with 1) the appropriate syntactic function and 2) the name of the case-marking diacritic. If necessary, refer to sections on case marking and syntactic functions of nouns and their case markers.

<table>
<thead>
<tr>
<th>Syntactic function</th>
<th>Case-marking diacritic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) المرة</td>
<td>اسم مجرور</td>
</tr>
<tr>
<td>b) ظل</td>
<td>اسم مجرور</td>
</tr>
<tr>
<td>c) فاعل</td>
<td>ضمة</td>
</tr>
<tr>
<td>d) الجلس</td>
<td>مفعول به</td>
</tr>
</tbody>
</table>

Case marking by letters

Unit 10: Answers to Exercise 6

Rewrite the sentences below by transforming the underlined singular nouns into their dual form. Place the correct answer in the blank spaces below. Remember to make all necessary changes and add the letters marking the case of dual nouns.

a) وَجَدَتُ عائلةً في هذه البناءة
   ________________________________
   وَجَدَتُ عائلتين في هذه البناءة
b) الكتاباً على الكرسي
   ________________________________
   الكتابان على الكرسي
Unit 10: Answers to Exercise 7

Rewrite the sentences below by transforming the underlined singular nouns into their plural, masculine form. Place the correct answer in the blank spaces below. Remember to make all necessary changes and add the letters marking the case of plural nouns.

a) وَجَدْتُ الْرِّجْلَ الطَّيِّبَ في هَذَا الشَّارِع
   وَجَدْتُ الْرِّجَالَ الطَّيِّبِينَ في هَذِه الْبِناَة

b) يَصُومُ الْمُسْلِمُ شَهْرٌ رَمُضَان
   يَصُومُ الْمُسْلِمُونَ شَهْرٌ رَمُضَان

c) المَواطِنُ مَعَدَّةً عَلَى دَفْعِ الْضَّرَائِب
   المَواطِنُونَ مَعَدَّاءُ عَلَى دَفْعِ الْضَّرَائِب

Variations in case marking

Unit 10: Answers to Exercise 8

Study the eight sentences below. The underlined words are diptotes (مَمْنُوع مِن الْصَّرَف). First add the appropriate case marker to the underlined words. Then write the case name for each of these eight words in the blank spaces below. The first answer is given as an example.

a) case name: مَنْصُوب
   مَنْصُوب
   مَنْصُوب
   مَنْصُوب
   مَنْصُوب
   مَنْصُوب
   مَنْصُوب
   مَنْصُوب

   مع أَنِّي لا أَكْتُب رِسَالَة عَادَةً، فَإِنَّ أَحِيَا أَكْتُبُ إِلَى صَدِيقَةٍ طفُولتي.
An overview of case marking

Unit 10: Answers to Exercise 9

Complete the three tables below by making all necessary changes to the noun 
(المُمِّثَلٌ) (an actor).

A Fill in the blanks in this table with the noun in the singular. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.

<table>
<thead>
<tr>
<th>The singular (المُمِّثَلٌ)</th>
<th>Definite (مَعْرَفَة)</th>
<th>Indefinite (نُكْرَة)</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine (مُؤْنَث)</td>
<td>مُمِّثَلٌ</td>
<td>مُمِّثَلٌ</td>
<td>المرَفوع</td>
</tr>
<tr>
<td>Masculine (مُذَكَّر)</td>
<td>مُمِّثَلٌ</td>
<td>مُمِّثَلٌ</td>
<td>المنصوب</td>
</tr>
<tr>
<td></td>
<td>المُمِّثَلٌ</td>
<td>مُمِّثَلٌ</td>
<td>المجرور</td>
</tr>
</tbody>
</table>
B Fill in the blanks in this table with the noun in the dual. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.

<table>
<thead>
<tr>
<th>Case</th>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine</td>
<td>مُمَثلّان</td>
<td>مَعْرِفٌة</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلَان</td>
<td>مَعْرِفٌة</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مُمَثلّان</td>
<td>مَعْرِفٌة</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلَان</td>
<td>مَعْرِفٌة</td>
</tr>
<tr>
<td>Feminine</td>
<td>مُمَثلّتان</td>
<td>مَعْرِفَتَان</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلتان</td>
<td>مَعْرِفَتَان</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مُمَثلّتان</td>
<td>مَعْرِفَتَان</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلتان</td>
<td>مَعْرِفَتَان</td>
</tr>
</tbody>
</table>

C Fill in the blanks in this table with the noun in the plural. Please make all necessary changes to reflect all combinations of the following attributes: definite, indefinite, masculine, feminine, nominative case, accusative case, genitive case.

<table>
<thead>
<tr>
<th>Case</th>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine</td>
<td>مُمَثلّات</td>
<td>مَعْرِفَات</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلَات</td>
<td>مَعْرِفَات</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مُمَثلّات</td>
<td>مَعْرِفَات</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلتات</td>
<td>مَعْرِفَات</td>
</tr>
<tr>
<td>Feminine</td>
<td>مُمَثلّاتٍ</td>
<td>مَعْرِفَاتٍ</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلَاتٍ</td>
<td>مَعْرِفَاتٍ</td>
</tr>
<tr>
<td>Indefinite</td>
<td>مُمَثلّاتٍ</td>
<td>مَعْرِفَاتٍ</td>
</tr>
<tr>
<td>Masculine</td>
<td>مَثْلَاتٍ</td>
<td>مَعْرِفَاتٍ</td>
</tr>
</tbody>
</table>

Unit 12: Noun types

The relative adjective

Unit 12: Answers to Exercise 1

Fill in the blanks with the appropriate relative adjectives. First, for each statement, identify the suitable word from the glossary below. Then make all the necessary changes to each selected word from the glossary to convert it to an adjective that agrees with the noun that it qualifies. That is, the relative adjective must agree with the noun that it qualifies in terms of number, gender, and definiteness.
Glossary

Saudi Arabia  
Italy  
Spain  
France  
Turkey

السعودية  
إيطاليا  
إسبانيا  
فرنسا  
تركيا

Egypt  
Arab  
coffee  
bank  
literature

مصر  
عرب (s., m.)  
قهوة (s., f.)  
البنك (s., m.)  
الأدب (s., m.)

a) a Saudi man

رجل سعودي

b) the Turkish coffee (s., f.)

القهوة التركية

c) the Arab bank (s., m.)

البنك العربي

d) Italian girl

بنت إيطالية

e) The book, *Alf Leila Wa Leila*, is one of the great works in the history of Arab Literature (s., m.).

كتاب “ألف ليلة وليلة” من الأعمال العظيمة في تاريخ الأدب

f) I {study/am studying} Spanish literature (s., m.)

أدرُس الأدب الإسباني


g) She’s an Egyptian from the city of Tanta

هي مصرية من مدينة طنطا

h) the Egyptian student (s., m.)

الطالب المصري
**Gerunds**

**Unit 12: Answers to Exercise 2**

Rewrite the following sentence by substituting the word مَﺸِيٌّ (walking) with the prompts provided. Make all other necessary changes.

He likes walking because it strengthens the mind.

a) walking هو يحب المشي لأنه يقوى العقل
b) reading هو يحب القراءة لأنها تقوي العقل
c) writing هو يحب الكتابة لأنها تقوي العقل

**Unit 12: Answers to Exercise 3**

Study the sentences below. Underline the مصدر in each sentence.

a) أكل الفطار مفيد 
b) الطفل لا يحب الاستحمام
c) البنت تستمتع بقراءة الكتب
d) التاجر يحب الإقامة في المدن الكبيرة
e) ازداد عدد المُحْجِّبَات في هذه المنطقة
f) الأستاذ لا يحب التدريس في الصباح
g) عقيل كان يحب شرب القهوة
h) الشعور بالوحدة صعب على الجميع
i) دالية تُحب السفر

**Unit 13: The “human” vs “non-human” classification of nouns**

**Gender and non-human nouns**

**Unit 13: Answers to Exercise 1**

Fill in the blanks. Below is a glossary of terms for reference.
Gender and human nouns

Unit 13: Answers to Exercise 2

Rewrite the following by turning the masculine human nouns into feminine. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) He is a professor
   She is a professor

b) He is a student
   She is a student

c) He is American
   She is American

Number in human and non-human nouns and their adjectives

Unit 13: Answers to Exercise 3

Fill in the blank spaces below with the appropriate adjective. Use the glossary below to identify the relevant adjective. Then make all the necessary adjustments to the number and gender of the adjective to ensure agreement with the noun.
Glossary

languages (pl.) languages (pl.)
أورونيّ European (s., m.) أشياء things
مُتْرَجمون translators (pl., m.) يابانيّ Japanese (s., m.)
عَرَب Arab (pl.) لُبنانيّ Lebanese (s., m.)
موظفات employees (pl., f.)

Unit 14: The human category nouns

Reference to singular masculine human nouns

Unit 14: Answers to Exercise 1

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a singular masculine human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. Where, for example, the pronoun is affixed to part of another word, only write the independent pronoun. If there are no singular, masculine human nouns, write “none” in the blank spaces.

a) Italian, Spanish, and French are European languages.
أَلْبَاطِيّةُ وَالْإِسْبَاْنِيّةُ وَالْفَرْنْسِيّة
b) Lebanese friends
أصْحَابُ لُبْنَانِيّونَ
c) Arab translators at the UN
مُتْرَجمون عَرَبٌ في الأَمْمِ المُتّحِدَة
d) Miss Muna, Miss Wafa’ and Mrs Mary are new employees.
الأَئِسَةُ مُنِيّةُ وَالْآنِسَةُ وَفِي الدِّكَّةِ مَارِي مُوظفات جدِّيدات

e) Today, the history professor taught us new things about ancient Central Asian history.
اليومُ أَسْتَادُ التَّارِيْخُ عَلَمَنَا أَشِياء جدِّيّةً

f) Honda, Isuzu and Toyota are Japanese cars.
هُوَنَدَا وَإِيْسُوُزُو وَتوُيُوُتا سِيارةْيَابانيّة

Unit 14: The human category nouns

Reference to singular masculine human nouns

Unit 14: Answers to Exercise 1

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a singular masculine human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. Where, for example, the pronoun is affixed to part of another word, only write the independent pronoun. If there are no singular, masculine human nouns, write “none” in the blank spaces.
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>وكثيرُ الحركة</td>
<td>restless</td>
</tr>
<tr>
<td>بعидеُ النظر</td>
<td>far-sighted</td>
</tr>
<tr>
<td>خفيفةُ الدم</td>
<td>cute/funny</td>
</tr>
<tr>
<td>وسرعةُ البديهة</td>
<td>quick-witted</td>
</tr>
<tr>
<td>الطويلُ القامة</td>
<td>tall</td>
</tr>
<tr>
<td>الجميلُ الوجه</td>
<td>handsome</td>
</tr>
<tr>
<td>قليلُ الكلام</td>
<td>silent, not wordy</td>
</tr>
<tr>
<td>جميلةُ المناظر</td>
<td>pretty, scenic</td>
</tr>
<tr>
<td>طيبةُ القلب</td>
<td>kind-hearted, generous</td>
</tr>
<tr>
<td>الواسعةُ الانتشار</td>
<td>in broad circulation</td>
</tr>
<tr>
<td>ثقيلُ الدم</td>
<td>unpleasant</td>
</tr>
<tr>
<td>أصفَرُ الوجه</td>
<td>pale-faced or jaundiced</td>
</tr>
</tbody>
</table>

a) هو لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثيرُ الحركة.

b) None (no masculine human singular pronouns or demonstratives)

الدتي إنسانة بعيدةُ النظر تفكّر دائماً في المستقبِل.

c) None (no masculine human singular pronouns or demonstratives)

تعجبني شخصيتها لأنها خفيفةُ الدم وسرعةُ البديهة.

d) هذا من هذا الشاب الطويل القامة الجميلُ الوجه؟

e) هو من الصعب أن يعرف عليه الناس لأنه حجب وقليل الكلام.

f) None (no masculine human singular pronouns or demonstratives)

هذه منطقة جميلةُ المناظر ولذلك يقصدها الناس كثيرون كل عام.

g) None (no masculine human singular pronouns or demonstratives)

جريدة الـ“واشنطن بوست” والـ“نيويورك تايمز” من الجرائد الواسعة الانتشار.

h) None (no masculine human singular pronouns or demonstratives)

يبدو أنك تعبان جداً وأ صفر الوجه، هل أنت مريض؟
Reference to singular feminine human nouns

Unit 14: Answers to Exercise 2

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a singular feminine human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. Where, for example, the pronoun is affixed to part of another word, only write the independent pronoun. If there are no singular, feminine human nouns, write “none” in the blank spaces.

Glossary

- كثيِرُ الحركة: restless
- بعِيدةُ النظر: far-sighted
- خفِيفَةُ الدم: cute/funny
- وسريَّةُ البديهَة: quick-witted
- الطولَةُ القامةِ: tall
- الجميلَةُ الوجه: handsome
- قليلُ الكلام: silent, not wordy
- جميِلَةُ المناظِر: pretty, scenic
- طَيّبةُ القلب: kind-hearted, generous
- الواسعةُ الانتشار: in broad circulation
- تقيِّلُ الدم: unpleasant
- أصَفَرُ الوجه: pale-faced or jaundiced

a) None (no feminine human singular pronouns or demonstratives)

لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثيَّرُ الحركة

b) None (no feminine human singular pronouns or demonstratives)

والدتي إنسانة بعيدة النظر تفكّر دائما في المستقبل
c) هي هي
تعجبني شخصيتها لأنها خفيفة الدم وسريعة البديهة

d) None (no feminine human singular pronouns or demonstratives)

من هذا الشاب الطويل القامة الجميل الوجه؟

e) None (no feminine human singular pronouns or demonstratives)

من الصعب أن يتعرف عليه الناس لأنه خجول وقيليل الكلام

f) هي هي

هذه منطقة جميلة المناظر ولذلك يقصدها الناس كثرون كل عام

g) None (no feminine human singular pronouns or demonstratives)

جريدة الـ "واشنطن بوست" والـ "نيويورك تايمز" من الجرائد

الواسعة الانتشار

h) None (no feminine human singular pronouns or demonstratives)

يبدو أنك تعبان جداً وأصغر الوجه، هل أنت مريض؟

i) هي هي

هي طيبة القلب، تحب كل الناس وتحاول أن تساعدهم

j) None (no feminine human singular pronouns or demonstratives)

هو شخص تقيل الدم، لا أستطيع الجلوس معه أكثر من دقائقين

Summary: reference to singular human nouns

Unit 14: Answers to Exercise 3

Rewrite the sentences below and change pronouns and demonstratives that are singular masculine human to singular feminine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a)
لا تستطيع أختي أن تجلس في مكان واحد مدة طويلة، فهي كثيرة الحركة

b)
من هذه الشاب الطويلة القامة الجميل الوجه؟
Unit 14: The human category nouns

Unit 14: Answers to Exercise 4

Rewrite the sentences below and change pronouns and demonstratives that are singular feminine human to singular masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

Glossary

area/place  

 منطقة (s., f.)  

 مكان (s., m.)

a)  

 تعجبني شخصيته لأنه خفيف الدم وسريع البديهة

b)  

 هذا مكان جميل المناظر ولذلك يقصده الناس كثيرون كان عام

c)  

 هو طيب القلب، يحب الناس ويحاول أن يساعدهم

Reference to masculine dual human nouns

Unit 14: Answers to Exercise 5

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a masculine dual human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to masculine dual human nouns, write “none” in the blank spaces.

a)  

 هذان هما المهندسان

b)  

 هذان المهندسان أسسا شركة في العام الماضي
Reference to feminine dual human nouns

Unit 14: Answers to Exercise 6

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a feminine dual human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to feminine dual human nouns, write “none” in the blank spaces.

a) None

b) None

c) None

d) None

Summary reference to dual human nouns

Unit 14: Answers to Exercise 7

Rewrite the sentences below and change the pronouns and demonstratives that are dual masculine human to dual feminine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) These are the (two m.) children

b) These are the (two f.) children
b) These (two m.) engineers founded a company last year

هذان المهندسان أسسا شركة في العام الماضي

These (two f.) engineers founded a company last year

هاتان المهندستان أسستا شركة في العام الماضي

Unit 14: Answer to Exercise 8

Rewrite the sentences below and change the pronouns and demonstratives that are dual feminine human to dual masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) These (two f.) nurses founded a free clinic last year

هاتان الممرضات أسستا مجاناً في العام الماضي

These (two m.) nurses founded a free clinic last year

هذان الممرضان أسستا مجاناً في العام الماضي

b) These are nurses (d., f.)

هاتان هما ممرضتان

These are nurses (d., m.)

هذان هما ممرضان

Reference to masculine plural human nouns

Unit 14: Answers to Exercise 9

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a masculine plural human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to masculine dual human nouns, write “none” in the blank spaces.

a) هؤلاء هم

هؤلاء هم العلماء

b) هؤلاء

هؤلاء علماء
c) None

هوّلاء هن المحترفات

d) هوّلاء هم

هوّلاء هم المحترفون

e) هوّلاء هم

هوّلاء هم التلاميذ

f) هوّلاء

هوّلاء التلاميذ (m.)

g) None

هوّلاء هن المترجمات

h) None

هوّلاء المترجمات (f.)

Reference to feminine plural human nouns

Unit 14: Answers to Exercise 10

Study the sentences below and the pronouns and/or demonstratives in each sentence. Draw a line under each pronoun and/or demonstrative referencing a feminine plural human noun. In the blank spaces below, write the specific pronoun and/or demonstrative. If there are no references to feminine plural human nouns, write “none” in the blank spaces.

a) None

هوّلاء هم العلماء

b) None

هوّلاء علماء (m.)

c) هوّلاء هن

هوّلاء هن المحترفات

d) None

هوّلاء هم المحترفون
Unit 15: The non-human category nouns

Summary – reference to plural human nouns

Unit 14: Answers to Exercise 11

Rewrite the sentences below and change the pronouns and demonstratives that are plural feminine human to plural masculine human. Please make all necessary changes to ensure agreement. Write the answers in the blank spaces below.

a) These (pl. f.) are the skilled (individuals)

These (pl. m.) are the skilled (individuals)

b) These are translators (pl. f.)

These are translators (pl. m.)

Unit 15: The non-human category nouns

Singular masculine non-human nouns

Unit 15: Answers to Exercise 1

Fill in the blanks below with the appropriate noun and pronoun and/or demonstrative. The first example is completed for reference. For help, refer to the following glossary of objects found in a typical classroom:
Glossary

 körsi (s., m.) chair
باب (s., m.) door
شُبّاَكَ (s., m.) window
كتَب (s., m.) book
قَلم (s., m.) pen

a) What is this? ما هذا؟
This is a chair. هذا كُرْسِي
This is the chair هذه هو الكُرْسِي

b) What is this? ما هذا؟
This is a door. هذا بَاب
This is the door. هذا هو الباب

c) What is this? ما هذا؟
This is a window. هذا شُبّاَكَ
This is the window. هذا هو الشُبّاَكَ

d) What is this? ما هذا؟
This is a book. هذا كَتَب
This is the book. هذا هو الكِتاب

e) What is this? ما هذا؟
This is a pen. هذا قَلم
This is the pen. هذا هو القَلم

Unit 15: Answers to Exercise 2

Fill in the blanks below with the appropriate noun and pronoun and/or demonstrative. The first example is completed for reference. For help, refer to the following glossary of objects found in a typical class room:

Glossary

طَوْلَاة (s., f.) table
كرَاسَة (s., f.) notebook
a) What is this? ما هذه؟
This is a table. هذه طاولة
This is the table. هذه هي الطاولة

b) What is this? ما هذه؟
This is a notebook. هذه كراسة
This is the notebook. هذه هي الكراسة

Dual, masculine non-human nouns

Unit 15: Answers to Exercise 3

Translate the English phrases below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human, dual masculine nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

Glossary

كتاب book (s., m.) كتاب book (s., m.)
باب door (s., m.) قلم pen (s., m.)
شباك window (s., m.)

i) These are two books

هذئان كتابان

ii) These are the two doors

هذان هم البابان

iii) These are the two windows

هذان هم الشباكان
iv) These two houses

هذان البيتان

v) These are the two pens

هذان هم القلمان

Dual, feminine non-human nouns

Unit 15: Answers to Exercise 4

Translate the English sentences below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human dual feminine nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

Glossary

سيارة  سُيّارة  car (s., f.)
شجرة  شَجَرة  tree (s., f.)
طاولة  طاولة  table (s., f.)
شقّة  شقّة  apartment (s., f.)

i) These two cars

هاتان السَّرَّتَان

ii) These are the two cars

هاتان هما السَّرَّتَان

iii) These are the two trees

هاتان هم الشَّجَرَتَان

iv) These two tables

هاتان الطاولَتان
**Reference to all non-human plural nouns**

Unit 15: Answers to Exercise 5

Translate the English phrases below into Arabic with a noun and pronoun and/or demonstrative. Use a pronoun or demonstrative corresponding to non-human plural nouns. Refer to the glossary below for the noun and make the necessary changes to ensure agreement.

**Glossary**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كِرَاسَة</td>
<td>notebook</td>
</tr>
<tr>
<td>شَقَّة</td>
<td>apartment</td>
</tr>
</tbody>
</table>

i) These notebooks

______________________________

هذه الكِرَاسَات

ii) These apartments

______________________________

هذه الشَقَّة

iii) These are the apartments

______________________________

هذه هي الشَقَّة

iv) These are apartments

______________________________

هذه شَقَّة

**Unit 16: Noun attributes: number, gender, case, definiteness**

**Decoding attributes of an unfamiliar noun**

Unit 16: Answers to Exercise 1

Study the feminine, indefinite nouns below and determine whether they are singular or plural by underlining the correct choice.
Unit 16: Answers to Exercise 2

Read the phrases below. Each one comprises a noun followed by an adjective. Draw a line under the adjectives in the singular form.

a) مترجمون يابانيون

b) مترجمات يابانيات

c) مدينة يابانية

d) سيارات يابانية

e) لغات أوروبية

f) مترجمون عرب

Unit 16: Answers to Exercise 3

Change the following duals to their singular forms. Write the singular forms in the blank spaces below. For this exercise, diacritic case markings may be left out of the answers.
### Unit 16: Noun attributes: number, gender, case, definiteness

**Dual** | **Singular**
---|---
رَجُلٍ | رَجُل
رَجُلَينَ | رَجُل
مُمَثلٌ | مُمَثل
كتَاب | ابن
ابنَينَ | مكتَبة
مكتَبةٍ | مكتَبة
مكتَباتان | مكتَبة
مكتَبةٌ | مكتَبة
بِنتٍ | امرأة
إمرأين | امرأة

**Unit 16: Answers to Exercise 4**

Fill in the blanks in the table below.

<table>
<thead>
<tr>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man Ali</td>
<td>مفرد</td>
</tr>
<tr>
<td>Man Ali</td>
<td>منصوب</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مرفوع</td>
</tr>
<tr>
<td>Man Ali</td>
<td>منصوب</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مرفع</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مرفع</td>
</tr>
<tr>
<td>Man Ali</td>
<td>منصوب</td>
</tr>
<tr>
<td>Man Ali</td>
<td>منصوب</td>
</tr>
<tr>
<td>Man Ali</td>
<td>منصوب</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dual</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man Ali</td>
<td>مذكر</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مذكر</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مذكر</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مذكر</td>
</tr>
<tr>
<td>Man Ali</td>
<td>مذكر</td>
</tr>
</tbody>
</table>

Indefinite | Masculine | مذكر |
Definite | مذكور |
Indefinite | مذكر |
Definite | مذكور |
Indefinite | مذكر |
Definite | مذكر |
**Sound plurals**

Unit 16: Answers to Exercise 5

Change the following sound plurals to their singular forms. Place the singular forms in the blank spaces below.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) مَمِثلَات</td>
<td>مَمِثلَة</td>
</tr>
<tr>
<td>b) طَاوِلَات</td>
<td>مَكتَبة</td>
</tr>
<tr>
<td>c) مَكْتِبات</td>
<td>مَمِثلَيْن in the nominative case or مَمِثلٌ in the accusative case</td>
</tr>
<tr>
<td>d) مُمَثَلٍ</td>
<td>مُمَثُلون</td>
</tr>
</tbody>
</table>

Unit 16: Answers to Exercise 6

Once you have changed the sound plurals to their singular form, put them in four very simple sentences. Refer to the glossary below for help.

**Glossary**

<table>
<thead>
<tr>
<th>a) مَمِثلَات</th>
<th>actresses (female actors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) طَاوِلَات</td>
<td>tables</td>
</tr>
<tr>
<td>c) مَكْتِبات</td>
<td>bookstores/libraries</td>
</tr>
<tr>
<td>d) مُمَثُلون</td>
<td>actors (male actors)</td>
</tr>
</tbody>
</table>

Below are four blank spaces for four simple sentences.

<table>
<thead>
<tr>
<th>a) هذه هي المُمِثلَة</th>
<th>b) هذه هي الطَاوِلَة</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) هذه هي المَكْتِبة</td>
<td>d) هذا هو المُمَثَلون</td>
</tr>
</tbody>
</table>
Definiteness

Unit 16: Answers to Exercise 7

The simple sentences below are written in English from least to most specific. Fill in the blank spaces below with the Arabic version of the simple sentences that are relatively more specific (i.e. that contains the definite version of the noun).

a) This is a Sudanese song
   This is the Sudanese song
b) This is an Egyptian song
   This is the Egyptian song
c) This is a Sudanese Muhammad
   This is the Sudanese Muhammad
d) This is an Egyptian Muhammad
   This is the Egyptian Muhammad

Summary of noun attributes

Unit 16: Answers to Exercise 8

Complete the table below by making all necessary changes to the singular form of the noun َأمريكيُّ (an American).

<table>
<thead>
<tr>
<th>مفرد (Singular)</th>
<th>مجرور (Genitive)</th>
<th>منصوب (Accusative)</th>
<th>مرفع (Nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة (Indefinite)</td>
<td>مذكر (m.)</td>
<td>أمريكِيُّ</td>
<td>أمريكِيَةُ</td>
</tr>
<tr>
<td>معرفة (Definite)</td>
<td>مؤنث (f.)</td>
<td>الأمريكيَّة</td>
<td>الأمريكيَّةُ</td>
</tr>
</tbody>
</table>
Unit 16: Answers to Exercise 9

Complete the table below by making all necessary changes to the dual form of the noun أمريكِي (an American).

<table>
<thead>
<tr>
<th></th>
<th>مُئِتٍ (Dual)</th>
<th>مجري (genitive)</th>
<th>منصوب (accusative)</th>
<th>مرفوع (nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة</td>
<td>مذكر (m.)</td>
<td>أمريكِين أمريكِيَّين</td>
<td>مكتَب (f.) أمريكِيَّان</td>
<td>امرِكيَّين امرِكيَّين</td>
</tr>
<tr>
<td>معرفة</td>
<td>مذكر (m.)</td>
<td>أمريكِيَّين أمريكِيَّين</td>
<td>مؤنّث (f.) أمريكِيَّان</td>
<td>امرِكيَّين امرِكيَّين</td>
</tr>
</tbody>
</table>

Unit 16: Answers to Exercise 10

Complete the table below by making all necessary changes to the plural form of the noun أمريكِي (an American).

<table>
<thead>
<tr>
<th></th>
<th>جمع (Plural)</th>
<th>مجري (genitive)</th>
<th>منصوب (accusative)</th>
<th>مرفوع (nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نكرة</td>
<td>مذكر (m.)</td>
<td>أمريكِيون أمريكِيون</td>
<td>مكتَب (f.) أمريكِيات</td>
<td>امرِكيَّون امرِكيَّات</td>
</tr>
<tr>
<td>معرفة</td>
<td>مذكر (m.)</td>
<td>أمريكِيون أمريكِيون</td>
<td>مؤنّث (f.) أمريكِيات</td>
<td>امرِكيَّون امرِكيَّات</td>
</tr>
</tbody>
</table>

Unit 18: The sentence الجملة – the basics

Constituents of a basic sentence

Unit 18: Answers to Exercise 1

Name the constituents of a verbal clause (جملة فعلية). Place the correct answer in the blank spaces.

a) الفعل _______________________

b) الفاعل _______________________
Unit 18: Answers to Exercise 2

Name the constituents of a nominal clause (جُمَلَة إسْمِيَّة). Place the correct answer in the blank spaces.

a) ________________________________ المُبْتَدَأ
b) ________________________________ الْخَبَر

Subject of a verbal and a nominal sentence

Unit 18: Answers to Exercise 3

What is the sentence type of each of these sentences? Choose the correct answer.

ALIGN=LEFT

Alf Mahmoud wrote a novel.

a) Verbal sentence

Moufl novel Mahmoud

b) Nominal sentence

Moufl novel Mahmoud is the author of the novel.

b) Nominal sentence

La! Novel Moufl Mahmoud

b) Nominal sentence

Unit 18: Answers to Exercise 4

Study the following sentence:

Anta taktatst You (2nd p. masc. sing.) spoke.

Rewrite the sentence above by replacing the subject with each of the following:

Subject

Moham

al-rjul

Leili
Unit 18: Answers to Exercise 5

Study the following sentence:

أنتَ تَتَكلِّمُ

You (2nd p. masc. sing.) speak/are speaking.

Rewrite the sentence above by replacing the subject with each of the following:

Subject

a) الخرافي
b) الشرطيّة
c) أنا
d) نحن
e) الممرضتان
f) الطبيبَتان
g) الأطبِاءُ
a) ﺍﻟَﺮَﺟُﻞُ ﻲَﺘَﻜَﻠَّﻣُ ﺍﻟْـﺞُﻤْـﻠَﺔ
b) ﺍﻟَـﺮَﺟُﻠَـﺎﻥِ ﻲَﺘَﻜَﻠَّﻣُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ

c) ﺃﻧَا ﻲَﺘَﻜَﻠَّﻣُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ
d) ﻥَـﺤْـنُ ﻲَﺘَﻜَﻠَّﻣُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ
e) ﺍﻟْـمُـﻤَـﺮْـﺳَـﻠَـﺎﺕِ ﺍﻟْـﺘَـﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ
f) ﺍﻟْـﻃَـﺒْـﻴِـﺒَـﺎﺕُ ﻲَﺘَﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ
g) ﺍﻟْـأَﻃِـﺒْـﻴَـﺎﺀُ ﻲَﺘَﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ

Basic verbal sentence

Unit 18: Answer to Exercise 6

Study the following sentence that starts with a perfect verb. What type of sentence is it? Choose the correct answer.

 ﺍﻟْـﺞُـﻤْـﻠَـﺔ ﻲَﺘَﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ

The woman spoke

a) ﺍﻻِـﺠْـﻤَـﻠَـﺔ ﻋِـﻠِـﻴَـﺔ

Unit 18: Answer to Exercise 7

Copy the sentence above that starts with a perfect verb and identify the the subject (الفاعل) by drawing a line under the correct word. Write your answer in the blank space.

 ﺍﻟْـﺞُـﻤْـﻠَـﺔ ﻲَﺘَﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ

The woman spoke

Unit 18: Answers to Exercise 8

Rewrite the sentence above which starts with a perfect verb by replacing the subject (الفاعل) with each of the common nouns below. Write the correct answers in the blank spaces.

Glossary

 ﺍﻟْـﺞُـﻤْـﻠَـﺔ ﻲَﺘَﻜَـﻠَّـﻤُ ﺍﻟْـﺞُـﻤْـﻠَـﺔ

The man

the men

the two men

the two women
Unit 18: Answers to Exercise 9
Rewrite the sentences above and then identify the verb by drawing a line under the correct word. Write your answers in the blank spaces.

a) تَكُلَّمَ الرَجُلُ
b) تَكُلَّمَ الرَجْلَانُ
c) تَكَلَّمَتْ السَّمَّارِاتِ
d) تَكُلَّمَ الرَجُلُ
e) تَكُلَّمَتْ النِسَاءُ

Unit 18: Answer to Exercise 10
Study the following sentence that starts with an imperfect verb. What type of sentence is it? Choose the correct answer.

َيُسَافِرُ الرَجُلُ The man travels/is travelling.

a) جَمِيلَةً فَعَلِيَّةً

Unit 18: Answer to Exercise 11
Copy the sentence above which starts with an imperfect verb and then identify the subject (الفاعل) by drawing a line under the correct word. Write your answer in the blank space.

َيُسَافِرُ الرَجُلُ The man travels/is travelling.

الرَجُلُ
Unit 18: Answers to Exercise 12

Study the following sentence.

يُسافرُ الرجلُ

Rewrite the sentence by replacing the subject (الفاعل) with each of the common nouns below. Place the correct answers in the blank spaces.

Glossary

Mohamed (singular m. proper noun)
Laila (singular f. proper noun)
Laila and Samira (two singular f. proper nouns)
Mostafa and Mahmood (two singular m. proper nouns) and their familiars

a) يُسافرُ محمد
b) تُسافرُ ليلى
c) تُسافرُ ليلى وسميرة
d) يُسافرُ مصطفى ومحمود وعائلته

Unit 18: Answers to Exercise 13

Rewrite the sentences below and then identify the verb by drawing a line under the correct word. Write the verbs in the blank spaces.

a) يُسافرُ محمد
b) تُسافرُ ليلى
c) تُسافرُ ليلى وسميرة
d) يُسافرُ مصطفى ومحمود وعائلته

a) يُسافرُ
b) تُسافرُ
c) تُسافرُ
d) يُسافرُ
Basic nominal sentence

Unit 18: Answers to Exercise 14

Write the sentences below in Arabic. Use the glossary if necessary. Remember to add the correct preposition based on the context and intended meaning.

Glossary

Hoda 
the car
the file
the secretary’s desk
Barbara
Nashville
prize
design

a) Hoda is in the car

هُدَى فِي السَّيَارَةِ

b) The file is on the secretary’s desk

المَلَفُ عَلَى مَكَتَبِ السُّكَرَتْرِ

c) Barbara is from Nashville

بَارَبَارَةُ مِن نَاشفِيلْ

d) Magda is with Mounir

مَاجِدَةُ مَعْ مُنِير

e) The prize is for the best design

الجَائِزةُ لَأَحْسَنِ التَّصِمِيم
Unit 18: Answers to Exercise 15
What type of sentence is each of the sentences below? Choose the correct answer.

a) هُدى في السيارة
   ii) جملة إسمية

b) الملف على مكتب السكرتير
   ii) جملة إسمية

c) باربارة من ناشقية
   ii) جملة إسمية

d) ماجدة مع مثير
   ii) جملة إسمية

e) الجائزة لأحسن تصميم
   ii) جملة إسمية

Unit 18: Answers to Exercise 16
Copy the nominal sentences above and then identify the predicate (الخَبَر) by drawing a line under the word(s).

a) هُدى في السيارة
b) الملف على مكتب السكرتير
c) باربارة من ناشقية
d) ماجدة مع مثير
e) الجائزة لأحسن تصميم
Unit 18: Answers to Exercise 17
Fill in the blanks using the words provided on the left. Please make all necessary changes to ensure agreement.

الإيطالية والإسبانية والفرنسية لغات أوروبية (a) الإيطالية والإسبانية والفرنسية لغات أوروبية
محمّد وعلي وسعيد رجال يمنيون (b) هوندا وإيسوزو وتويوتا سيارات يابانية
هوندا وإيسوزو وتويوتا سيارات يابانية (c) فرمونت ونيو هامشير وكونينيكت ولايات أمريكية
منهاتن وبروكلين وبرونكس مناطق صغيرة في نيويورك (d) منهاتن وبروكلين وبرونكس مناطق صغيرة في نيويورك
بيروت ودمشق والقاهرة مدّن عربية (e) بيروت ودمشق والقاهرة مدّن عربية

Unit 18: Answers to Exercise 18
Study each of the sentences above that start with a noun. Determine what type of sentence each one is. Write the correct answer in the blank space.

جملة إسمية جملة فعلية

أ) جملة إسمية (أ) جملة إسمية
ب) جملة إسمية (ب) جملة إسمية

Unit 18: Answers to Exercise 19
Rewrite the sentences above and then identify the subject (المبتدأ) by drawing a line under the correct word. Write your correct answer in the blank space.

الإيطالية والإسبانية والفرنسية لغات أوروبية (أ) الإيطالية والإسبانية والفرنسية لغات أوروبية
محمّد وعلي وسعيد رجال يمنيون (ب) محمّد وعلي وسعيد رجال يمنيون
هوندا وإيسوزو وتويوتا سيارات يابانية (c) هوندا وإيسوزو وتويوتا سيارات يابانية
فرمونت ونيو هامشير وكونينيكت ولايات أمريكية (d) فرمونت ونيو هامشير وكونينيكت ولايات أمريكية
Unit 20: Adjectives: agreement with nouns

Adjectival agreement with nouns in the singular

Unit 20: Answers to Exercise 1

Fill in the blanks. Please make all necessary changes to ensure agreement. The first one is completed for reference.

Glossary

قُوِيّةُ الشَخصِيَّةٌ strong-willed (s., m.)
رَجُلٌ a man
إِمرَأَةٌ a woman

a) رَجُلٌ قُوِيّةُ الشَخصِيَّةٍ a strong-willed man

b) الْرَجُلُ القُوِيّ الشَخصِيَّةٌ the strong-willed man

c) إِمرَأَةٌ قُوِيّةُ الشَخصِيَّةٌ a strong-willed woman

d) المْرَأَةُ القُوِيّةُ الشَخصِيَّةٌ the strong-willed woman

Unit 21: The 'idafa phrase

Unit 21: Answers to Exercise 1

Turn each of the following English phrases into an Arabic إضافة phrase with a possessive pronoun suffix. Write the إضافة phrases in the blanks below. The first phrase is given for reference.

e) منِهاتِن وَبِروكلَين وَبروْنِيسْكا مناطِقَ صغيرةَ في نِيويورِك

f) بِروت وَدمشق وَالقاهرة مَدنَ عربِية

Unit 21: The 'idafa phrase
### Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>بيت</td>
</tr>
<tr>
<td>pen</td>
<td>قلم</td>
</tr>
<tr>
<td>car</td>
<td>سيارة</td>
</tr>
<tr>
<td>watch</td>
<td>ساعة</td>
</tr>
<tr>
<td>ring</td>
<td>خاتم</td>
</tr>
<tr>
<td>land</td>
<td>أرض</td>
</tr>
<tr>
<td>ideas</td>
<td>أفكار</td>
</tr>
<tr>
<td>opinion</td>
<td>رأي</td>
</tr>
</tbody>
</table>

1. **my house**
   - بيتها

2. **your (m. s.) pen**
   - قلمك

3. **your (f. s.) car**
   - سيارتك

4. **his watch**
   - ساعته

5. **her ring**
   - خاتمها

6. **our land**
   - أرضنا

7. **their (m. pl.) opinion**
   - رأيهم

8. **your (m. s.) ideas**
   - أفكارك

---

**Unit 21: Answers to Exercise 2**

Turn each of the following English phrases into an Arabic phrase with a second term that is a noun, definite or indefinite. Write the phrases in the blanks below. The first example is answered for reference.
### Glossary

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>جَذَاء</td>
<td>beginning</td>
</tr>
<tr>
<td>لَاعِب</td>
<td>player</td>
</tr>
<tr>
<td>قَميَص</td>
<td>shirt</td>
</tr>
<tr>
<td>صَفارَة</td>
<td>whistle</td>
</tr>
<tr>
<td>مُدَرّب</td>
<td>trainer</td>
</tr>
<tr>
<td>خطِيِّة</td>
<td>fiancée</td>
</tr>
<tr>
<td>شَارِع</td>
<td>street</td>
</tr>
<tr>
<td>عَمَر</td>
<td>year</td>
</tr>
<tr>
<td>قَط</td>
<td>cat</td>
</tr>
<tr>
<td>نهاية</td>
<td>end</td>
</tr>
<tr>
<td>يوم</td>
<td>day</td>
</tr>
<tr>
<td>صديق</td>
<td>friend</td>
</tr>
<tr>
<td>أَخت</td>
<td>sister</td>
</tr>
</tbody>
</table>

1. Omar’s shirt ___________     ___________ 
   قَميَصٌ عُمَّر
2. a player’s shoe ___________     ___________
   جَذَاءٌ لَاعِب
3. the trainer’s whistle ___________     ___________
   صَفارَةٌ المُدَرّب
4. the cat’s meow ___________     ___________
   موَاء القَط
5. the day’s end ___________     ___________
   نهاية اليوم
6. my friend’s (m.) sister ___________     ___________
   أَخت صديقٍ
7. Salma’s street ___________     ___________
   شَارِع سَلَمَى
8. Mahmoud’s fiancée ___________     ___________
   خطِيِّة محمود
9 the beginning of the year

بداية العام / بداية السنة

Unit 21: Answers to Exercise 3

Turn each of the following English phrases into an Arabic phrase “x of y” to express ownership. Write the phrases in the blanks below. The first phrase is given for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قصر</td>
<td>palace</td>
</tr>
<tr>
<td>أرستقراطي</td>
<td>aristocrat</td>
</tr>
<tr>
<td>ملك</td>
<td>king</td>
</tr>
<tr>
<td>آلية</td>
<td>instrument</td>
</tr>
<tr>
<td>موسيقار</td>
<td>musician</td>
</tr>
</tbody>
</table>

1 a palace of an aristocrat

قصر أرستقراطي

2 an instrument of a musician

آلة موسيقار

3 the palace of the king

قصر الملك

Unit 21: Answers to Exercise 4

Turn each of the following English phrases into an Arabic phrase “x of y” that does not express ownership. Write the phrases in the blanks below. The first phrase is given for reference.

Glossary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زجاجة</td>
<td>bottle</td>
</tr>
<tr>
<td>استقلال</td>
<td>independence</td>
</tr>
<tr>
<td>مياه</td>
<td>water</td>
</tr>
<tr>
<td>صندوق</td>
<td>a case</td>
</tr>
<tr>
<td>بيرة</td>
<td>beer</td>
</tr>
<tr>
<td>عام</td>
<td>year</td>
</tr>
<tr>
<td>فنجان</td>
<td>(coffee) cup</td>
</tr>
<tr>
<td>قهوة</td>
<td>coffee</td>
</tr>
<tr>
<td>طعم</td>
<td>taste</td>
</tr>
<tr>
<td>الجساب</td>
<td>reckoning (the day of, religious)</td>
</tr>
<tr>
<td>عسل</td>
<td>honey</td>
</tr>
</tbody>
</table>
Unit 21: Answers to Exercise 5

Turn each of the following English phrases into an Arabic إضافة phrase with a second noun offering amplification or specification to the first noun, with no overt expression of ownership. Write the إضافة phrases in the blanks below. The first phrase is given for reference.

**Glossary**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مطار القاهرة</td>
<td>Cairo Airport</td>
</tr>
<tr>
<td>مقهى ستاربكس</td>
<td>Starbucks Café</td>
</tr>
<tr>
<td>برنامج تصميم</td>
<td>Software Design</td>
</tr>
<tr>
<td>محطة بنزين</td>
<td>Gas Station</td>
</tr>
</tbody>
</table>

1. a case of beer ___________ صندوق بيرة
2. the bottle of water ___________ زجاجة الماء
3. the year of independence ___________ عام الاستقلال
4. a cup of coffee ___________ فنجان قهوة
5. the taste of honey ___________ طعم العسل
5. the history department  
6. the ticket office  
7. football shoes

Unit 21: Answers to Exercise 6

Turn each of the following into an Arabic phrase. Write the answers in the blank spaces below. The first phrase is given for reference.

**Glossary**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine/unit</td>
<td>جهاز</td>
</tr>
<tr>
<td>Fax</td>
<td>فاكس</td>
</tr>
<tr>
<td>Air conditioning</td>
<td>تكييف</td>
</tr>
<tr>
<td>Building</td>
<td>مبنى</td>
</tr>
<tr>
<td>Entrance</td>
<td>مدخل</td>
</tr>
<tr>
<td>Filter</td>
<td>مُرشح</td>
</tr>
<tr>
<td>Oil</td>
<td>زيت</td>
</tr>
<tr>
<td>Tank</td>
<td>خزان</td>
</tr>
<tr>
<td>Gas</td>
<td>بنزين/وقود</td>
</tr>
<tr>
<td>Physician</td>
<td>طبيب</td>
</tr>
<tr>
<td>University</td>
<td>جامعة</td>
</tr>
<tr>
<td>Room</td>
<td>غرفة</td>
</tr>
<tr>
<td>Meeting</td>
<td>اجتماع</td>
</tr>
</tbody>
</table>

1. a fax machine
2. the air conditioning unit
3. the building entrance
4. oil filter
5 the gas tank

6 the university physician

7 a meeting room

Unit 21: Answers to Exercise 7

Answer the questions below with a second noun that adds a measure of specificity to the first noun. Place the correct responses in the blank spaces below. The first question is answered for reference.

Glossary

عائلة family
شيكاغو Chicago
فيرجينيا Virginia
 الشرق الأوسط the Middle East region
عم uncle (father’s brother)
بنت girl/daughter
خالة aunt (mother’s sister)
المكتب القبول the office of admissions
داليا Dalia

1) What picture?
   The family picture

2) What city?
   The city of Chicago
3) What state?
   The state of Virginia

4) What region?
   The Middle East region

5) Whose son?
   My cousin (my uncle’s son)

6) Whose address?
   The girl’s address

7) Whose husband?
   My aunt’s husband

8) Which office?
   The office of admissions

9) Whose room?
   Dalia’s room

Unit 22: The ‘idafa-adjective phrase

Unit 22: Answers to Exercise 1
Express the following in Arabic using an ‘idafa-adjective phrase:

Hameeda, her hearing is weak

Glossary

her hearing
weak

ضمَعَيفٌ ضَعَيعَها

ضمَعَيفٌ ضَعَيعَها

Unit 22: The ‘idafa-adjective phrase

Unit 22: Answers to Exercise 1
Express the following in Arabic using an ‘idafa-adjective phrase:

Hameeda, her hearing is weak

Glossary

her hearing
weak

ضمَعَيفٌ ضَعَيعَها

ضمَعَيفٌ ضَعَيعَها
Reading old books

**Glossary**

- reading: قراءة
- books: كتب
- old: قديمة (m.) قديمة (f.)

Reading the books is boring

**Glossary**

- reading: قراءة
- books: كتب
- boring: مملة

**Unit 26: To have**

Unit 26: Answers to Exercise 1

Study the phrases below, all of which convey the following meanings: “to hold in the hand” or “in control”, “to own”, to “possess” (e.g. “to have wealth”). Fill in the blank spaces below with the appropriate preposition and pronoun suffix. Refer to the list of pronoun suffixes below for assistance. The first answer is given as an example.

Pronoun suffixes attached to prepositions:

- ﻋِﻨﺪَ، ﻓِﻲ، ﻝِ، ﻛُﺘُﺐٍ ﻗِﺮﺍءﺓٍ (m.) ﻗﺪﻳﻢ (f.)

A He has half the land.

لا نصف الأرض

لُه + هو (he) ﻝِ نصف الأرض

B She only has her house.

ليس __________ إلا بيتها

ليس لُهُ إلا بيتها
C If you have to sell land, you (2nd p. s. m.) have your father’s land.

إذا كان لازم تبيع أرض _____ أرض أبيك
إذا كان لازم تبيع أرض، عنذك أرض أبيك

D He has tons of money. (Note: قارون is a historic figure who was exceptionally wealthy).

مال قارون

E In the countryside, people used to give the merchant some of their produce if they wanted to buy something and did not have money.

في الريف كان الناس يعطون التاجر شيئاً من إنتاجهم الزراعي إذا أرادوا شراء شيءٍ ولم يكُن مال
في الريف كان الناس يعطون التاجر شيئاً من إنتاجهم الزراعي إذا أرادوا شراء شيءٍ ولم يكُن عندهم مال

Unit 26: Answers to Exercise 2

Study the phrases below, all of which convey the following meanings: “to possess or contain as a part, a characteristic or attribute” (e.g. “she has blue eyes”). Fill in each blank space with the appropriate or preposition and noun and pronoun suffix. Refer to the list of pronoun suffixes below for assistance. The first answer is given as an example.

Pronoun suffixes attached to prepositions:

ي، كِ، كَ، هِ، هَا، كِما، هُما، نِ، كِنَ، هُنَ، هُنَّ

A She has a beautiful smile.

_____ ابتسامة جميلة
لَ + هِ = لَها
لَها ابتسامة جميلة
B  Rooms that have high windows.

غرف شبابيك عالية
غرف لها شبابيك عالية

C  It (non-human) has no effect on him.

لا أثر عليه
لا أثر لها عليه

D  He said that his country has youth who are very understanding.

Glossary

بلاد country
قال إن شبابا يتحلون بتفهم واسع
قال إن لبلاده شبابا يتحلون بتفهم واسع

Unit 26: Answers to Exercise 3

Fill in the blanks below with the appropriate 1) prepositions that convey the meaning “to possess by way of experience”, “experience”, “undergo” (e.g. “have a good time”) and 2) pronoun suffixes attached to these prepositions. The first answer is given as an example.

a) God has his own plans for mankind.

له في خلقه شؤون

b) I have an idea.

لقد فكر

c) She has aspirations.

لها طموحات

d) He has a view.

لله رؤية
Unit 26: Answers to Exercise 4

Fill in the blank space below with the appropriate 1) preposition that conveys the meaning “to perform”, “carry on”, “engage in something” (e.g. “to have an argument”) and 2) pronoun suffixes attached to these prepositions.

She had a meeting.

كان ______ اجتماع
كان عنده اجتماع.

Unit 26: Answers to Exercise 5

Fill in the blanks below with the appropriate 1) prepositions that convey the meaning to have a certain relation with someone (e.g. “to have brothers and sisters”) and 2) noun or pronoun suffixes attached to these prepositions. The first answer is given as an example.

a) Baher bek only had one son. (باهر)

 ولم يكن ______ بك غير ابن واحد.
 ولم يكن لباهر بك غير ابن واحد.

b) We have no enemies.

ليس ______ أعداء
ليس لنا أعداء.

c) He has three daughters.

_________________________ ثلاث بنات
_________________________ عنده ثلاث بنات.

d) She has a pretty daughter.

_________________________ بنت حلوة
_________________________ عندها بنت حلوة.

e) Denmark has a soldier in the peace-keeping forces. (دنمارك)

_________________________ جندي ضمن قوات حفظ السلام
للدنمارك جندي ضمن قوات حفظ السلام.
Unit 27: Questions

Interrogative participles

Unit 27: Answers to Exercise 1

Fill in the blank with the correct prepositions and interrogative participles.

1 With whom do you (m.) live?
   With whom do you (m.) live?

2 In which university?
   In which university?

3 Where are you (f.) from?
   Where are you (f.) from?

4 How much is this dress?
   How much is this dress?

5 How much is a kilo of potatoes?
   How much is a Kilo of potatoes?

Unit 27: Answers to Exercise 2

Translate the following from English to Arabic. Use the vocabulary in the glossary below to identify the appropriate interrogative articles and nouns. Write the answers in the blank spaces below. The first answer is given as an example.

Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>how many?</td>
<td>كم؟</td>
</tr>
<tr>
<td>time</td>
<td>مَرَة</td>
</tr>
<tr>
<td>day (m. s.)</td>
<td>يَوم</td>
</tr>
<tr>
<td>Week (m. s.)</td>
<td>أسبوع</td>
</tr>
<tr>
<td>American (m.)</td>
<td>أميريّة</td>
</tr>
<tr>
<td>American (f.)</td>
<td>أميريّة</td>
</tr>
<tr>
<td>idea? (f.)</td>
<td>فِكرَة</td>
</tr>
</tbody>
</table>

1 How many times?
   كم مرَة؟

(Note: the diacritic case marking is added to the end of the noun مرَة)
2 How many days? __________________
   كَمْ يُومًا؟
3 How many weeks? __________________
   كَمْ أُسْبِوْعَا؟
4 How many Americans (m.)? __________________
   كَمْ أَمْرِيْكَيْةٌ؟
5 How many Americans (f.)? __________________
   كَمْ أَمْرِيْكَيْة؟
6 How many ideas? __________________
   كَمْ فِكْرَة؟

Unit 27: Answers to Exercise 3

The following seven items each represent a question followed by an answer. Write the appropriate question item in the blank.

1 Where are you from, Magda? I am from Lebanon.
   أَنْتِ بَا مَاجِدَة؟
   مِنْ أَيْنَ أَنْتِ بَا مَاجِدَة؟
   أَنَا مِنْ لِبَنَان
2 Are you (f.) Syrian? No. I am Lebanese.
   أَنْتِ سُورِيَّة؟
   هَلْ أَنْتِ سُورِيَّة؟
   لَا أَنَا لِبَنَانِيَّة
3 Where is the University of Michigan? In the city of Ann Arbor.
   جَامِعَةٌ مِيْشِيْجَان؟
   أَيْنَ جَامِعَةٌ مِيْشِيْجَان؟
   فِي مِدِينَةٍ أَنْ أُرْبُور
4 Who is she? The new professor.

 comentario 

 من هي؟

 الأستاذة الجديدة

 5 What do you study at university? Spanish literature.

 comentario 

 ماذا تدرس في الجامعة?

 الأدب الإسباني

 6 What is this? Coffee.

 comentario 

 ما هذا?

 قهوه

 7 How do we say “bathroom” in Arabic? حمام

 feedback 

 كيف تقول بالعربية؟

 جامعه

 **Unit 30: Conjugating the perfect verb**

 **Unit 30: Answers to Exercise 1**

 Conjugate the following verb stems by suffixing all possible subject markers to them:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>دَهَب</td>
<td>dhabab past of: to go</td>
</tr>
<tr>
<td>دَهَبْتُ</td>
<td>I went 1st person singular</td>
</tr>
<tr>
<td>دَهَبْتَ</td>
<td>you went 2nd person masculine singular</td>
</tr>
<tr>
<td>دَهَبْتِ</td>
<td>you went 2nd person feminine singular</td>
</tr>
<tr>
<td>دَهَبَتْ</td>
<td>he went 3rd person masculine singular</td>
</tr>
<tr>
<td>دَهَبَتْ</td>
<td>she went 3rd person feminine singular</td>
</tr>
<tr>
<td>دَهَبْتَما</td>
<td>you went 2nd person dual</td>
</tr>
</tbody>
</table>
**Stem** | **Meaning**
--- | ---
ذَهـَﺒْـا | they went 3rd person masculine dual
ذَهـَﺒْـتا | they went 3rd person feminine dual
ذَهـَـبَـنا | we went 1st person plural
ذَهـَـبْـتم | you went 2nd person masculine plural
ذَهـَـبْـتنَّ | you went 2nd person feminine plural
ذَهـَـبْـوا | they went 3rd person masculine plural
ذَهـَـبْنَينِ | they went 3rd person feminine plural
تـَـكَـلَـمْـا | takallam past of: to speak
تـَـكَـلَـمْـتُ | I spoke 1st person singular
تـَـكَـلَـمْـتَ | you spoke 2nd person masculine singular
تـَـكَـلَـمْـتِ | you spoke 2nd person feminine singular
تـَـكَـلَـمْـتُ | he spoke 3rd person masculine singular
تـَـكَـلَـمْـتِ | she spoke 3rd person feminine singular
تـَـكَـلَـمْـتما | you spoke 2nd person dual
تـَـكَـلَـمْـتَا | they spoke 3rd person masculine dual
تـَـكَـلَـمْـتَا | they spoke 3rd person feminine dual
تـَـكَـلَـمْـتْـا | we spoke 1st person plural
تـَـكَـلَـمْـتَـمْـا | you spoke 2nd person masculine plural
تـَـكَـلَـمْـتَـنَّ | you spoke 2nd person feminine plural
تـَـكَـلَـمْـوا | they spoke 3rd person masculine plural
تـَـكَـلَـمْـنَّ | they spoke 3rd person feminine plural

**Unit 31: Conjugating the imperfect**

**Subject markers of the imperfect verb in the singular**

Unit 31: Answers to Exercise 1

How many distinct forms of the singular subject marker exist for an imperfect verb? Choose the correct answer:

b) 4
Subject markers of the imperfect verb in the dual

Unit 31: Answer to Exercise 2

How many distinct forms of the dual subject marker exist for an imperfect verb? Choose the correct answer:

a) 2

Subject markers of the imperfect verb in the plural

Unit 31: Answer to Exercise 3

How many distinct forms of the plural subject marker exist for an imperfect verb? Choose the correct answer:

c) 5

Conjugating the imperfect verb

Unit 31: Answers to Exercise 4

Conjugate the following verb stem by suffixing all possible subject markers:

<table>
<thead>
<tr>
<th>stem</th>
<th>v</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qaabil</td>
<td>/u/</td>
<td>present of: to meet</td>
</tr>
<tr>
<td>أُقَابِلُ</td>
<td>I meet</td>
<td>1st person singular</td>
</tr>
<tr>
<td>تُقَابِلُ</td>
<td>you meet</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>you meet</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>you meet</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>he meets</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>she meets</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>you meet</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>they meet</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>they meet</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>يُقَابِلُنَّ</td>
<td>we meet</td>
<td>1st person plural</td>
</tr>
<tr>
<td>يُقَابِلُونَ</td>
<td>you meet</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>يُقَابِلُونَ</td>
<td>you meet</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>يُقَابِلُونَ</td>
<td>they meet</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>يُقَابِلُونَ</td>
<td>they meet</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
Unit 31: Answers to Exercise 5

Conjugate the following verb stem by suffixing all possible subject markers.

<table>
<thead>
<tr>
<th>stem</th>
<th>v</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَمَعَ</td>
<td>/a/</td>
<td>present of: to hear</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>أسْمَعْ</td>
<td>I hear</td>
<td>1st person singular</td>
</tr>
<tr>
<td>تَسْمَعُ</td>
<td>you hear</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>يَسْمَعُ</td>
<td>you hear</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>يُسْمَعُ</td>
<td>he hears</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>تَسْمَعُ</td>
<td>she hears</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>تَسْمَعَانِ</td>
<td>you hear</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>يَسْمَعَانِ</td>
<td>they hear</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>تَسْمَعَانِ</td>
<td>they hear</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>نَسْمَعُ</td>
<td>we hear</td>
<td>1st person plural</td>
</tr>
<tr>
<td>تَسْمَعُونَ</td>
<td>you hear</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>تَسْمَعُنَّ</td>
<td>you hear</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>يَسْمَعُونَ</td>
<td>they hear</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>يَسْمَعُنَّ</td>
<td>they hear</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>

Unit 31: Answers to Exercise 6

Fill in the blanks by conjugating the two verbs for the second person singular masculine and the second person singular feminine.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>أَدْرُﺱ</td>
<td>أَسْكَنَ</td>
<td>أَنَّا</td>
</tr>
<tr>
<td>يُدْرُﺱ</td>
<td>يَسْكَنَ</td>
<td>هُوَ</td>
</tr>
<tr>
<td>يَعْمَل</td>
<td>يَتْسَكَنَ</td>
<td>هِيَ</td>
</tr>
</tbody>
</table>
Unit 33: Verb patterns
أوزان الفعل

Unit 33: Answers to Exercise 1

Use the chart below to help you replace لغ ع ل with the root, ق ب ل (from right to left)1:

<table>
<thead>
<tr>
<th>المضارع الماضي</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>يَقَبْلُ</td>
<td>قَبْلَ</td>
</tr>
<tr>
<td>II</td>
<td>يَقَابِلُ</td>
<td>قَابِلَ</td>
</tr>
<tr>
<td>III</td>
<td>أَقَابِلُ</td>
<td>قِبَلْ</td>
</tr>
<tr>
<td>IV</td>
<td>يَقِبُلْ</td>
<td>قِبْلَ</td>
</tr>
<tr>
<td>V</td>
<td>يُقَابِلْ</td>
<td>قَابَلَ</td>
</tr>
<tr>
<td>VI</td>
<td>يَتَقَابِل</td>
<td>تَقَابِل</td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>يَسْتَقِبِلْ</td>
<td>إِسْتَقِبَلْ</td>
</tr>
</tbody>
</table>

Verb patterns, الماضي, Forms I–X

Unit 33: Answers to Exercise 2

Write the perfect form stems I–X in Arabic, replacing the consonants “f” with “قَف”, “ء” with “ع”, and “ل” with “لَ”，and the vowels /a/ with a فتحة، /u/ with a ضمة، and /i/ with a كسرة. For example, Form VII would be written like this: إِنْفَعَلْ.

1 The search and replace function of a word processor is a fast way of replacing لغ ع ل with actual roots.
When done, you should have the 10 forms – without the subject marker – written in Arabic.

<table>
<thead>
<tr>
<th>Perfect ( الماضي)</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form I stem: fa‘vl</td>
<td>فَعْل</td>
</tr>
<tr>
<td>{fa‘al}</td>
<td>فَعَل</td>
</tr>
<tr>
<td>{fa‘ul}</td>
<td>فَعَل</td>
</tr>
<tr>
<td>{fa‘il}</td>
<td>فَعَل</td>
</tr>
<tr>
<td>Form II stem: fa‘al</td>
<td>فَعْل</td>
</tr>
<tr>
<td>Form III stem: faa‘al</td>
<td>فَعَل</td>
</tr>
<tr>
<td>Form IV stem: ‘afa‘al</td>
<td>أَفْعَل</td>
</tr>
<tr>
<td>Form V stem: tafa‘al</td>
<td>تَفَعْل</td>
</tr>
<tr>
<td>Form VI stem: tafa‘al</td>
<td>تَفَعْل</td>
</tr>
<tr>
<td>Form VII stem: infa‘al</td>
<td>إنْفَعْل</td>
</tr>
<tr>
<td>Form VIII stem: ifta‘al</td>
<td>إِفْتَعْل</td>
</tr>
<tr>
<td>Form IX stem: i‘fall</td>
<td>إِفْعَلّ</td>
</tr>
<tr>
<td>Form X stem: ista‘al</td>
<td>إِسْتَفْعَل</td>
</tr>
</tbody>
</table>

Unit 33: Answers to Exercise 3

Conjugate the perfect Form II by adding the appropriate subject markers. Use the following root radicals to conjugate Form II in the perfect:

- ف for the first radical,
- ك for the second, and
- ر for the third.

- فَكَرْتُ: I thought 1st person singular
- فَكَرْتَ: you thought 2nd person masculine singular
- فَكَرْتِ: you thought 2nd person feminine singular
- فَكَرَ: he thought 3rd person masculine singular
- فَكَرْتِ: she thought 3rd person feminine singular
- فَكَرْتُمَا: you thought 2nd person dual
Verb patterns, المضارع ع, Forms I–X

Unit 33: Answers to Exercise 4

Write the imperfect form stems I–X replacing the consonants “f” with “ﻑ”, “c” with “ﻉ”, and “l” with “ﻝ”; and the vowels /a/ with a فتحة, /u/ with a ضمامة, and /i/ with a كسرة. For example, Form VII would be written like this, فعال, without the subject marker. When done, you should have the 10 forms, without the subject marker, written in Arabic.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Imperfect (المضارع ع)</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعال</td>
<td>Form I stem: fvl</td>
</tr>
<tr>
<td>{فُ=&quot;عال}</td>
<td>ٍ</td>
</tr>
<tr>
<td>{فُ=&quot;عال}</td>
<td></td>
</tr>
<tr>
<td>{فُ=&quot;عال}</td>
<td></td>
</tr>
<tr>
<td>فعال</td>
<td>Form II stem: fa=il</td>
</tr>
<tr>
<td>فعال</td>
<td>Form III stem: faa=il</td>
</tr>
<tr>
<td>فعال</td>
<td>Form IV stem: f=il</td>
</tr>
<tr>
<td>تفعال</td>
<td>Form V stem: tafa=al</td>
</tr>
<tr>
<td>تفعال</td>
<td>Form VI stem: taffa=al</td>
</tr>
<tr>
<td>تفعال</td>
<td>Form VII stem: nfa=il</td>
</tr>
<tr>
<td>تفعال</td>
<td>Form VIII stem: fta=il</td>
</tr>
<tr>
<td>فعل</td>
<td>Form IX stem: f=al</td>
</tr>
<tr>
<td>فعل</td>
<td>Form X stem: sta=il</td>
</tr>
</tbody>
</table>
## Unit 34: The perfect, Form I

**فَعْل ١**

### Unit 34: Answers to Exercise 1

Conjugate the perfect Form I verb **فَتَحَّ»** for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Arabic Form</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>فَتَحَّ »</td>
<td>1st person singular</td>
</tr>
<tr>
<td>فَتَحَّ »</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>فَتَحَّ »</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>فَتَحَّ »</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>فَتَحَّ »</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>فَتَحَّ تم »</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>فَتَحَّ تا</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>فَتَحَّ تا</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>فَتَحَّ نا</td>
<td>1st person plural</td>
</tr>
<tr>
<td>فَتَحَّ نم</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>فَتَحَّ نم</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>فَتَحَّ وا</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>فَتَحَّ ن</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>

### Unit 34: Answers to Exercise 2

Conjugate the perfect Form I verb **كَبَّرَ»** for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Arabic Form</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَبَّرَ »</td>
<td>1st person singular</td>
</tr>
<tr>
<td>كَبَّرَ »</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>كَبَّرَ »</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>كَبَّرَ</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>كَبَّرَ تا</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>كَبَّرَ تا</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>كَبَّرَ نا</td>
<td>3rd person masculine dual</td>
</tr>
</tbody>
</table>
Conjugate the perfect Form I verb **سمع** for all possible 13 subjects. See Conjugating the perfect if necessary.

**سمعتُ**
1st person singular

**سمعت**
2nd person masculine singular

**سمعت**
2nd person feminine singular

**سمعت**
3rd person masculine singular

**سمعت**
3rd person feminine singular

**سمعتما**
2nd person dual

**سمعا**
3rd person masculine dual

**سمعتنا**
3rd person feminine dual

**سمعنا**
1st person plural

**سمعتتم**
2nd person masculine plural

**سمعتهن**
2nd person feminine plural

**سمعوا**
3rd person masculine plural

**سمعنا**
3rd person feminine plural

**Unit 35: The perfect, Form II (فعل)**

Conjugate the perfect Form II verb **نور** for all possible 13 subjects. See Conjugating the perfect if necessary.
### Unit 35: Answers to Exercise 2

Conjugate the perfect Form II verb **وَلّْعَ** for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form II</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td><strong>ولّعَ</strong></td>
<td>to set fire to</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td><strong>ولّعتُّ</strong></td>
<td></td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td><strong>ولّعتَ</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td><strong>ولّعت</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td><strong>ولّعتت</strong></td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td><strong>ولّعتتما</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td><strong>ولّعتنا</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td><strong>ولّعتنا</strong></td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td><strong>ولّعنا</strong></td>
<td></td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td><strong>ولّعتما</strong></td>
<td></td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td><strong>ولّعتنا</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td><strong>ولّعتنَا</strong></td>
<td></td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td><strong>ولّعتنَا</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit 35: Answers to Exercise 3

Conjugate the perfect Form II verb كُسَّر for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form II</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَسَّرَ</td>
<td>كَسَّرتُ</td>
<td>to smash</td>
</tr>
<tr>
<td>كَسَّرتَ</td>
<td>كَسَّرتَ</td>
<td>1st person singular</td>
</tr>
<tr>
<td>كَسَّرتَ</td>
<td>2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>كَسَّرتَ</td>
<td>2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتِ</td>
<td>كَسَّرتِ</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>كَسَّرَتْ</td>
<td>3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتْ</td>
<td>3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>كَسَّرتُمَا</td>
<td>2nd person dual</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتْنَ</td>
<td>3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتْنَ</td>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَنَّا</td>
<td>1st person plural</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتُمِنَ</td>
<td>2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتْنَ</td>
<td>2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td>كَسَّرَتْنَ</td>
<td>3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>كَسَّرُوا</td>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>

Unit 36: The perfect, Form III

Unit 36: Answers to Exercise 1

Conjugate the perfect Form III verb نَاوَل for all possible 13 subjects. See Conjugating the perfect if necessary.
### Form III Perfect (الماضي)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td>to hand (something to someone)</td>
</tr>
<tr>
<td>1st person singular</td>
<td>نَاَوَﻟْ</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>نَاَوَﻟْتُ</td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>نَاَوَﻟْتِ</td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>نَاَوَﻟْتَ</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>نَاَوَﻟْتِ</td>
</tr>
<tr>
<td>2nd person dual</td>
<td>نَاَوَﻟْتُما</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>نَاَوَﻟْلا</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>نَاَوَﻟْتَا</td>
</tr>
<tr>
<td>1st person plural</td>
<td>نَاَوَﻟْنَا</td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td>نَاَوَﻟْتَم</td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>نَاَوَﻟْنِنْ</td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td>نَاَوَﻟْلا</td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td>نَاَوَﻟْنَا</td>
</tr>
</tbody>
</table>

### Unit 36: Answers to Exercise 2

Conjugate the perfect Form III verb حَاوَلْ (in حَاوَلْ أَنْ) for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td>to try to (do something)</td>
</tr>
<tr>
<td>1st person singular</td>
<td>حَاوَلْ أَنْ</td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>حَاوَلْت ث أَنْ</td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>حَاوَلْت أَنْ</td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>حَاوَلْت أَنْ</td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>حَاوَلْت أَنْ</td>
</tr>
<tr>
<td>2nd person dual</td>
<td>حَاوَلْتَمْا أَنْ</td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>حَاوَلْلا أَنْ</td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>حَاوَلْتَا أَنْ</td>
</tr>
<tr>
<td>1st person plural</td>
<td>حَاوَلْنا أَنْ</td>
</tr>
</tbody>
</table>
Unit 37: The perfect, Form IV

Unit 36: Answers to Exercise 3

Conjugate the perfect Form III verb قاوم for all possible 13 subjects. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa‘al</td>
<td></td>
<td>to resist (someone or something)</td>
</tr>
<tr>
<td>قاومتُ</td>
<td></td>
<td>1st person singular</td>
</tr>
<tr>
<td>قاومتَ</td>
<td></td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>قاومتِ</td>
<td></td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>قاومَ</td>
<td></td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>قاومت</td>
<td></td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>قاومتما</td>
<td></td>
<td>2nd person dual</td>
</tr>
<tr>
<td>قاومنا</td>
<td></td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>قاومنا</td>
<td></td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>قاومنا</td>
<td></td>
<td>1st person plural</td>
</tr>
<tr>
<td>قاومتم</td>
<td></td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>قاومتمَن</td>
<td></td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>قاومموا</td>
<td></td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>قاومنا</td>
<td></td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>

Unit 37: Answers to Exercise 1

Conjugate the perfect Form IV verb أحضر for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.
<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>af'al</td>
<td>أحضُرَ to bring (someone or something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَ 1st person singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَ 2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَ 2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَ 3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَ 3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَما 2nd person dual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَا 3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَا 3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَا 1st person plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَم 2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَم 2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَم 3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أحضَرتَم 3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>

Unit 37: Answers to Exercise 2

Conjugate the perfect Form IV verb أخَبرَ to inform (someone about (عن) something) for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Perfect ( الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>af'al</td>
<td>أَخْبِرَ to inform (someone about (عن) something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 1st person singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>أَخْبَرتَ 2nd person dual</td>
<td></td>
</tr>
</tbody>
</table>
Unit 37: Answers to Exercise 3

Conjugate the perfect Form IV verb أَجِبِرَ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

<table>
<thead>
<tr>
<th>Form III Perfect (الماضي)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَجِبِرَ</td>
<td>to force (someone into (علي) doing something)</td>
</tr>
<tr>
<td>أَجِبْرَتُ</td>
<td>1st person singular</td>
</tr>
<tr>
<td>أَجِبْرَتْ</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>أَجِبْرَتِ</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>أَجِبَرَ</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>أَجِبَرَتِ</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>أَجِبْرَتْ مَهْمًا</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>أَجِبْرَة</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>أَجِبْرَتْ كُلَّهَة</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>أَجِبْرَنَ</td>
<td>1st person plural</td>
</tr>
<tr>
<td>أَجِبْرَنَ مَهْمًا</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>أَجِبْرَنَ كُلَّهَة</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>أَجِبْرُونَ</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>أَجِبْرُونَ كُلَّهَة</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
Unit 38: The perfect, Form V

Unit 38: Answers to Exercise 1

Conjugate the perfect Form V by adding the appropriate subject markers. Use the following root radicals to conjugate Form V in the perfect for all 13 possibilities. Write the answers in the blank spaces below.

 GCC for the first radical,
 MMC for the second, and
 م for the third.


Unit 39: The perfect, Form VI

Unit 39: Answers to Exercise 1

Conjugate the perfect Form VI by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VI in the perfect for all 13 possibilities:

 س for the first radical,
 ل for the second, and
 م for the third.
Unit 40: The perfect, Form VII

Conjugate the perfect Form VII by adding the appropriate subject markers. Use the following root radicals to conjugate Form VII in the perfect for all 13 possibilities. Write the answers in the blank spaces below.

- ﺡ for the first radical,
- ﺭ for the second, and
- ﻓ for the third.

<table>
<thead>
<tr>
<th>Subject Marker</th>
<th>Gender and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻣْﺕٌ</td>
<td>1st person singular</td>
</tr>
<tr>
<td>ﻣْﺕ</td>
<td>2nd person masculine singular</td>
</tr>
<tr>
<td>ﻣْﺕ</td>
<td>2nd person feminine singular</td>
</tr>
<tr>
<td>ﻣْﺕ</td>
<td>3rd person masculine singular</td>
</tr>
<tr>
<td>ﻣَ ﺭ</td>
<td>3rd person feminine singular</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَﺕ</td>
<td>2nd person dual</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣ</td>
<td>3rd person masculine dual</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣَﺓ</td>
<td>3rd person feminine dual</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣﺎ</td>
<td>1st person plural</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣَ ﺭ</td>
<td>2nd person masculine plural</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻡ</td>
<td>2nd person feminine plural</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣَ ﻏ</td>
<td>3rd person masculine plural</td>
</tr>
<tr>
<td>ﺍَﻥْﻤَ ﻣَ ﻏ</td>
<td>3rd person feminine plural</td>
</tr>
</tbody>
</table>
Unit 40: Answers to Exercise 2

Conjugate the perfect Form VII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VII in the perfect for all 13 possibilities:

ﻉ for the first radical,
ﻙ for the second, and
ﺱ for the third.

<table>
<thead>
<tr>
<th>Subject Marker</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>انعکستُ</td>
<td>1st person singular</td>
<td></td>
</tr>
<tr>
<td>انعکستَ</td>
<td>2nd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>انعکستَ</td>
<td>2nd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>انعکسنَ</td>
<td>3rd person masculine singular</td>
<td></td>
</tr>
<tr>
<td>انعکستَ</td>
<td>3rd person feminine singular</td>
<td></td>
</tr>
<tr>
<td>انعکستَما</td>
<td>2nd person dual</td>
<td></td>
</tr>
<tr>
<td>انعکسا</td>
<td>3rd person masculine dual</td>
<td></td>
</tr>
<tr>
<td>انعکستَا</td>
<td>3rd person feminine dual</td>
<td></td>
</tr>
<tr>
<td>انعکسَانَ</td>
<td>1st person plural</td>
<td></td>
</tr>
<tr>
<td>انعکستَمْ</td>
<td>2nd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>انعکستُنَّ</td>
<td>2nd person feminine plural</td>
<td></td>
</tr>
<tr>
<td>انعکسوا</td>
<td>3rd person masculine plural</td>
<td></td>
</tr>
<tr>
<td>انعکسنَ</td>
<td>3rd person feminine plural</td>
<td></td>
</tr>
</tbody>
</table>
Unit 41: The perfect, Form VIII

Unit 41: Answers to Exercise 1

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

قَ تُنَعَّتُ for the first radical,
نَ تُنَعَّتُ for the second, and
عَ تُنَعَّتُ for the third.

<table>
<thead>
<tr>
<th>لغة</th>
<th>Size</th>
<th>محتوى</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>قَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine singular</td>
<td>نَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine singular</td>
<td>عَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine singular</td>
<td>قَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine singular</td>
<td>نَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>2nd person dual</td>
<td>عَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine dual</td>
<td>قَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine dual</td>
<td>نَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>1st person plural</td>
<td>قَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>2nd person masculine plural</td>
<td>نَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>2nd person feminine plural</td>
<td>عَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person masculine plural</td>
<td>قَ تُنَعَّتُ</td>
<td></td>
</tr>
<tr>
<td>3rd person feminine plural</td>
<td>نَ تُنَعَّتُ</td>
<td></td>
</tr>
</tbody>
</table>

Unit 41: Answers to Exercise 2

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

زَ تُنَعَّم for the first radical,
حَ تُنَعَّم for the second, and
مَ تُنَعَّم for the third.
Unit 41: Answers to Exercise 3

Conjugate the perfect Form VIII by adding the appropriate subject markers. Write the answers in the blank spaces below. Use the following root radicals to conjugate Form VIII in the perfect for all 13 possibilities:

\( ص \) for the first radical,
\( د \) for the second, and
\( م \) for the third.
Unit 42: The perfect, Form IX

Find the perfect Form IX verb for the following three roots. Write down the verbs in the blanks spaces below.

The root | The perfect
---------|-------------
اء | إخضر
ب | إزرق
ج | إصفر

Unit 43: The perfect, Form X

Conjugate the perfect Form X by adding the appropriate subject markers. Use the following root radicals to conjugate Form X in the perfect:

<table>
<thead>
<tr>
<th>Root Radical</th>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
<th>2nd person feminine singular</th>
<th>3rd person masculine singular</th>
<th>3rd person feminine singular</th>
<th>2nd person dual</th>
<th>3rd person masculine dual</th>
<th>3rd person feminine dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ڠ</td>
<td>استخدمت</td>
<td>استخدمت</td>
<td>استخدمت</td>
<td>استخدمت</td>
<td>استخدمت</td>
<td>استخدمتما</td>
<td>استخدمتاما</td>
<td>استخدمتامائت</td>
</tr>
</tbody>
</table>
Unit 43: Answers to Exercise 2

Conjugate the perfect Form X by adding the appropriate subject markers. Use the following root radicals to conjugate Form X in the perfect. Write down all 13 possibilities in the blank spaces below.

ﺙُ for the first radical,
ﻡُ for the second, and
ﺭُ for the third.

<table>
<thead>
<tr>
<th>1st person singular</th>
<th>2nd person masculine singular</th>
<th>2nd person feminine singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>إِسْتَثْمَرْتُ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
<tr>
<td>إِسْتَثْمَرَتْ</td>
<td>إِسْتَثْمَرَتْ</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 44: Noun–verb paradigm chart

#### Unit 44: Answers to Exercise 1

For Form I, find the perfect – المُضارع – and imperfect – الماضي – of the following six roots.

<table>
<thead>
<tr>
<th>Root</th>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ح س ب</td>
<td>ﻓُتْﺤَ</td>
<td>ﻫِﺴِب</td>
</tr>
<tr>
<td>ح س ب</td>
<td>ﻓُرِﺢَ</td>
<td>ﻫِﺒِس</td>
</tr>
<tr>
<td>ح س ب</td>
<td>ﻓُرْبَ</td>
<td>ﻫِﺒِس</td>
</tr>
<tr>
<td>ح س ب</td>
<td>ﻓُرِﺢَ</td>
<td>ﻫِﺒِس</td>
</tr>
<tr>
<td>ح س ب</td>
<td>ﻓُرِﺢَ</td>
<td>ﻫِﺒِس</td>
</tr>
<tr>
<td>ح س ب</td>
<td>ﻓُرِﺢَ</td>
<td>ﻫِﺒِس</td>
</tr>
</tbody>
</table>

#### Unit 44: Answers to Exercise 2

For Form I, find the gerund – المصدر – of the following 12 roots.

<table>
<thead>
<tr>
<th>Root</th>
<th>Form I</th>
<th>Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>فِﻌَل</td>
<td>ﻏَـبَر</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
<tr>
<td>ﻓِـﺪَرَس</td>
<td>ﺗَـﻔْﺮَﺡ</td>
<td>ﺑُـﻃَﻮْلَة</td>
</tr>
</tbody>
</table>
Unit 44: Answers to Exercise 3

Fill in the blanks.

<table>
<thead>
<tr>
<th>Gerund</th>
<th>Imperfect</th>
<th>Perfect</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>المصدر</td>
<td>المضارع</td>
<td>الماضي</td>
<td>الوزن</td>
</tr>
<tr>
<td>الاستهار بـ</td>
<td>يشتهر بـ</td>
<td>اهتم بـ</td>
<td>افعال</td>
</tr>
<tr>
<td>الاهتمام بـ</td>
<td>يهتم بـ</td>
<td>اهتم بـ</td>
<td>افعال</td>
</tr>
</tbody>
</table>

Unit 44: Answers to Exercise 4

For Form IX, find the perfect and imperfect verbs, the gerund, and the active participle of the following seven roots. As mentioned above, these roots correspond to colours ألوان.

<table>
<thead>
<tr>
<th>The root</th>
<th>The perfect</th>
<th>The imperfect</th>
<th>The gerund</th>
<th>The active participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأصل</td>
<td>الماضي</td>
<td>المضارع</td>
<td>المصدر</td>
<td>اسم الفاعل</td>
</tr>
<tr>
<td>ح م ر</td>
<td>يُحمرُ</td>
<td>إحمراً</td>
<td>مُحمرٌ</td>
<td>مَحمرٌ</td>
</tr>
<tr>
<td>خ ض ر</td>
<td>يُخضَرُ</td>
<td>إِخضراً</td>
<td>مُخضَرٌ</td>
<td>مَخضَرٌ</td>
</tr>
<tr>
<td>ز ر ق</td>
<td>يُزرَقُ</td>
<td>إِزرقاً</td>
<td>مُزرَقٌ</td>
<td>مَزرَقٌ</td>
</tr>
<tr>
<td>ص ف ر</td>
<td>يُصفرُ</td>
<td>اِصفرَ</td>
<td>مُصفرٌ</td>
<td>مَصفرٌ</td>
</tr>
<tr>
<td>س و د</td>
<td>يُسودُ</td>
<td>إِسوداً</td>
<td>مُسودٌ</td>
<td>مَسودٌ</td>
</tr>
<tr>
<td>ب ي ض</td>
<td>يُبيضُ</td>
<td>إِبِيضاً</td>
<td>مُبيضٌ</td>
<td>مَبيضٌ</td>
</tr>
<tr>
<td>س م ر</td>
<td>يُسمرُ</td>
<td>إِسمرَ</td>
<td>مُسمرٌ</td>
<td>مَسمرٌ</td>
</tr>
</tbody>
</table>
Unit 48: Verb types (sound, hamzated, doubled, weak radicalled)

Unit 48: Answers to Exercise 1

The following verb, أحبّ, is doubled (مضاف). Conjugate the perfect and imperfect Form IV verb أحبّ for the subjects identified in the table below. The first answer is filled out as an example.

<table>
<thead>
<tr>
<th>المضارع المنصوب</th>
<th>الماضي الضمير</th>
</tr>
</thead>
<tbody>
<tr>
<td>المجزوم</td>
<td>أحبّ أحبّ</td>
</tr>
<tr>
<td>أم</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
<tr>
<td>ن</td>
<td>يحبّ يحبّ</td>
</tr>
</tbody>
</table>

Unit 48: Answers to Exercise 2

The following verb, أعطي, is final weak radicalled (ناقص). Conjugate the perfect and imperfect Form IV verb أعطي for all possible 13 subjects.

<table>
<thead>
<tr>
<th>المضارع الماضي</th>
<th>الضمير</th>
</tr>
</thead>
<tbody>
<tr>
<td>يفعل</td>
<td>أعطيتِ أنتِ</td>
</tr>
<tr>
<td>أعتني</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>تُعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>أعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>تُعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>يعطى</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>تُعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>أعتني</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>تُعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>أعطيت</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>أعتنيت</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>أعطيت</td>
<td>أعتنيتِ أنتِ</td>
</tr>
<tr>
<td>تُعطي</td>
<td>أعتنيتِ أنتِ</td>
</tr>
</tbody>
</table>

351
Unit 50: The passive voice

Unit 50: Answers to Exercise 1

Change the following from the active to the passive voice. Write the new sentences in the blank spaces below.

Reminder: when doing passive transformations remember the following:

- the subject of the original sentence is deleted
- the direct object becomes the new subject
- the verb in the passive agrees with the new subject

The following are the passives of the three verbs: تَرَكَ، كَتَبَ، سَجَّلَ.

1. The father left the keys in the room on the table.

- تَرَكَ الأَبُ المفاتيح في الغرفة على الطاولة

2. I wrote the report yesterday.

- كَتَبْ التقرير أمس

3. The team scored a goal in the fifth minute of the match/game.

- سَجَّلَ الفريق هدفاً في الدقيقة الخامسة من المبارة

- سَجَّل هدف في الدقيقة الخامسة من المباراة
Unit 51: Inflecting the verb for the passive voice

Unit 51: Answers to Exercise 1

Change the following sentences from the active to the passive voice. Write the new sentences in the blank spaces below.

a) We heard a knock at the door.

سَمِعْنَا طُرقًا عَلَى الْبَاب

b) The storm destroyed many houses and uprooted trees on the coast.

حَطَّمَتْ الْعَاصِفَةُ بَيْوتًا كَثِيرَةً وَإِقْتَلَعَتْ أَشَابَارًا عَلَى السَّاحِل

c) The inspector checked the cargo on the ship before it was unloaded.

عَابِنَتْ المِكَافِشُ البَضَاعَةَ عَلَى السَّفِينَةَ قَبْلِ تَنزِيلِها

عَابِنَتْ البَضَاعَةَ عَلَى السَّفِينَةَ قَبْلِ تَنزِيلِها
This page intentionally left blank
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    and past time, 243
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