

# Basic Arabic

A Grammar and Workbook

Waheed Samy and  
Leila Samy



Routledge Grammar Workbooks

# BASIC ARABIC: A GRAMMAR AND WORKBOOK

*Basic Arabic: A Grammar and Workbook* comprises an accessible reference grammar with related exercises in a single volume.

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*  
*Intermediate Cantonese*

*Basic Chinese*  
*Intermediate Chinese*

*Basic German*  
*Intermediate German*

*Basic Irish*  
*Intermediate Irish*

*Basic Italian*

*Basic Japanese*  
*Intermediate Japanese*

*Basic Korean*  
*Intermediate Korean*

*Basic Persian*

*Basic Polish*  
*Intermediate Polish*

*Basic Russian*  
*Intermediate Russian*

*Basic Spanish*  
*Intermediate Spanish*

*Basic Welsh*  
*Intermediate Welsh*

*Basic Yiddish*

# BASIC ARABIC: A GRAMMAR AND WORKBOOK

Waheed Samy and Leila Samy

First published 2014

by Routledge

2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Simultaneously published in the USA and Canada

by Routledge

711 Third Avenue, New York, NY 10017

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

© 2014 Leila Samy

The right of Waheed Samy and Leila Samy to be identified as authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*Trademark notice:* Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

*British Library Cataloguing-in-Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging-in-Publication Data*

A catalog record for this book has been requested

ISBN: 978-0-415-58772-3 (hbk)

ISBN: 978-0-415-58773-0 (pbk)

ISBN: 978-1-315-84890-7 (ebk)

Typeset in Times New Roman

by Apex CoVantage, LLC

# CONTENTS

Contents	v
List of tables	ix
<b>1 Word boundaries in written Arabic</b>	<b>1</b>
<b>2 Meaning and grammatical categories encapsulated in a word</b>	<b>4</b>
<b>3 Arabic grammar paradigm قواعد اللغة العربية نحو وصرف</b>	<b>6</b>
<b>4 The Arabic language writing system</b>	<b>7</b>
<b>5 Function of diacritics التشكيل وعلامات الإعراب</b>	<b>20</b>
<b>6 Agreement تطابق</b>	<b>27</b>
<b>7 Pronouns الضمائر</b>	<b>29</b>
<b>8 Demonstratives أسماء الإشارة</b>	<b>37</b>
<b>9 Case marking: noun words الإعراب</b>	<b>39</b>
<b>10 Noun type words: syntactic function, case name, and case marking</b>	<b>40</b>
<b>11 Syntactic functions and their case markers الحالة الإعرابية وعلامات الإعراب</b>	<b>60</b>
<b>12 Noun types</b>	<b>61</b>
<b>13 The “human” vs “non-human” classification of nouns</b>	<b>67</b>

14	The human category nouns	71
15	The non-human category nouns	82
16	Noun attributes: number, gender, case, definiteness	89
17	Numbers and counting الأعداد و المعدود	107
18	The sentence الجُملة – the basics	109
19	The noun–adjective phrases	120
20	Adjectives: agreement with nouns	122
21	The 'idafa phrase الإضافة	141
22	The 'idafa-adjective phrase	155
23	The definite article ال	157
24	Prepositions	158
25	Adverbials	167
26	To have عند، ل، مع، في	178
27	Questions	185
28	Negation	190
29	About the Arabic verb الفعل	191
30	Conjugating the perfect تصريف الماضي	195
31	Conjugating the imperfect تصريف المضارع	199
32	Subject and mood markers of the imperfect verb	203
33	Verb patterns أوزان الفعل	207
34	The perfect, Form I فعل	214
35	The perfect, Form II فعَّل	218

36	The perfect, Form III فاعل	220
37	The perfect, Form IV أفعال	223
38	The perfect, Form V تفعل	227
39	The perfect, Form VI تفاعل	229
40	The perfect, Form VII انفعل	231
41	The perfect, Form VIII افتعل	233
42	The perfect, Form IX افعال	237
43	The perfect, Form X استفعال	238
44	Noun–verb paradigm chart	240
45	Time	243
46	Verb–subject agreement	245
47	Constituents of verb-type words	246
48	Verb types (sound, hamzated, doubled, weak radicalled)	247
49	Adverbs marked by the accusative case	250
50	The passive voice	251
51	Inflecting the verb for the passive voice	254
	<b>Workbook and answers</b>	<b>259</b>
	Unit 4: The Arabic language writing system	259
	Unit 5: Function of diacritics التشكيل وعلامات الإعراب	265
	Unit 6: Agreement تطابق	269
	Unit 7: Pronouns الضمائر	270
	Unit 8: Demonstratives - أسماء الإشارة	274
	Unit 10: Noun type words: syntactic function, case name, and case marking	274
	Unit 12: Noun types	283



Unit 13: The “human” vs “non-human” classification of nouns	285
Unit 14: The human category nouns	287
Unit 15: The non-human category nouns	295
Unit 16: Noun attributes: number, gender, case, definiteness	299
Unit 18: The sentence الجُمْلَة – the basics	304
Unit 20: Adjectives: agreement with nouns	313
Unit 21: The ’idafa phrase الإِضَافَة	313
Unit 22: The ’idafa-adjective phrase	320
Unit 26: To have عِنْدَ، لِ، مَعَ، فِي	321
Unit 27: Questions	325
Unit 30: Conjugating the perfect verb	327
Unit 31: Conjugating the imperfect	328
Unit 33: Verb patterns أوزان الفعل	331
Unit 34: The perfect, Form I فَعَلَ	334
Unit 35: The perfect, Form II فَعَّلَ	335
Unit 36: The perfect, Form III فَاعَلَ	337
Unit 37: The perfect, Form IV أَفْعَلَ	339
Unit 38: The perfect, Form V تَفَعَّلَ	342
Unit 39: The perfect, Form VI تَفَاعَلَ	342
Unit 40: The perfect, Form VII اِنْفَعَلَ	343
Unit 41: The perfect, Form VIII اِفْتَعَلَ	345
Unit 42: The perfect, Form IX اِفْعَلَّ	347
Unit 43: The perfect, Form X اِسْتَفْعَلَ	347
Unit 44: Noun–verb paradigm chart	349
Unit 48: Verb types (sound, hamzated, doubled, weak radicalled)	351
Unit 50: The passive voice	352
Unit 51: Inflecting the verb for the passive voice	353
Index	355

# LIST OF TABLES

(Key tables are featured in **bold**)

<b>Phonological characteristics and transcription of letters</b>	<b>8–9</b>
<b>Letter shapes and context</b>	<b>10–11</b>
<b>Phonological characteristics and transcription of diacritics</b>	<b>19</b>
<b>Free-standing and suffixed pronouns</b>	<b>34–35</b>
Dual pronouns	34
Singular pronouns	34
Plural pronouns	35
<b>Demonstratives</b>	<b>37</b>
<b>Subject marker suffixes of the perfect verb in the singular</b>	<b>195</b>
<b>Subject marker suffixes of the perfect verb in the dual</b>	<b>196</b>
<b>Subject marker suffixes of the perfect verb in the plural</b>	<b>196–197</b>
Perfect verbs, summary	197
<b>Subject markers of the imperfect verb in the singular</b>	<b>199</b>
<b>Subject markers of the imperfect verb in the dual</b>	<b>200–201</b>
<b>Subject markers of the imperfect verb in the plural</b>	<b>201</b>
<b>Subject and mood markers of the imperfect verb</b>	<b>203–206</b>
<b>Mood marking</b>	<b>205–206</b>
Verbs, derivational system of	207–208
<b>Verb forms</b>	<b>208–209</b>
Form IX, colours	209
<b>Perfect verb forms, summary</b>	<b>210</b>
<b>Imperfect</b>	<b>212</b>
<b>Noun-verb paradigm chart</b>	<b>240</b>
<b>Typical arrangement of constituents of verb-type words</b>	<b>246</b>
Voice, perfect tense verb	254–255
<b>Vowel transformations to inflect active for passive</b>	<b>254</b>
<b>Active and passive forms of the perfect tense</b>	<b>255</b>
<b>Vowel transformations to inflect active imperfect for passive</b>	<b>256</b>
voice, imperfect tense verb	256
<b>Active and passive forms of the imperfect tense</b>	<b>257</b>
<b>Imperfect Form I-X stems (Forms I-X without subject marker)</b>	<b>333</b>

This page intentionally left blank

# UNIT 1

## Word boundaries in written Arabic

### 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,

أنا سعيدٌ جداً لأنها 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

أنا سعيدٌ جداً لأنها أعطتني رقم تليفونها 7 words

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

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 سعيدٌ جداً
you are very happy	أنت سعيدٌ جداً
he is very happy	هو سعيدٌ جداً

The word “because” takes a pronoun suffix, not an independent pronoun.

*Examples:*

because she	لأنَّهَا
because we	لأنَّنَا
because he	لأنَّه
because they	لأنَّهُم

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”	أَعْطَيْتُ
you “gave” (m.)	أَعْطَيْتَ
you “gave” (f.)	أَعْطَيْتِ
he “gave”	أَعْطَى
she “gave”	أَعْطَتْ
we “gave”	أَعْطَيْنَا
you “gave” (d., m. and f.)	أَعْطَيْتُمَا
you “gave” (pl. m.)	أَعْطَيْتُمْ
you “gave” (pl. f.)	أَعْطَيْتُنَّ
they “gave”	أَعْطَوْا، أَعْطَيْنَ
it “gave”	أَعْطَى، أَعْطَتْ

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

she gave me	3 words
أَعْطَتْنِي	1 word

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

The definite article *ال* 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):

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.<sup>1</sup>

## Note

1. Waheed Samy, PhD. “Computer Word Frequency Counting in Arabic.” Chapter 15, page 259, *Understanding Arabic: Essays in Contemporary Arabic Linguistics in Honor of El-Said Badawi*.

# 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 المرفوع)
    - The accusative case (حالة المنصوب)
    - The genitive case (حالة المجرور)
  - b) For imperfect verbs
    - Indicative mood (حالة المرفوع)
    - Subjunctive mood (حالة المنصوب)
    - Jussive mood (حالة المجزوم)
- 2 Gender (الجنس)
  - Masculine (مذكر)
  - Feminine (مؤنث)
- 3 Definiteness (التعريف والتنكير)
  - Definite (معرفة)
  - Indefinite (نكرة)
- 4 Humanness (عاقِل)
  - Human (عاقِل)
  - Non-human (غير العاقِل)
- 5 Tense (الماضي)
  - Perfect tense (الماضي)
  - Imperfect tense (المضارع)
  - Imperative tense (الأمر)
- 6 Person (المتكلم)
  - First person (المتكلم)
  - Second person (المُخاطَب)
  - Third person (الغائب)

- |   |                       |           |
|---|-----------------------|-----------|
| 7 | Voice: active/passive |           |
| 8 | Number                | (عَدَد)   |
|   | Singular              | (مُفْرَد) |
|   | Dual                  | (مُتَنِي) |
|   | Plural                | (جَمْع)   |
| 9 | Pattern/form          | (وِزْن)   |

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:

Forms (I–X) (الأوزان) (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 **كتب** (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 **تفاعل** to generate the verb **يَتَفَاهَم** (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: يُقَسِّم

### 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 همزة, 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 stand alone 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:

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

## Phonological characteristics and transcription of Letters

<i>Phonological characteristics</i>	<i>Transcription</i>	<i>Letter</i>	<i>Name</i>
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	'	ء	همزة
long front vowel, as in: mad; or long back vowel, as in: mar	ā	ا ى	ألف (ألف مقصورة)
consonant, voiced bilabial stop, as in: bring	b	ب	باء
consonant, voiceless alveolar stop, as in: true	t	ت	تاء
consonant, voiceless interdental fricative, as in: three	th	ث	ثاء
consonant, has regional varieties: voiced velar stop, as in: girl; or voiced post alveolar fricative, as in: <i>jolie</i> (French); or voiced post alveolar affricate, as in: joy	g, j, or dj	ج	جيم
consonant, voiceless pharyngeal fricative, no equivalent English sound	h	ح	حاء

consonant, voiceless velar fricative, no equivalent English sound	kh	خ	حاء
consonant, voiced alveolar stop, as in: drink	d	د	دال
consonant, voiced interdental fricative, as in: this	dh	ذ	ذال
consonant, alveolar trill, as in: ring	r	ر	راء
consonant, voiced alveolar stop, as in: zoo	z	ز	زاي
consonant, voiceless alveolar fricative, as in: stand	s	س	سين
consonant, voiceless post alveolar fricative, as in: shout	sh	ش	شين
consonant, velarized/emphatized voiceless alveolar fricative, perhaps equivalent to salt	ʃ	ص	صاد
consonant, velarized/emphatized voiced alveolar stop, perhaps equivalent to dull	ɖ	ض	ضاد
consonant, velarized/emphatized voiceless alveolar stop, perhaps equivalent to tall	ʈ	ط	طاء
consonant, velarized/emphatized voiced interdental fricative, perhaps equivalent to thus	ʐ	ظ	ظاء
consonant, voiced pharyngeal fricative, no equivalent English sound	c	ع	عين
consonant, voiced velar fricative, similar to rouge (French)	gh	غ	غين
consonant, voiceless labiodental fricative, as in: front	f	ف	فاء
consonant, voiceless, uvular stop, no equivalent English sound	q	ق	قاف
consonant, voiceless velar stop (kind)	k	ك	كاف
consonant, voiced or voiceless alveolar lateral approximant, as in: let	l	ل	لام
consonant, voiced nasal bilabial (man)	m	م	ميم
consonant, voiced nasal alveolar (net)	n	ن	نون
consonant, voiced or voiceless glottal fricative, as in: hotel	h	ه	هاء
semivowel, voiced labiovelar approximant, as in win; or long back vowel, as in fool	w or ū	و	واو
semivowel, voiced labioapalatal approximant, as in yell; or long close front vowel, as in feel	y, or ī	ي	ياء

## 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 **و، ز، ر، ذ، د، ا،** 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, **ـ**, 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.

<i>Shape of letter</i>			
<i>In a word (based on position within the word)</i>			<i>Alone</i>
<i>word-final; or followed by a letter that does not link directly</i>	<i>middle of a word; preceded and followed by letters that also link directly</i>	<i>word-initial; or preceded by a letter that does not link directly</i>	
ب ...	... ب ...	ب ...	ب
ت ...	... ت ...	ت ...	ت
ث ...	... ث ...	ث ...	ث
ج ...	... ج ...	ج ...	ج
ح ...	... ح ...	ح ...	ح
خ ...	... خ ...	خ ...	خ
د ...	... د ...	د ...	د
ذ ...	... ذ ...	ذ ...	ذ
ر ...	... ر ...	ر ...	ر
ز ...	... ز ...	ز ...	ز
س ...	... س ...	س ...	س
ش ...	... ش ...	ش ...	ش
ص ...	... ص ...	ص ...	ص
ض ...	... ض ...	ض ...	ض
ط ...	... ط ...	ط ...	ط
ظ ...	... ظ ...	ظ ...	ظ
ع ...	... ع ...	ع ...	ع
غ ...	... غ ...	غ ...	غ
ف ...	... ف ...	ف ...	ف
ق ...	... ق ...	ق ...	ق

ك ...	ك ...	ك ...	ك
ل ...	ل ...	ل ...	ل
م ...	م ...	م ...	م
ن ...	ن ...	ن ...	ن
ه ...	ه ...	ه ...	ه
ي ...	ي ...	ي ...	ي

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 ا or و seats only link directly to preceding and never to following letters. The ى seat links directly to both preceding and following letters.

<i>Shape of letter</i>			
<i>In a word (based on position within the word)</i>			<i>Alone</i>
<i>Final</i>	<i>Middle</i>	<i>Initial</i>	
ء	ء	NA	ء (with no seat)
أ ...		أ	ء (with a seat)
إ ...		إ	
ؤ		NA	ء (with a seat)
ؤ ...			
ئ ...	ئ ...	NA	ء (with a seat)
	ئ ...		

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

<i>Shape of letter</i>			
<i>In a word (based on position within the word)</i>		<i>Alone</i>	
<i>word-final; or middle of a word and preceded by a letter that does link directly</i>	<i>word-initial; or preceded by a letter that does not link directly</i>		
ا ...	ا	ا	ا
د ...	د	د	د
ذ ...	ذ	ذ	ذ
ر ...	ر	ر	ر
ز ...	ز	ز	ز
و ...	و	و	و

**Exercises: letter shapes and context***Exercise 1*

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

a) فَ + و + ا + ك + ه

---

b) ك + ت + ا + ب + ك

---

c) رُ + ف + و + ف

---

d) ي + ك + ت + ب

---

e) ن + ق + و + د

---

f) ك + ت + ا + ب + ي

---

g) م + ا + ن + ي

---

h) ل + ي + 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، 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

### 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.

Letter	End of a word	Middle of a word	Beginning of a word
ك	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
ق	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
ل	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
م	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
س	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
ش	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
ص	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

## 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: **ألف**, **واو**, **ياء**.



Alone	ء
Above ي	ئ، ئ، ئ
Above و	ؤ، و
Above or below ا	أ، إ

### 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 ا seat, or when it stands alone.

ئ — ئ — ئ	أ — و — و	أ	ء
'i or i'	'u or u'	'a	ء

Note that when it takes the ا 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.

directly linked to following	directly linked to letters on both sides (middle of a word)	directly linked to preceding letter	unjoined
ئ ...	... ئ ...	أ، أ؛ و، و، و	ء، أ، أ، إ

## 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 ر + ئ + ة

ri'atun

2 ب + ي + ئ + ي

bii'iyun

- 3 ق + ا + ر + ئ + و + ن      qaari'uuna  
\_\_\_\_\_
- 4 ب + ئ + س      bi'sun  
\_\_\_\_\_
- 5 رُ + وَّ + س + ا + ء      ru'asaa'un  
\_\_\_\_\_
- 6 رُ + ي + يَ      ru'iya  
\_\_\_\_\_
- 7 رُ + يُ + ي + ة      ru'yatun  
\_\_\_\_\_
- 8 رُ + وَّ + و + س      ru'uusun  
\_\_\_\_\_
- 9 لُ + وَّ + م      lu'mun  
\_\_\_\_\_
- 10 رَ + أ + سَ      ra'asa  
\_\_\_\_\_
- 11 تَ + ق + رَ + ئ + ي + نَ      taqra'iina  
\_\_\_\_\_
- 12 تَ + ق + رَ + وَّ + و + نَ      taqra'uuna  
\_\_\_\_\_
- 13 رَ + أ + يَ      ra'yun  
\_\_\_\_\_

### 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 ا 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 و seat when it occurs
  - in the middle of a word
  - at the end of a word
- 4 on the ي 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.

- |         |          |        |        |
|---------|----------|--------|--------|
| 1 باءات | 4 سوء    | 7 أسرة | 10 مئة |
| 2 لاءات | 5 قَمِيء | 8 سأل  | 11 شىء |
| 3 شاء   | 6 درء    | 9 قرأ  |        |

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 ا 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 فَتْحَة or ضَمَّة.

Examples: أُسْرَة، أَحْمَرُ

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

Examples: إِذَا، إِسْعَافٌ

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

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

Examples: تَسَاءَلٌ، وَتَفَاعُلٌ، وَلَنْ يَسْوَأَهُ وَإِنْ وَضُوأَهُ

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

Examples: مَشِيئَة، وَبَرِيئَة، وَإِنْ مَجِيئَكَ

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

Examples: رُئِي، يُئِيسُ، رَأَيْسُ

When the hamza takes a ضَمَّة, it appears above the و seat,

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

Examples: قَرُؤُوا، وَشَوْؤُونُ، وَيَسْتَهْزِئُونَ، وَبَرِيئُونَ

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

If preceded by a كَسْرَة, it takes ي as a seat.

If preceded by a ضَمَّة, it takes و as a seat.

If preceded by a فَتْحَة, it takes | as a seat.

Examples: بُؤْسَاءُ، رَأْسُ، رِيئَة

If it is preceded by a سُكُون, it takes ا as a seat.

Examples: يَيْئَسُ، يَيْسَأَلُ

When the hamza takes a سُكُون, it takes a seat that corresponds to the preceding diacritic.

Examples: فَأَسُ، بِئْرُ، سُؤْلُ

- 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: يَجْرُؤُ وَيَبْدَأُ وَيَسْتَهْزِئُ

When the hamza is preceded by a سُكُون, it takes the ي seat.

Examples: بَطْنًا، وَشَيْئًا جِزْءً

## Exercise: hamza shape based on surrounding diacritics

### Exercise 6

أ or و or ي? 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 + <u>ي</u> + i + ...	
2 ... + i + _____	+ i + ...	bii'iyun
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

11 ... + i +	_____	+ a + ...	taqra'iina
12 ... + u +	_____	+ a + ...	taqra'uuna
13 ... + ° +	_____	+ a + ...	ra'yun

### Variations in hamza shapes

The hamza appears above or below the **ا** when embedded with prepositions in words like: **فَإِنَّ، بَأَنَّ، لَأَنَّ، لِإِنَّ**

## Diacritics التشكيل

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

Phonological characteristics	transcription	diacritic	name
short vowel /a/, as in: <u>pleas</u> ant or short vowel /α/, as in: ab <u>und</u> ant	a	◌َ	فتحة
short vowel /a/ or /α/, as above, but followed by /n/	an	◌َ◌ْ	تنوين فَتْح
short vowel /u/, as in: <u>fo</u> ot, <u>coo</u> k, <u>fi</u> ll, <u>pu</u> ll	u	◌ُ	ضمة
short vowel /u/, as above, but followed by /n/	un	◌ُ◌ْ	تنوين ضَمَّ
short vowel /i/, as in: <u>fi</u> t	i	◌ِ	كسرة
short vowel /i/, as above, but followed by /n/	in	◌ِ◌ْ	تنوين كَسْر
denotes an absence of a vowel sound	none	◌ْ	سكون
doubles the time interval of a consonant, as in English when the last sound in a word is the same as the following one: <u>ni</u> ce <u>s</u> andwich, <u>coo</u> l <u>l</u> ady, <u>boo</u> k <u>c</u> ase	none	◌ّ	شدة

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).

# UNIT 5

## Function of diacritics

### التشكيل وعلامات الإعراب

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:

<i>Comment</i>	<i>Transcription</i>	<i>Sentence</i>
The written sentence has no diacritics, but cannot be spoken without them.	shrb mhmd alqhwa	شرب محمد القهوة
The spoken sentence includes diacritics.	shariba muham- mad alqahwa	شَرِبَ مُحَمَّدُ الْقَهْوَةَ

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 ر, and the last one ب. The total number of possibilities is nine:

شَرَبَ، شَرِبَ، شَرَّبَ،  
شُرِبَ، شُرِبَ، شُرَّبَ،  
شِيرَبَ، شِيرِبَ، شِيرَّبَ

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

٤٢ قتيلا ٣٥٠ مصابا ضحايا الأمطار<sup>١</sup>

A person who is not familiar with the word قتيلا would not know the diacritic immediately following the first consonant of this word; is it قَتَيْلا, قُنَيْلا, or قَتَيْلا? The words مصابا, and ضحايا, 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?

يُدْرَسُ  
يُدْرَس

---



---



---



---



---



---

## علامات إعراب الأسماء 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:

تتوین ضَمّ or ضَمّة case is marked by مرفوع  
تتوین فِتح or فَتحة case is marked by منصوب  
تتوین كَسر or كَسرة case is marked by مجرور (see Diacritics).

## Diacritics marking case for definite and indefinite nouns

For the مرفوع case, a ضَمّة indicates a noun is definite, تتوین ضَمّ indicates a noun is indefinite (see Noun: definiteness/indefiniteness).

Similarly, for the منصوب and the مجرور cases, a فَتحة indicates a noun is definite, تتوین فِتح indicates a noun is indefinite; and a كَسرة indicates a noun is definite, تتوین كَسر indicates a noun is indefinite.

*Examples:*

Diacritic case marking with definite feminine and masculine nouns.

Definite			
Case	مَجْرور	مَنْصُوب	مَرْفُوع
Feminine	السَّيَّارَةُ	السَّيَّارَةُ	السَّيَّارَةُ
Masculine	الشَّارِع	الشَّارِع	الشَّارِعُ

Diacritic case marking with indefinite feminine and masculine nouns.

Indefinite			
Case	مَجْرور	مَنْصُوب	مَرْفُوع
Feminine	سَيَّارَةٌ	سَيَّارَةٌ	سَيَّارَةٌ
Masculine	شَّارِعٌ	شَّارِعًا	شَّارِعٌ

Diacritic case marking for the first term of the 'idafa phrase: سَيَّارَةُ أَمِيرَةٍ

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

Case	'idafa phrase
مَرْفُوع	سَيَّارَةُ أَمِيرَةٍ
مَنْصُوب	سَيَّارَةُ أَمِيرَةٍ
مَجْرور	سَيَّارَةُ أَمِيرَةٍ

In the second table, the second term in the 'idafa is a pronoun suffix.

Case	'idafa phrase
مرفوع	سيارتها
منصوب	سيارتها
مجرور	سيارتها

## 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: 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).

مرفوع \_\_\_\_\_  
منصوب \_\_\_\_\_  
مجرور \_\_\_\_\_

### Exercise 3

In the blank spaces below, add the diacritic case marking for the first terms of the 'idafa phrase: شارع محمد. In this exercise, the second term in the 'idafa is a pronoun suffix هـ. So, first, fill the blank spaces below with the 'idafa phrase شارع هـ. 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 \_\_\_\_\_  
مجرور \_\_\_\_\_

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

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 المرفوع (the indicative),
- 2 المنصوب (the subjunctive), and
- 3 المجزوم (the jussive)

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

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

- 1 ضمة to show that they are in المرفوع mood
- 2 فتحة to show that they are in المنصوب mood
- 3 سكون to show that they are in المجزوم mood

*Examples:*

Diacritic mood marker of imperfect verbs with one subject-marker

المرفوع	المنصوب	المجزوم	
أفعلُ	أفعلَ	أفعلْ	أنا
تفعلُ	تفعلَ	تفعلْ	أنتَ
يفعلُ	يفعلَ	يفعلْ	هو
تفعلُ	تفعلَ	تفعلْ	هي
نفعلُ	نفعلَ	نفعلْ	نحن

## Exercises: diacritics marking mood of verbs علامات إعراب الأفعال

### Exercise 4

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

المرفوع	المنصوب	المجزوم	
يقوم	لن يقوم	لم يقم	هو
أقول	لن أقول	لم أقول	أنا
تكتب	لن تكتب	لم تكتب	أنتَ
ندعو	لن ندعو	لم ندعو	نحن
تتكلم	لن تتكلم	لم تتكلم	هي

### Exercise 5

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

A تحتاج تزيدها

فإنَّ كُلَّ أُمَّةٍ تحتاج إلى لُغَةٍ مُوحَّدةٍ

تزيدها تجاوباً وتماسكاً، فنكون مُوحَّدةٍ

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

تختلف اختلافاً بيّناً

حتى إنها تختلف بعضَ الاختلافِ من حارةٍ إلى حارةٍ.

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 المنصوب mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate location.

A تبسّط

من اللازم أن تبسّط لُغَتَكَ عندما تتكلّم مع الأطفال

You must simplify your language when speaking with children.

B أغيّر

أحبّ أن أخرج معكم ولكنّي أريد أن أغيّر ملابسي أولاً

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

C تدخل

إذا تأخّرت 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 تتحقّق

أتمنّى أن تتحقّق كلُّ أحلامي

I hope (I wish) that all my dreams will come true.

E تستمع

أظنُّ أنّها لم تُريدُ أنْ تستمعَ 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 the المَجْزُوم mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate locations.

A يعرّب

لم يعرّب تدرّيسُ الطّبِّ في مُعظَمِ الجامعاتِ العربيّةِ حتّى الآن

The teaching of medicine was not done in Arabic (“Arabized”) in most Arab universities until now.

B تعنّد

انتَ لا تُحبُّ القهوةَ لأنّك لم تعنّد عليها

You do not like coffee because you are not used to it.

C يتغيّر

مَطَرٌ مَطَرٌ مَطَرٌ! إذا لم يتغيّر 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 يحضر

أنا غاضبةٌ منه لأنّه لم يحضر لزيارتي منذُ وقتٍ طويل

I am angry with him because he has not come to visit me in a long time.

E تريد

أظنُّ أنّها لم تريد أنْ تَسْتَمِعَ إلى رأيي في الموضوع

I think that she does not want to listen to my opinion on the subject.

### Note

1. Al-Ahram (الأهرام), url: <http://www.ahram.org.eg/420/2011/01/22/38/index.aspx>, accessed 22 January 2011.

# UNIT 6

## Agreement تطابق

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 والتكثير)

Humanness (عاقِل و غير العاقِل)

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.

ياسمين تسكن في مدينة نيويورك، وهي طالبة تدرس الأدب الإنجليزي في جامعة نيويورك. والدها مصري، وهو يعمل في الأمم المتحدة، ووالدتها فلسطينية وهي سكرتيرة في نفس الجامعة. محمود وعادل وفاطمة أقارب ياسمين، وهم يسكنون في مدينة القاهرة

---



---



---



---



---



---

### 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:

كبير	big	واسع	wide, broad
مصريّ	Egyptian	جديد	new

- 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 \_\_\_\_\_ والدي
- e) This is a wide road \_\_\_\_\_ هذا شارع

# UNIT 7

## Pronouns الضمائر

### 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:

ي، كِ، كِ، هُ، هَا، كَمَا،  
هُمَا، نَا، كُمْ، كُنَّ، هُمْ، هُنَّ

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.

ي	(my/me)
أَنْتِ	(your/you, s., m.)
أَنْتِ	(your/you, s., f.)
هُ	(his/him)
هَا	(hers/her)
كَمَا	(your/you, d., m. and f.)
هُمَا	(their/them, d., m. and f.)
نَا	(our/us, d. and pl.)



كُم	(your/yours, pl., m.)
كُنَّ	(your/yours, pl., f.)
هُمْ	(their, them, pl., m.)
هُنَّ	(their, them, pl., f.)

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:

ني، كِ، كِ، هُ، ها، كُما، هُما، نا، كُم، كُنَّ، هُم، هُنَّ

Below, the noun 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.

ني	(me)
كَ	(you, s., m.)
كِ	(you, s., f.)
هُ	(him)
ها	(her)
كُما	(you, d., m. or f.)
هُما	(them, d., m. or f.)
نا	(us, d. or pl.)
كُم	(you, pl., m.)
كُنَّ	(you, pl., f.)
هُمْ	(them, pl., m.)
هُنَّ	(them, pl., f.)

## ضمائر الملكية 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      كِتَابُكَ عَلَى الْكُرْسِيِّ

Your (p., f.) book is on the chair      كِتَابُكُنَّ عَلَى الْكُرْسِيِّ

## Exercise: possessive pronouns ضمائر الملكية

### 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

Word	Meaning	Gender
كِتَاب	a book	m.
بَيْت	a house	m.
سَيَّارَة	a car	f.
شَقَّة	an apartment	f.

- a) Whose book is this?      This is his book  
 \_\_\_\_\_ هذا  
    هذا كِتَابِهِ
- b) Whose car is this?      This is her car  
 \_\_\_\_\_ هذه
- c) Whose house is this?      This is my house  
 \_\_\_\_\_ هذا
- d) Whose apartment is this?      This is their (pl., f.) apartment  
 \_\_\_\_\_ هذه

## Object pronouns

Object pronouns are suffixed to verbs and some prepositions.

Examples:

Object pronoun suffixed to verb:

He helped you (s., m).      سَاعَدَكَ

Object pronoun suffixed to preposition:

She went to the station with me.

He greeted (said hello to) her at the airport

ذَهَبَتْ مَعِي إِلَى الْمَحَطَّةِ  
سَلَّمَ عَلَيْهَا فِي الْمَطَارِ

## 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      يُحِبُّ  
We heard      سَمِعْنَا  
with            مَعَ

- a) He loves the girl      هُوَ يُحِبُّ الْبِنْتَ  
He loves her      هُوَ \_\_\_\_\_ هُوَ يُحِبُّهَا
- b) We heard Samia      نَحْنُ سَمِعْنَا سَامِيَةَ  
We heard her      نَحْنُ \_\_\_\_\_
- c) The girl is playing with her friend      الْبِنْتُ تَلْعَبُ مَعَ صَدِيقَتِهَا  
The girl is playing with her      الْبِنْتُ تَلْعَبُ \_\_\_\_\_
- d) The boy is playing with the neighbours      الْوَلَدُ يَلْعَبُ مَعَ الْجِرَانِ  
The boy is playing with them      الْوَلَدُ يَلْعَبُ \_\_\_\_\_

## Free-standing pronouns الضمائر المنفصلة

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  
أَنْتَ                    you (s., m.)  
أَنْتِ                    you (s., f.)

هُوَ	he
هِيَ	she
أَنْتُمْ	you (d., m. or f.)
هُمَا	they (d., m. or f.)
نَحْنُ	we (d. or pl.)
أَنْتُمْ	you (pl., m.)
أَنْتُنَّ	you (pl., f.)
هُمْ	they (m.)
هُنَّ	they (f.)

## Exercise: Free-standing pronouns الضمائر المنفصلة

### Exercise 3

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

Person, gender, number	Statement
a) _____	هَلْ أَنْتَ جَوْعَان؟
b) _____	نَعَمْ، أَنَا جَوْعَان
c) _____	مِنْ أَيِّنَ أَنْتُمْ يَا شَبَاب؟
d) _____	نَحْنُ مِنْ مِصر
e) _____	هَلْ أَنْتِ مِصرِيَّة يَا عَائِشَة؟
f) _____	لا. أَنَا سِودَانِيَّة
g) _____	مَنْ نَادِيَّة؟ هِيَ خَالَة عَائِشَة
h) _____	أَيِّنَ يَعْمَلُ وَالِد مَهَا؟ هُوَ يَعْمَلُ فِي الأَمَمِ المْتَّجِدَة
i) _____	أُدْرُسُ فِي جَامِعَة مِيدَلْبِرِي، وَهِيَ جَامِعَة صَغِيرَة فِي وِلَايَة فِير مونت
j) _____	أَسْكُنُ فِي مِنتَقَة المَزَة، وَهِيَ مِنتَقَة قَرِيبَة مِنْ جَامِعَة

## Free-standing and suffixed pronouns

## الضمائر المنفصلة والمتصلة

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
Possessive pronoun: noun suffixes	Object pronoun: preposition suffixes	Object pronoun: verb suffixes	Subject markers: imperfect verbs	Subject markers: perfect verbs	Independent pronoun
... سي	... سي	... ني	أ...	... تْ	أنا
... كِ	... كِ	... كِ	... تْ	... تْ	أنتَ
... كِ	... كِ	... كِ	... تْ	... تْ	أنتِ
... هُ	... هُ	... هُ	... يْ	...	هُوَ
... ها	... ها	... ها	... تْ	... تْ	هِيَ

					Dual
Possessive pronoun: noun suffixes	Object pronoun: preposition suffixes	Object pronoun: verb suffixes	Subject markers: imperfect verbs	Subject markers: perfect verbs	Independent pronoun
... كُما	... كُما	... كُما	... تْ	... تْما	أنْتُما
... كُما	... كُما	... كُما	... تْ	... تْما	أنْتُما
... هُما	... هُما	... هُما	... يْ	... تْ	هُما
... هُما	... هُما	... هُما	... تْ	... تْما	هُما

Plural					
Possessive pronoun: noun suffixes	Object pronoun: preposition suffixes	Object pronoun: verb suffixes	Subject markers: imperfect verbs	Subject markers: perfect verbs	Independent pronoun
نا ...	نا ...	نا ...	ن... و	نا ...	نحن
كُم ...	كُم ...	كُم ...	ت... و	تُم ...	أنتم
كُنَّ ...	كُنَّ ...	كُنَّ ...	ت... نَ	تُنَّ ...	أنثن
هُم ...	هُم ...	هُم ...	ي... و	وا ...	هم
هُنَّ ...	هُنَّ ...	هُنَّ ...	ي... ن	نَ ...	هن

## 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

صورة	picture
سوريا	Syria
والدة	mother

- a) Your (s., m.) picture is pretty جميلة \_\_\_\_\_  
صورتك جميلة
- b) My mother is Syrian سورية \_\_\_\_\_
- 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 \_\_\_\_\_ مترجمة؟  
 نعم. \_\_\_\_\_ متخصصة في العربية

## 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 جعان

She is hungry

هي جوعانة

b) I am from Egypt

أنا من مصر

She is from Egypt

من مصر \_\_\_\_\_

I am Dalia's aunt

أنا خالة داليا

She is Dalia's aunt

داليا \_\_\_\_\_

I work at the United Nations

أنا أعمل في الأمم المتحدة

She works at the United Nations

في الأمم المتحدة \_\_\_\_\_

# UNIT 8

## أسماء الإشارة

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.

	<i>Non-human ("irrational")</i>	<i>Human</i>
Singular		
Masculine	هذا	هذا
Feminine	هذه	هذه

<i>Dual</i>	<i>Non-human ("irrational")</i>		<i>Human</i>	
	مرفوع	منصوب مجرور	مرفوع	منصوب مجرور
Masculine	هذان	هذين	هذان	هذين
Feminine	هاتان	هاتين	هاتان	هاتين

<i>Plural</i>	<i>Non-human ("irrational")</i>		<i>Human</i>
Masculine		NA	هؤلاء
Feminine		هذه	هؤلاء



## Exercise: demonstratives – أَسْمَاءُ الْإِشَارَةِ

## Exercise 1

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

## Glossary

فَنجَانٌ	tea cup (s., m.)
شَجَرَةٌ	tree (s., f.)
مُمْتَلٌّ	actor (s., m.)

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

رَجُلٌ \_\_\_\_\_ . الرَّجُلُ \_\_\_\_\_  
هَذَا رَجُلٌ . هَذَا هُوَ الرَّجُلُ

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

فَنجَانٌ \_\_\_\_\_ . الْفَنجَانُ \_\_\_\_\_

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

شَجَرَةٌ \_\_\_\_\_ . الشَّجَرَةُ \_\_\_\_\_

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

مُمْتَلَّتَانِ \_\_\_\_\_ . الْمُمْتَلَّتَانِ \_\_\_\_\_

# UNIT 9

## Case marking: noun words الإعراب

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 أكل القرد الموزة في لحظة

#### 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 أكل القرد الموزة في لحظة

#### 3) Object of a preposition (اسم مجرور)

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

*Example of an اسم مجرور:*

The monkey ate the banana in an instant. أكل القرد الموزة في لحظة

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 (فاعِل), 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 اليَمَن في شتاء ٢٠٠٩.

- i) محمد  
a) subject of verb (فاعِل),  
b) object of verb (مفعول به),  
c) object of preposition (اسم مجرور)
- ii) اليَمَن  
a) subject of verb (فاعِل),  
b) object of verb (مفعول به),  
c) object of preposition (اسم مجرور)
- iii) شتاء  
a) subject of verb (فاعِل),  
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.

تستمع الزوجة إلى الإذاعة وهي تفطر في الصباح.

- i) الزوجة  
a) subject of verb (فاعِل),  
b) object of verb (مفعول به),  
c) object of preposition (اسم مجرور)
- ii) الإذاعة  
a) subject of verb (فاعِل),  
b) object of verb (مفعول به),  
c) object of preposition (اسم مجرور)

## iii) الصباح

- a) subject of verb (فاعِل)
- 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.

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

## i) العائلة

- a) subject of verb (فاعِل)
- b) object of verb (مفعول به)
- c) object of preposition (اسم مجرور)

## ii) نهاية

- a) subject of verb (فاعِل)
- b) object of verb (مفعول به)
- c) object of preposition (اسم مجرور)

## iii) العشاء

- a) subject of verb (فاعِل)
- b) object of verb (مفعول به)
- c) object of preposition (اسم مجرور)

## iv) التلفزيون

- a) subject of verb (فاعِل)
- b) object of verb (مفعول به)
- c) object of preposition (اسم مجرور)

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

شاهدت الحادثة في التلفزيون ثم قرأت مقالة عنها.

## i) الحادثة

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

## ii) التلفزيون

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

iii) مقالة

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

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.

تقابل الصديقان في المساء وأكلا العشاء  
وبعد ذلك دخلا مكتبة «الشروق» حيث اشترى  
مصطفى مجلة واشترى محمود كتابا.

i) الصديقان

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

ii) المساء

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

iii) العشاء

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

iv) مكتبة

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

v) مصطفى

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

vi) مجلة

- a) subject of verb (فاعِل),
- b) object of verb (مفعول به),
- c) object of preposition (اسم مجرور)

- vii) محمود
- subject of verb (فاعِل),
  - object of verb (مفعول به),
  - object of preposition (اسم مجرور)
- viii) كتابا
- subject of verb (فاعِل),
  - object of verb (مفعول به),
  - object of preposition (اسم مجرور)

## Case name

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

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

By convention, a noun functioning as:

- 1 a subject of a verb (فاعِل) 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 – فاعِل):  
أكل القرد الموزة في لحظة The monkey ate the banana in an instant.
- 2 Noun in the accusative case (المنصوب)  
(because its syntactic function is object of a verb – مفعول به):  
أكل القرد الموزة في لحظة The monkey ate the banana in an instant.
- 3 Noun in the genitive case (المجرور)  
(its syntactic function is object of a preposition – مجرور بحرف جر):  
أكل القرد الموزة في لحظة 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.

سافر 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)



- iii) الصباح  
a) مرفوع (nominative)  
b) منصوب (accusative)  
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  
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)

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

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)

iii) مقالة

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

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.

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

i) الصديقان

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

ii) المساء

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

iii) العشاء

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

iv) مكتبة

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

v) مصطفى

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

vi) مجلة

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

vii) محمود

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

viii) كتابا

- 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.

	نعم	لا
a) singular, feminine noun	_____	_____
b) singular, masculine noun	_____	_____
c) dual, feminine noun	_____	_____
d) sound, plural masculine	_____	_____
e) verbal phrase	_____	_____
f) nominal phrase	_____	_____

## Case marking by diacritics

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

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

- 1 ضَمَّة /u/ for a definite noun
- 2 تَتْوِين ضَم /un/ for an indefinite noun

*Examples:*

Number	Definiteness	Masculine	Feminine	Meaning
Single	Definite	المهندسُ	المهندسةُ	The engineer
Single	Indefinite	مهندسٌ	مهندسةٌ	An engineer
Plural	Definite		السيَّاراتُ	The cars
Plural	Indefinite		سيَّاراتٌ	Cars

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

- 1 فَتْحَة /a/, for a definite noun (exceptions include plural feminine nouns)
- 2 تَتْوِين فَتْح /an/ for an indefinite feminine noun (exceptions include plural feminine nouns)
- 3 the letter ا and تَتْوِين فَتْح /an/ for an indefinite masculine noun

*Examples:*

Number	Definiteness	Masculine	Feminine	Meaning
Single	Definite	المهندسَ	المهندسةَ	The engineer
Single	Indefinite	مهندساً	مهندسةً	An engineer

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

- 1 كَسْرَة /i/ for a definite noun
- 2 تَتْوِين كَسْر /in/ for an indefinite noun

*Examples:*

Number	Definiteness	Masculine	Feminine	Meaning
Single	Definite	المهندس	المهندسة	The engineer
Single	Indefinite	مهندسٍ	مهندسةٍ	An engineer
Plural	Definite		المهندسات	The engineers
Plural	Indefinite		مهندساتٍ	Engineers

**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.

استجابت الحكومة الأمريكية لدعوات الاتصال المباشر بسوريا وإيران، وقبلت، للمرة الأولى، الجلوس على طاولة واحدة مع مسئولين من البلدين في شهر مارس الماضي، وفي إطار مؤتمر بغداد الذي شارك فيه وفود 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 (فاعِل)، 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).

- ذهبت المهندسة للمرة الثانية
- استجابت الحكومة لدعوات الاتصال المباشر في ظل الضغوط
- استجابت الحكومة الإيطالية
- قبلت (هي) الجلوس

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.

	Syntactic function	Case-marking diacritic
a) <u>المرة</u>	_____	_____
b) <u>ظل</u>	_____	_____
c) <u>الحكومة</u>	_____	_____
d) <u>الجلوس</u>	_____	_____

## 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:

ا /aa/, for dual nouns

و /uu/, for sound masculine plural nouns

### Examples:

Number	Definiteness	Masculine	Feminine	Meaning
Dual	Definite	المهندسان	المهندستان	The two engineers
Dual	Indefinite	مهندسان	مهندستان	Two engineers
Plural	Definite	المهندسون	NA	The engineers
Plural	Indefinite	مهندسون	NA	Engineers

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

the letter ا /an/ + diacritic فتحة تنوين for a single indefinite masculine noun

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

*Examples:*

<i>Number</i>	<i>Definiteness</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Meaning</i>
Single	Indefinite	مهندساً	NA	An engineer
Dual	Definite	المهندسينِ	المهندستينِ	The two engineers
Dual	Indefinite	مهندسينِ	مهندستينِ	Two engineers
Plural	Definite	المهندسينِ	NA	The engineers
Plural	Indefinite	مهندسينَ	NA	Engineers

**Genitive case** (المجرور) is marked by the:

letter ي /y/ for dual and sound masculine plural nouns

*Examples:*

<i>Number</i>	<i>Definiteness</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Meaning</i>
Dual	Definite	المهندسينِ	المهندستينِ	The two engineers
Dual	Indefinite	مهندسينِ	مهندستينِ	Two engineers
Plural	Definite	المهندسينِ		The engineers
Plural	Indefinite	مهندسينَ		Engineers

**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** (المرفوع) is marked by the:

letter ا /aa/,

*Examples:*

<i>Definiteness</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Meaning</i>
Definite	المهندسانِ	المهندستانِ	The two engineers
Indefinite	مهندسانِ	مهندستانِ	Two engineers

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

letter ي /y/

*Examples:*

<i>Definiteness</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Meaning</i>
Definite	المهندسين	المهندسات	The two engineers
Indefinite	مهندسين	مهندسات	Two engineers

## 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:*

<i>Definiteness</i>	<i>Masculine</i>	<i>Meaning</i>
Definite	المهندسون	The engineers
Indefinite	مهندسون	Engineers

**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).

*Examples:*

<i>Definiteness</i>	<i>Masculine</i>	<i>Meaning</i>
Definite	المهندسين	The engineers
Indefinite	مهندسين	Engineers



**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) وَجَدْتُ عائلةً في هذه البناية

---

b) الكتابُ على الكرسي

---

c) الأستاذةُ في الكلية

---

d) البنت كسرة قلم

---

e) كتبت الرسالة إلى الرجُل

---

*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 الرجلَ الطَّيِّبَ في هذا الشارع

---

b) يصومُ المسلمُ شهرَ رمضان

---

c) المواطنُ معتادٌ على دفع الضرائب

---

## 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 ات
- 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 ات

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

Examples:

Case	Definiteness	Feminine	Meaning
المرفوع	Definite	السِّيَّارَاتُ	the cars
المرفوع	Indefinite	سَيَّارَاتٌ	cars
المنصوب/المجرور	Definite	السِّيَّارَاتِ	the cars
المنصوب/المجرور	Indefinite	سَيَّارَاتٍ	cars

### 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 المجرور and المنصوب.

Examples:

Case	Number	Definiteness	Feminine	Meaning
المرفوع	Plural	Definite	الشُّوَارِعُ	the streets
المرفوع	Plural	Indefinite	شُّوَارِعٌ	streets
المنصوب/المجرور	Plural	Definite	الشُّوَارِعِ	the streets
المنصوب/المجرور	Plural	Indefinite	شُّوَارِعٍ	streets

**Case marking of nouns ending with أَلِف – ا**

Nouns ending in أَلِف can't have case markers.

Examples:

مرفوع	منصوب	مَجْرور	Meaning
عَصَا	عَصَا	عَصَا	a stick
العَصَا	العَصَا	العَصَا	the stick

**Case marking of nouns ending with أَلِف مَقْصُورَة – ي**

There can be no case markers for nouns ending in أَلِف مَقْصُورَة.

Examples:

مرفوع	منصوب	مَجْرور	Meaning
مَقْهَى	مَقْهَى	مَقْهَى	a coffee shop
المَقْهَى	المَقْهَى	المَقْهَى	the coffee shop

**Case marking of nouns ending with ياء – ي**

For nouns ending in ياء, only the منصوب (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 مرفوع and مجرور both have the same marker (ـِ), while neither the definite مرفوع nor مجرور can have any marker.

Examples:

مرفوع	منصوب	مَجْرور	Meaning
مُحَامٍ	مُحَامِيًّا	مُحَامٍ	a lawyer
المُحَامِي	المُحَامِي	المُحَامِي	a lawyer

**Exercise: variations in case marking****Exercise 8**

Study the eight sentences below. The underlined words are diptotes (ممنوع من الصرف). 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

مع أنني لا أكتب رسائل عادةً،  
فإنني أحياناً أكتب إلى صديقة طفولتي.

b) case name: \_\_\_\_\_

لماذا لا تُوجد كُنائس كثيرة في الأحياء الحديثة بالمُدن الغربية؟

c) case name: \_\_\_\_\_

عملي يضطرني أن أقيم في البحرين عدّة أسابيع من كلّ سنة.

d) case name: \_\_\_\_\_

مررتُ بتجاربٍ صعبةٍ كثيرةٍ في حياتي جعلتني أكتشف نفسي.

e) case name: \_\_\_\_\_

الناس الذين تعرّفتم عليهم في العالم العربي كانوا لطفاً جداً معي.

f) case name: \_\_\_\_\_

خرّجت الجامعة الأمريكية في بيروت وُزراء ورؤساء عرباً كثيرين.

g) case name: \_\_\_\_\_

عندما زُرنا الشام رأينا عدّة مساجد قديمة في منطقة "باب توما".

h) case name: \_\_\_\_\_

ناقشت المُتحدّثُ باسم الحكومة عدّة مشاريع جديدة تنوي الحكومة القيام بها.

## An overview of case markings

Examples:

المرفوع			
Definiteness	Masculine	Feminine	Meaning
Definite	المهندسُ	المهندسةُ	The engineer
Indefinite	مهندسٌ	مهندسةٌ	An engineer
Definite	المهندسان	المهندستان	The two engineers

## 10

Noun type words: syntactic function, case name, and case marking

Indefinite	مهندسان	مهندستان	Two engineers
Definite	المهندسون	المهندسات	The engineers
Indefinite	مهندسون	مهندسات	Engineers

## المنصوب

Definiteness	Masculine	Feminine	Meaning
Definite	المهندس	المهندسة	The engineer
Indefinite	مهندساً	مهندسةً	An engineer
Definite	المهندسين	المهندستين	The two engineers
Indefinite	مهندسين	مهندستين	Two engineers
Definite	المهندسين	المهندسات	The engineers
Indefinite	مهندسين	مهندسات	Engineers

## المجرور

Definiteness	Masculine	Feminine	Meaning
Definite	المهندس	المهندسة	The engineer
Indefinite	مهندس	مهندسة	An engineer
Definite	المهندسين	المهندستين	The two engineers
Indefinite	مهندسين	مهندستين	Two engineers
Definite	المهندسين	المهندسات	The engineers
Indefinite	مهندسين	مهندسات	Engineers

## Exercise: an overview of case marking

### Exercise 9

Complete the three tables below by making all necessary changes to the noun **مُمَثِّلٌ** (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.

The singular (المفرد)

Definite (معرفة)		Indefinite (نكرة)		Case
Feminine (مؤنث)	Masculine (مدكر)	Feminine (مؤنث)	Masculine (مدكر)	
_____	_____	_____	مُمْتَلٌ	المرفوع
_____	_____	_____	_____	المنصوب
_____	_____	_____	_____	المجرور

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.

The dual (المثنى)

Definite (معرفة)		Indefinite (نكرة)		Case
Feminine (مؤنث)	Masculine (مدكر)	Feminine (مؤنث)	Masculine (مدكر)	
_____	_____	_____	_____	المرفوع
_____	_____	_____	_____	المنصوب
_____	_____	_____	_____	المجرور

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.

The plural (الجمع)

Definite (معرفة)		Indefinite (نكرة)		Case
Feminine (مؤنث)	Masculine (مدكر)	Feminine (مؤنث)	Masculine (مدكر)	
_____	_____	_____	_____	المرفوع
_____	_____	_____	_____	المنصوب
_____	_____	_____	_____	المجرور

# 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)

جملة اسمية (subject of a جملَة اسمية)

الخبر (predicate of a جملَة 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)

المُضاف إليه (the second term of an 'idafa)

# UNIT 12

## Noun types

A phrasal predicate is a nominal phrase with one of the following headwords:

### 1 Proper noun

*Examples:*

سَمِيرَةٌ، مُحَمَّدٌ، مُصْطَفَى، لَيْلَى، سَمِيحَةٌ، ...

### 2 Common noun

*Examples:*

بَابٌ، شَجَرَةٌ، مَدْرَسَةٌ، رَجُلٌ، اِمْرَأَةٌ، ...

### 3 Adjectival noun

*Examples:*

مُدِيرَةٌ، مُدِيرٌ، طَوِيلٌ، طَوِيلَةٌ،  
مُعَقَّدٌ، مُعَقَّدَةٌ، جَمِيلٌ، جَمِيلَةٌ، ...

### 4 Temporal or locative adverbial noun

*Examples:*

بَعْدَ، قَبْلَ، فَوْقَ، تَحْتَ، أَمَامَ، وَرَاءَ، ...

### 5 Gerund

*Examples:*

دَمَارٌ، نَشَارٌ، جَمَالٌ، اِسْتِقْلَالٌ،  
اِسْتِقْبَالٌ، تَقْبِيلٌ، ...



## Adjectival nouns

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

Examples of adjectival nouns in the singular:

كَبِير/كَبِيرَة  
صَغِير/صَغِيرَة  
طَالِب/طَالِبَة  
مُدِير/مُدِيرَة  
جَمِيل/جَمِيلَة  
قَبِيح/قَبِيحَة

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 النَّسْبَة

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

*Example:*

Egypt            Egyptian (s., m.)  
مِصر            مِصرِي

There are three exceptions:

If a noun ends in **ة** or **ا** or **يا**.

To form the adjective: First, drop the last letter **ة** or **ا** or **يا**, then add the **ي**.

*Examples:*

1 If the word ends in **ا**, such as **أمريكا**

America            American (s., m.)  
أمريكا            أمريكي

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

Syria                      Syrian (s., m.)

سوريا                      سوريّ

3 If the word ends in **ة**, such as **جامعة**

University              Academic (s., m.)

جامعة                      جامعيّ

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

*Example:*

Egypt                      Egyptian                      Egyptian

(s., m.)                      (s., f.)

مِصر                      مِصريّ                      مِصريّة

## Exercise: the relative adjective النَّسْبَة

### 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 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 \_\_\_\_\_
- 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:

كِتَاب	a book
شَارِع	a street
فِنْجَان	a cup
بَيْت	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 المصدر

### *Gerunds and verb*

A مَصْدَر can be derived from a verb. For example, the مَصْدَر from the verb يُسَافِر, he travels, is السَّفَر. (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:

شَرَح	(an) explanation
وُجُود	(an) existence
قُبُول	(an) acceptance
مَشْي	walking (e.g. Walking is beneficial.)

Examples of feminine gerunds:

قِرَاءة	reading
كِتَابَة	writing
عَبَاوَة	stupidity
حَلَاوَة	sweetness

**Exercises: gerunds***Exercise 2*

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

He likes walking because it strengthens the mind.

a) walking

هو يحب المشى لأنه يُقَوِّى العَقْل

b) reading

\_\_\_\_\_

c) writing

\_\_\_\_\_

*Exercise 3*

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

a) أكل الفطار مُفيد

b) الطفل لا يحب الاستحمام

c) البنيت تستمتع بقراءة الكتب

d) التاجر يُحِبُّ الإقامة في المدن الكبيرة

e) ازداد عدد المُحَبِّبات في هذه المنطقة

f) الأستاذ لا يحبُّ التّدريس في الصباح

g) عقيل كان يحب شُرْب القهوة

h) الشّعور بالوحدة صعب على الجميع

i) داليا تُحِبُّ 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 – مُذَكَّر	or	هي – مُؤَنَّث

*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:*

الجو حار	<u>It</u> (i.e. the weather) is hot
الوقت ليل	<u>It</u> (i.e. the time) is night
المشكلة صعبة	<u>It</u> (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

سَيَّارَةٌ	car
إِسْعَافٌ	ambulance
سَرِيعٌ	fast

- |   |                    |
|---|--------------------|
| 1 The car (f.) is <u>fast</u>           | _____ السَيَّارَةَ |
| 2 <u>It</u> (the car, f.) is fast       | سَرِيعَةٌ _____    |
| 3 The ambulance (m.) is <u>fast</u>     | _____ الإسْعَافِ   |
| 4 <u>It</u> (the ambulance, m.) is fast | سَرِيعٌ _____      |

**Gender and human nouns**

A human noun can have a masculine and a feminine form. To make a masculine noun feminine, add a **تَاءٌ مَرْبُوطَةٌ**.

*Example:*

Professor	
أُسْتَاذٌ	Masculine
أُسْتَاذَةٌ	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 | هو أُسْتَاذٌ |
| She is a professor   | _____        |
| b) He is a student   | هو طَالِبٌ   |
| She is a student     | _____        |

- c) He is American  
She is American

هو أمريكي

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

## 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:*

non-human noun and adjective	meaning
سيارات أمريكية	American (s., f.) cars (pl., f.)
سيارة أمريكية	American (s., f.) car (s., f.)
شوارع واسعة	wide (s., f.) streets (pl.)
شارع واسع	wide (s., m.) street (s., m.)

Only human adjectives can be plural and feminine or masculine.

*Examples:*

human noun and adjective	meaning
طالب أمريكي	American student (s., m.)
طالبة أمريكية	American student (s., f.)
طلاب أمريكيون	American (pl., m.) students (pl., m.)
طالبات أمريكيات	American (pl., f.) students (pl., f.)

## 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.



## Glossary

لُغَات	languages (pl.)
أُورُوبِيّ	European (s., m.)
مُتَرَجِمُونَ	translators (pl., m.)
عَرَب	Arab (pl.)
مُوظَّفَات	employees (pl., f.)
جَدِيد	new (s., m.)
أَشْيَاء	things
يَابَانِيّ	Japanese (s., m.)
لُبْنَانِيّ	Lebanese (s., m.)

a) Italian, Spanish, and French are European languages.

\_\_\_\_\_ الإيْطَالِيَّة وَالإِسْبَانِيَّة وَالْفَرَنْسِيَّة لُغَات

b) Lebanese friends

\_\_\_\_\_ أَصْحَاب

c) Arab translators at the UN

مُتَرَجِمُونَ \_\_\_\_\_ فِي الأُمَمِ المُتَّحِدَةِ

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

\_\_\_\_\_ الأَيْنِسَةُ مُنَى وَالْأَيْنِسَةُ وَفَاءُ وَالسَيِّدَةُ مَارِي مَوْظَّفَات

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

اليَوْمَ أَسْتَاذُ التَّارِيخِ عَلَّمَنَا أَشْيَاءَ \_\_\_\_\_  
عَنْ تَارِيخِ آسِيَا الوُسْطَى القَدِيمِ

f) Honda, Isuzu and Toyota are Japanese cars.

\_\_\_\_\_ هُونْدَا وَإِيسُزُو وَتَوِيُوتَا سَيَّارَات

# 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:*

هذا الرَّجُلُ	This man
هذا رَجُلٌ	This is a man
هذا هو الرَّجُلُ	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

الطويلُ القامةُ	tall
الجميلُ الوجه	handsome
قليلُ الكلام	silent, not wordy
جميلةُ المناظرِ	pretty, scenic
طيبةُ القلب	kind-hearted, generous
الواسعةُ الانتشار	in broad circulation
ثَقِيلُ الدَّم	unpleasant
أصفرُ الوجهِ	pale-faced or jaundiced

- a) \_\_\_\_\_  
لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة، فهو كثيرُ الحركة
- b) \_\_\_\_\_  
والدتي إنسانة بعيدة النظر تُفكّر دائماً في المُستقبل
- c) \_\_\_\_\_  
تعجبني شخصيتها لأنّها خفيفةُ الدم وسريعةُ البديهة
- d) \_\_\_\_\_  
من هذا الشابّ الطويلُ القامةُ الجميلُ الوجه؟
- e) \_\_\_\_\_  
من الصعب أن يتعرّف عليه الناس لأنّه خجولٌ وقليلُ الكلام
- f) \_\_\_\_\_  
هذه منطقة جميلةُ المناظرِ ولذلك يقصدها ناسٌ كثيرونَ كلَّ عام
- g) \_\_\_\_\_  
جريدة الـ "واشنطن بوست" والـ "نيويورك تايمز" من الجرائد  
الواسعةُ الانتشار
- h) \_\_\_\_\_  
يبدو أنّك تعبان جداً وأصفرُ الوجهِ، هل أنتَ مريضٌ؟
- i) \_\_\_\_\_  
هي طيبةُ القلب، تحبّ كلَّ الناس وتحاول أن تساعدهم
- j) \_\_\_\_\_  
هو شخص ثَقِيلُ الدَّم، لا أستطيع 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:

هذه المرأة	This woman
هذه امرأة (هذه امرأة)	This is a woman
هذه هي المرأة	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

كثير الحركة	restless	جميلة المناظر	pretty, scenic
بعيدة النظر	far-sighted	طيبة القلب	kind-hearted, generous
خفيفة الدم	cute/funny	الواسعة الانتشار	in broad circulation
وسريعة البديهة	quick-witted	ثقيل الدم	unpleasant
الطويل القامة	tall	أصفر الوجه	pale-faced or jaundiced
الجميل الوجه	handsome		
قليل الكلام	silent, not wordy		

a) \_\_\_\_\_

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

b) \_\_\_\_\_

والدتي إنسانة بعيدة النظر تُفكر دائماً في المستقبل

c) \_\_\_\_\_

تعجبني شخصيتها لأنها خفيفة الدم وسريعة البديهة

d) \_\_\_\_\_

مَنْ هَذَا الشَّابِّ الطَّوِيلِ الْقَامَةِ الْجَمِيلِ الْوَجْهِ؟

e) \_\_\_\_\_

مِنَ الصَّعْبِ أَنْ يَتَعَرَّفَ عَلَيْهِ النَّاسُ لِأَنَّهُ خَجُولٌ وَقَلِيلُ الْكَلَامِ

f) \_\_\_\_\_

هَذِهِ مَنطِقَةٌ جَمِيلَةٌ الْمَنَاطِرِ وَلِذَلِكَ يَقْصِدُهَا نَاسٌ كَثِيرُونَ كُلَّ عَامٍ

g) \_\_\_\_\_

جَرِيدَةُ الْـ "وَأَشَنْطُونَ بَوسْت" وَالـ "نِيُويُورِكُ تَايْمِز" مِنَ الْجَرَائِدِ الْوَأَسْعَةِ الْإِنْتِشَارِ

h) \_\_\_\_\_

يَبْدُو أَنَّكَ تَعْبَانُ جَدًّا وَأَصْفَرُ الْوَجْهِ، هَلْ أَنْتَ مَرِيضٌ؟

i) \_\_\_\_\_

هِيَ طَيِّبَةُ الْقَلْبِ، تَحَبُّ كُلَّ النَّاسِ وَتَحَاوُلُ أَنْ تَسَاعِدَهُمْ

j) \_\_\_\_\_

هُوَ شَخْصٌ ثَقِيلُ الدِّمِّ، لَا اسْتِطَاعَ الْجُلُوسَ مَعَهُ أَكْثَرَ مِنْ دَقِيقَتَيْنِ

**Summary: reference to singular human 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

- b) \_\_\_\_\_  
مَنْ هَذَا الشَّابِّ الطَّوِيلِ الْقَامَةِ الْجَمِيلِ الْوَجْهِ؟
- c) \_\_\_\_\_  
مَنْ الصَّعْبُ أَنْ يَتَعَرَّفَ عَلَيْهِ النَّاسُ لِأَنَّهُ خَجُولٌ وَقَلِيلُ الْكَلَامِ
- d) \_\_\_\_\_  
هُوَ شَخْصٌ ثَقِيلُ الدَّمِّ،  
لَا أَسْتَطِيعُ الْجُلُوسَ مَعَهُ أَكْثَرَ مِنْ دَقِيقَتَيْ

#### 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.)      area/place مكان (s., m.)

- a) \_\_\_\_\_  
تَعْجَبُنِي شَخْصِيَّتُهَا لِأَنَّهَا خَفِيفَةُ الدَّمِّ وَسَرِيعَةُ الْبَدِيهَةِ
- b) \_\_\_\_\_  
هَذِهِ مَنطِقَةٌ جَمِيلَةٌ الْمَنَاطِرِ وَلِذَلِكَ يَقْصِدُهَا نَاسٌ كَثِيرُونَ كُلَّ عَامٍ
- c) \_\_\_\_\_  
هِيَ طَيِّبَةُ الْقَلْبِ، تَحَبُّ كُلَّ النَّاسِ وَتَحَاوُلُ أَنْ تَسَاعِدَهُمْ

## 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 هَذَانِ if the noun is in the nominative case, or the demonstrative هَٰذَيْنِ if the noun is either in the accusative or genitive case.

#### Examples:

هَذَانِ الرَّجُلَانِ	These two men
هَذَانِ رَجُلَانِ	These are two men
هَذَانِ هُمَا الرَّجُلَانِ	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) \_\_\_\_\_  
هاتان هما الممرضتان
- d) \_\_\_\_\_  
هاتان الممرضتان أسستا عيادة مجانية في العام الماضي

**Reference to feminine dual human nouns**

Feminine dual human nouns are referred to by the pronoun هُمَا, or by the demonstrative هَاتَانِ if the noun is in the nominative case, or the demonstrative هَاتَيْنِ if the noun is in either the accusative or genitive case.

*Examples:*

هَاتَانِ الْمَرَّاتَانِ	These two women
هَاتَانِ مَرَّاتَانِ	These are two women
هَاتَانِ هُمَا الْمَرَّاتَانِ	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.

- a) \_\_\_\_\_  
هذان هما المهندسان
- b) \_\_\_\_\_  
هذان المهندسان أسسا شركة في العام الماضي
- c) \_\_\_\_\_  
هاتان الممرضتان
- d) \_\_\_\_\_  
هاتان الممرضتان أسستا عيادة مجانية في العام الماضي

### 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، هذَين

Feminine: هاتان، هاتَين

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

Masculine: هُما

Feminine: هُما

### 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

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



**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

هاتان الممرضتان أسستا عيادة مجانية في العام الماضي

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

These are nurses (d., f.)

هاتان هما ممرضتان

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.

- a) \_\_\_\_\_  
هؤلاء هم العلماء
- b) \_\_\_\_\_  
هؤلاء علماء
- c) \_\_\_\_\_  
هؤلاء هن المحترفات
- d) \_\_\_\_\_  
هؤلاء هم المحترفون
- e) \_\_\_\_\_  
هؤلاء هم التلاميذ
- f) \_\_\_\_\_  
هؤلاء تلاميذ
- g) \_\_\_\_\_  
هؤلاء هن مُترجمات
- h) \_\_\_\_\_  
هؤلاء المترجمات

## 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 هُنَّ 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.

- a) \_\_\_\_\_  
هؤلاء هم العلماء
- b) \_\_\_\_\_  
هؤلاء علماء
- c) \_\_\_\_\_  
هؤلاء هن المحترفات
- d) \_\_\_\_\_  
هؤلاء هم المحترفون
- e) \_\_\_\_\_  
هؤلاء هم التلاميذ
- f) \_\_\_\_\_  
هؤلاء تلاميذ
- g) \_\_\_\_\_  
هؤلاء هن مُترجمات
- h) \_\_\_\_\_  
هؤلاء المترجمات

### Summary: reference to plural human nouns

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

Masculine: هؤلاء

Feminine: هؤلاء

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

Masculine: هم

Feminine: هن

### 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)

هؤلاء هن المحترفات

These (pl. m.) are the skilled (individuals)

---

b) These are translators (pl. f.)

هؤلاء هن مُترجمات

These are translators (pl. m.)

---

Exercise:  
summary –  
reference to  
plural human  
nouns

## Overall

### Singular

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

Masculine: هذا and هو

Feminine: هذه and هي

### 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: هُما

Feminine: هُمَا

### 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

# UNIT 15

## The non-human category nouns

### 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	This chair
هذا كرسي	This is a chair
هذا هو الكرسي	This is the chair
هذا الشارع	This street
هذا شارع	This is a street
هذا هو الشارع	This is the street
هذا الفنجان	This cup
هذا فنجان	This is a cup
هذا هو الفنجان	This is the cup
هذا البيت	This house
هذا بيت	This is a house
هذا هو البيت	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

كُرْسِي	(s., m.) chair
بَاب	(s., m.) door
شُبَّانِك	(s., m.) window
كِتَاب	(s., m.) book
قَلَم	(s., m.) pen

What is this? ما هذا؟

This is a chair. هذا \_\_\_\_\_

This is the chair. الكُرْسِي \_\_\_\_\_

What is this? ؟ \_\_\_\_\_

This is a door. باب \_\_\_\_\_

This is the door. هذا هو \_\_\_\_\_

What is this? ما هذا؟

This is a window. \_\_\_\_\_

This is the window. الشُّبَّانِك \_\_\_\_\_

What is this? ؟ \_\_\_\_\_

This is a book. هذا كِتَاب \_\_\_\_\_

This is the book. \_\_\_\_\_

What is this? ما هذا؟

This is a pen. \_\_\_\_\_

This is the pen. هذا هو القَلَم \_\_\_\_\_

## 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 السَّيَّارَة This car

هذه سَيَّارَة This is a car

هذه السَّيَّارة	This is the car
هذه الشَّجَرَة	This tree
هذه شَجَرَة	This is a tree
هذه هي شَجَرَة	This is the tree
هذه الطَّاولَة	This table
هذه طاوِلة	This is a table
هذه هي الطاوِلة	This is the table
هذه الشَّقَّة	This apartment
هذه شَقَّة	This is an apartment
هذه هي الشَّقَّة	This is the apartment

## 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

طاوِلة	(s., f.) table
كِرَّاسَة	(s., f.) notebook

What is this?

ما هِذِهِ؟

This is a table.

هِذِهِ

This is the table.

الطاوِلة \_\_\_\_\_

What is this? ؟

\_\_\_\_\_

This is a notebook.

هِذِهِ

This is the notebook.

الكِرَّاسَة \_\_\_\_\_

#### Summary:

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

Exercise:  
dual  
masculine  
non-human  
nouns

## II. Dual non-human

### Reference to dual masculine non-human nouns

Masculine, non-human dual nouns can be referred to by the pronoun هُما. 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.)
كتاب	book (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

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

*Examples:*

هَاتَانِ الشَّقَّتَانِ	These two apartments
هَاتَانِ شَقَّتَانِ	These are two apartments
هَاتَانِ هُما الشَّقَّتَانِ	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

سَيَّارَةٌ	car (s., f.)
شَجَرَةٌ	tree (s., f.)
طَاوِلَةٌ	table (s., f.)
شَقَّةٌ	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: هُما

Feminine: هُما

## 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 هي, 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

كِرَاسَة	notebook
شَقَّة	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: هو and هذا

Feminine: 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 same pronoun:

Masculine: هُما

Feminine: هُما

#### Plural

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

Masculine: هي

Feminine: هي

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

Masculine: هذه

Feminine: هذه

# 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 (مُفْرَد)

Dual (مُتَنِّي)

Plural (جَمْع)

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
مُمْتَلَة	actress (female actor)
يابانية	Japanese woman/girl

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

سيّارات	cars
مُمْتَلّات	actresses (female actors)
يابانيّات	Japanese women/girls

A pattern is seen in the examples above. The singular feminine indefinite nouns end in the letter ة and the plural feminine indefinite nouns end in the letters ات.

singular feminine, indefinite

سيارة

مُتَلِّة

يابانية

plural feminine, indefinite

سيارات

مُتَلِّات

يابانيات

## 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.

Noun	Answer choices
مُتَرْجِمَة	(plural feminine, indefinite) or (singular feminine, indefinite)
مهندسة	(plural feminine, indefinite) or (singular feminine, indefinite)
سَيِّدَة	(plural feminine, indefinite) or (singular feminine, indefinite)
جامعة	(plural feminine, indefinite) or (singular feminine, indefinite)
مُتَرْجِمَات	(plural feminine, indefinite) or (singular feminine, indefinite)
مهندسات	(plural feminine, indefinite) or (singular feminine, indefinite)
سَيِّدَات	(plural feminine, indefinite) or (singular feminine, indefinite)
جامعات	(plural feminine, indefinite) or (singular feminine, indefinite)

## 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)*

ممثل

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>	<i>number</i>
	mumaththil		u	n	

الممثل

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>	<i>number</i>
al	mumaththil		u		

ممثلة

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>	<i>number</i>
	mumaththil	at	u	n	

الممثلة

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>	<i>number</i>
al	mumaththil	at	u		

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

ممثلان

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
	mumaththil		aa	ni

الممثلان

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
al	mumaththil		aa	ni

## 16

Noun  
attributes:  
number,  
gender, case,  
definiteness

## ممثلتان

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
	mumaththil	at	aa	ni

## الممثلتان

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
al	mumaththil	at	aa	ni

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

## ممثلون

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
	mumaththil		uu	na

## الممثلون

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>number</i>
al	mumaththil		uu	na

## ممثلاتٌ

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>
	mumaththil	aat	u	n

## المُمَثِّلَاتُ

<i>definiteness</i>	<i>noun</i>	<i>gender</i>	<i>case</i>	<i>definiteness</i>
al	mumaththil	aat	u	

The following sections contain details illustrating number, gender, case, and definiteness in nouns.

## Number العدد

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 المفرد

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:

رَجُلٌ	a man
مُمَثِّلٌ	an actor
ابْنٌ	a son
كِتَابٌ	a book

Feminine:

إِمْرَأَةٌ	a woman
بِنْتُ	a girl/daughter
مُمَثِّلَةٌ	an actress
طَاوِلَةٌ	a table
مَكْتَبَةٌ	a bookstore/library



**Exercise: singular المُفْرَد****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.

- مُتَرَجِّمُونَ يَابَانِيُونَ
- مُتَرَجِّمَاتٌ يَابَانِيَّاتٌ
- مُدُنٌ يَابَانِيَّةٌ
- سِيَّارَاتٌ يَابَانِيَّةٌ
- لُغَاتٌ أَوْرُوبِيَّةٌ
- مُتَرَجِّمُونَ عَرَبٌ

**Dual المثنى**

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

Masculine:

	منصوب/مجرور	مرفوع
two men	رَجُلَيْنِ	رَجُلَانِ
two actors	مُمَثِّلَيْنِ	مُمَثِّلَانِ
two sons	ابْنَيْنِ	ابْنَانِ
two books	كِتَابَيْنِ	كِتَابَانِ

Feminine:

	منصوب/مجرور	مرفوع
two women	امْرَأَتَيْنِ	امْرَأَاتِنِ
two girls/daughters	بَنَاتَيْنِ	بَنَاتِنِ
two actresses	مُمَثِّلَاتَيْنِ	مُمَثِّلَاتِنِ
two tables	طَوَائِلَتَيْنِ	طَوَائِلَاتِنِ
two bookstores/libraries	مَكْتَبَتَيْنِ	مَكْتَبَاتِنِ

## Exercises: dual المُتَّى

### 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.

Dual	Singular
رَجُلَانِ	_____
رَجُلَيْنِ	_____
مُتَمَلِّئَيْنِ	_____
كِتَابَانِ	_____
إِبْنَيْنِ	_____
مَكْتَبَتَيْنِ	_____
مَكْتَبَتَانِ	_____
مُتَمَلِّئَاتَانِ	_____
بِنْتَانِ	_____
إِمْرَأَتَيْنِ	_____

### Exercise 4

Fill in the blanks in the table below.

Dual (مُتَّى)		Singular (مُفْرَد)			
مَنْصُوب	مَرْفُوع	مَنْصُوب	مَرْفُوع		
مَجْرُور		مَجْرُور			
عَرَبِيَّيْنِ	_____	_____	عَرَبِيٌّ	Indefinite (نكرة)	Masculine
_____	_____	_____	_____	Definite (معرفة)	(مذكّر)
_____	_____	_____	_____	Indefinite (نكرة)	Feminine
_____	_____	_____	_____	Definite (معرفة)	(مؤنث)

## الجَمْع Plural

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 **ون** or **ين**

For feminine nouns, the plural suffix is **ات**

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.

## جَمْع السالم Sound plurals

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 **ونَ** (uuna) or **ينَ** (iina). It is important to note that the waaw (و) in the plural suffix **ونَ** indicates that a plural noun is in the nominative (المرفوع) case, whereas a yaa' (ي) in the plural suffix **ينَ** indicates that a plural noun is in the accusative (المَنْصوب) or the genitive (المَجْرور) case (see Case).

	مَنْصوب/مَجْرور	مَرْفوع
actors	مُمْتَلِّينَ	مُمْتَلِّونَ

### Feminine sound plurals

Feminine sound plural nouns are marked by the plural suffixes **اتُّ** (aatun) in the nominative (المرفوع) case, or **اتٍ** (aatin) in the accusative (المَنْصوب) or the genitive (المَجْرور) case (see Case). As is usual, the case markers are often not shown.

Examples:

plural	meaning
مُمْتَلَات	actresses
طَاوِلَات	tables
مَكْتَبَات	bookstores/libraries

## Exercises: sound plurals جَمْع السَّالِم

### Exercise 5

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

Plural	Singular
a) مُمْتَلَات	_____
b) طَاوِلَات	_____
c) مَكْتَبَات	_____
d) مُمْتَلِين	_____
e) مُمْتَلُون	_____

### 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) مُمْتَلَات	actresses (female actors)
b) طَاوِلَات	tables
c) مَكْتَبَات	bookstores/libraries
d) مُمْتَلُون	actors (male actors)

Below are four blank spaces for four simple sentences.

- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

## Broken plurals جمع التفسير

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:*

plural	meaning
رجال	men
أبناء	sons
كُتُب	books

## Gender النوع/الجنس

*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) ة when unjoined to the preceding letter

Example:

إِمرأة a woman

2) ة when joined to the preceding letter

Example:

مَكْتَبَةٌ a bookstore/library

3) ت if the feminine noun is the first term in an 'idafa phrase where the pronoun is suffixed to the noun.

Examples:

مَكْتَبَتُهُ his bookstore/library

مَكْتَبَتِهَا her bookstore/library

Not all singular feminine nouns have an overt feminine marker.

Examples:

شَمْسٌ	sun
الشَّمْسُ	the sun
أَرْضٌ	ground, floor, land
الأَرْضُ	the ground, the floor, the earth

Dual feminine

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

Examples:

singular	dual	meaning
إِمرأتانِ	إِمرأتَيْنِ	two women
بِنَتانِ	بِنَتَيْنِ	two girls
مُمَثِّلَتانِ	مُمَثِّلَتَيْنِ	two actresses
طاولَتانِ	طاولَتَيْنِ	two tables
مَكْتَبَتانِ	مَكْتَبَتَيْنِ	two bookstores/libraries

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:*

singular	dual	meaning
مَكْتَبَتَيْهِ	مَكْتَبَتَاهُ	his two bookstores/libraries
مَكْتَبَتَيْهَا	مَكْتَبَتَاهَا	her two bookstores/libraries

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 ات.

*Examples:*

singular	plural	meaning
مُمْتَلَةٌ	مُمْتَلَاتٌ	actresses
طَاوِلَةٌ	طَاوِلَاتٌ	tables
مَكْتَبَةٌ	مَكْتَبَاتٌ	bookstores/libraries

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

*Example:*

singular	plural	meaning
إِمْرَأَةٌ	نِسَاءٌ	women

Not all plural feminine nouns have an overt feminine marker.

*Examples:*

singular	plural	meaning
الشَّمْسُ	الشُّمُوسُ	the suns
الأَرْضُ	الأَرْضِي	the lands

## Summary: feminine

Feminine nouns are marked by the suffix ة, the dual suffix تان or تَيْن, the sound plural feminine suffix ات. Some feminine nouns are not marked by any suffix:

Plural	Dual	Singular
نساء	إمرأتان – إمرأتَيْن	إمرأة
بنات	بنتان – بنتَيْن	بنت
مُمتَّلات	مُمتَّلتان – مُمتَّلتَيْن	مُمتَّلة
طاولات	طاولتان – طاولتَيْن	طاولة
مكتَّبات	مكتَّبتان – مكتَّبتَيْن	مكتَّبة

## Masculine

Like feminine dual suffixes, masculine dual suffixes are ان (aani) or يُن (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:

رَجُل، رَجُلان – رَجُلَيْن، رِجال  
مُمتَّل، مُمتَّلان – مُمتَّلتَيْن، مُمتَّلون – مُمتَّلتين  
كِتاب، كِتابان – كِتابَيْن، كُتُب

## Case الحالة and case markings (diacritics and letters)

### Nominative case مرفوع

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

ون, تتوين ضم, ضمة, ان

a) تتوين ضم (a diacritic):

رَجُلٌ، مُمتَّلٌ، كِتابٌ، إمرأةٌ،  
مُمتَّلةٌ، طاولةٌ، مكتَّبةٌ  
رِجالٌ، كُتُبٌ، نِساءٌ،  
مُمتَّلاتٌ، طاولاتٌ، مكتَّباتٌ



b) ضمة (a diacritic):

الرَّجُلُ، المُمْتَلُ، الكِتَابُ، المرأَةُ،  
المُمْتَلَةُ، الطاولَةُ، المَكْتَبَةُ  
الرجالُ، الكُتُبُ، النساءُ،  
المُمْتَلاتُ، الطاولاتُ، المَكْتَباتُ

c) The letter ا in the dual ending ان (a letter):

رَجُلانِ، مُمْتَلانِ، كِتابانِ، امرأتانِ،  
مُمْتَلتانِ، طاولتانِ، مَكْتَبتانِ  
الرَّجُلانِ، المُمْتَلانِ، الكِتابانِ، المرأتانِ،  
المُمْتَلتانِ، الطاولتانِ، لَمَكْتَبتانِ

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

مُمْتَلونَ، فَنانونَ (artists) إِقْتِصاديونَ (economists)  
لُبنانيونَ (Lebanese) سوريونَ (Syrians) عِراقيونَ (Iraqis)

Notes about the different markers of the مَرْفُوع case:

ضم تنوين marks indefinite nouns:

رَجُلٌ، مُمْتَلٌ، كِتابٌ، امرأَةٌ، مُمْتَلَةٌ، طاولةٌ، مَكْتَبَةٌ  
رجالٌ، كُتُبٌ، نِساءٌ، مُمْتَلاتٌ، طاولاتٌ، مَكْتَباتٌ

ان marks duals:

رَجُلانِ، مُمْتَلانِ، كِتابانِ، امرأتانِ، مُمْتَلتانِ، طاولتانِ، مَكْتَبتانِ  
الرَّجُلانِ، المُمْتَلانِ، الكِتابانِ، المرأتانِ، المُمْتَلتانِ، الطاولتانِ،  
المَكْتَبتانِ

ون marks sound masculine plurals:

مُمْتَلونَ، المُمْتَلونَ

*Accusative case* مَنصُوب

A noun in the accusative case – المَنصُوب – may be given the following case markers: فتحة, تنوين فتح, +تنوين فتح, ي, كسرة

a) فتحة (diacritic) for definite nouns (except feminine sound plural nouns).

المهندسُ، المهندسةُ

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

مهندساً

d) ي (letter) for dual nouns ending in يْن and sound plural masculine nouns ending in يْن

المهندستَيْنِ، مهندستَيْنِ، المهندستَيْنِ، مهندستَيْنِ  
مهندسينَ، المهندسينَ

e) كسرة only for feminine sound plural definite nouns

السياراتِ

f) تنوين كسرة only for feminine sound plural indefinite nouns

سياراتٍ

### مَجْرُور Genitive case

A noun is recognized as being in the genitive case – المَجْرُور – by the following case markers: كسرة, تنوين كسر, ي

a) كسرة for a definite noun

المهندسِ، المهندسِ، المهندسِ

b) تنوين كسر for an indefinite noun

مهندسٍ، مهندسٍ، مهندسٍ

c) ي (letter) for dual nouns ending in يْن and sound plural masculine nouns ending in يْن

المهندستَيْنِ، مهندستَيْنِ، المهندستَيْنِ، مهندستَيْنِ  
مهندسينَ، المهندسينَ

### التعريف والتنكير Definiteness

Arabic nouns are either indefinite or definite.

When is a noun definite? A noun is definite when it:

has the prefix ال

is a مُضَاف (i.e. the first term of an إضافة)

is a proper name

Indefinite nouns, (نَكْرَة),

may not have a definite article prefix ال

may not be the first term of an 'idafa (إضافة)

may have تنوين as a case marker

Examples:

رَجُلٌ، مُمَثِّلٌ، ابْنٌ	(s., m., human)
كِتَابٌ	(s., m., non-human)
مَرَأَةٌ، مُمَثِّلَةٌ	(s., f., human)
طَاوِلَةٌ، مَكْتَبَةٌ	(s., f., non-human)

A noun is definite (مَعْرِفَة)

if it has the definite article prefix ال

Examples:

الرَّجُلُ، المُمَثِّلُ، الابن	(s., m., human)
الكِتَابُ	(s., m., non-human)
المَرَأَةُ، المُمَثِّلَةُ	(s., f., human)
الطَاوِلَةُ، المَكْتَبَةُ	(s., f., non-human)

if it is the first term in an إضافة:

كِتَابُهُ	his book
كِتَابُ مُحَمَّدٍ	Mohamed's book
كِتَابُ الرَّجُلِ	the man's book
مَكْتَبَتُهُ	his bookstore/library
مَكْتَبَةُ الرَّجُلِ	the man's bookstore/library

if it included a possessive pronoun suffix to express possession:

كِتَابُهُ	his book
مَكْتَبَتُهُ	his bookstore/library

For definite nouns, a case-marking diacritic, if present, cannot have tanween (تَنْوِين)

## 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 \_\_\_\_\_  
هذه غنوة سودانية
- b) This is an Egyptian song  
This is the Egyptian song \_\_\_\_\_  
هذه غنوة مصرية
- c) This is a Sudanese Muhammad  
This is the Sudanese Muhammad \_\_\_\_\_  
هذا محمد سوداني
- d) This is an Egyptian Muhammad  
This is the Egyptian Muhammad \_\_\_\_\_  
هذا محمد مصري

## Exercises: summary of noun attributes

### Exercise 8

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

مفرد (Singular)	مجنون (Genitive)	منصوب (Accusative)	مرفوع (Nominative)
نكرة	مذكر (m.)	_____	_____
(Indefinite)	مؤنث (f.)	_____	_____
معرفة	مذكر (m.)	_____	_____
(Definite)	مؤنث (f.)	_____	_____

## 16

Noun  
attributes:  
number,  
gender, case,  
definiteness

## Exercise 9

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

مرفوع (Nominative)	منصوب (Accusative)	مجرور (Genitive)	مثنّى (Dual)
_____	_____	_____	مذكر (m.) نكرة (Indefinite)
_____	_____	_____	مؤنث (f.) معرفة (Definite)
_____	_____	_____	مذكر (m.) مؤنث (f.)

## Exercise 10

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

مرفوع (Nominative)	منصوب (Accusative)	مجرور (Genitive)	جمع (Plural)
_____	_____	_____	مذكر (m.) نكرة (Indefinite)
_____	_____	_____	مؤنث (f.) معرفة (Definite)
_____	_____	_____	مذكر (m.) مؤنث (f.)

# UNIT 17

## الأعداد و المعدود Numbers and counting

In dealing with numbers, the following are important terms:

العدد	the number
المعدود	the counted noun

### المعدود Number of

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	Incorrect
One book	كتاب	واحد كتاب
Two books	كتابان/كتابتين	اثنين كتاب

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

*Examples:*

3 cars	3 سيارات
10 women	10 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	1000 ليلة
50 eye doctors	50 طبيب عيون

## أرقام Numbers

one	واحد
two	إثنان
three	ثلاثة
four	أربعة
five	خَمسة
six	سِتّة
seven	سَبعة
eight	ثمانية
nine	تِسعة
ten	عشرة

# UNIT 18

## The sentence الجُمْلَة – the basics

In Modern Standard Arabic (MSA) there are two sentence types: the verbal sentence (الجُمْلَة الفِعْلِيَّة) and the nominal sentence (الجُمْلَة الإِسْمِيَّة). 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 (المُبْتَدَأ) and 2) a predicate (الخَبَر).

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

constituents		clause type
الفاعل (the subject)	الفِعْل	الجُمْلَة الفِعْلِيَّة
الخَبَر	المُبْتَدَأ (the subject)	الجُمْلَة الإِسْمِيَّة

### Exercises: constituents of a basic sentence

#### Exercise 1

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

a) \_\_\_\_\_

b) \_\_\_\_\_



**Exercise 2**

Name the constituents of a nominal clause (جُمْلَة إِسْمِيَّة). 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 **المُبْتَدَأ**.

Thus, it is important to keep in mind that the term “subject” is either going to mean **فاعل** or **مُبْتَدَأ** depending on whether the sentence is a **جُمْلَة فَعْلِيَّة** or a **جُمْلَة إِسْمِيَّة** 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) أَلْفَ مَحْمُودٍ رِوَايَةً                 | Mahmoud wrote a novel.              |
| a) Verbal sentence                            |                                     |
| b) Nominal sentence                           |                                     |
| 2) مَوْأَلَّفَ الرِّوَايَةَ مَحْمُودٌ         | The author of the novel is Mahmoud. |
| a) Verbal sentence                            |                                     |
| b) Nominal sentence                           |                                     |
| 3) مَحْمُودٌ مَوْأَلَّفَ الرِّوَايَةَ         | Mahmoud is the author of the novel. |
| a) Verbal sentence                            |                                     |
| b) Nominal sentence                           |                                     |
| 4) لَا! الرِّوَايَةَ مَوْأَلَّفَهَا مَحْمُودٌ | No! the novel's author is Mahmoud.  |
| a) Verbal sentence                            |                                     |
| b) Nominal sentence                           |                                     |

### Exercise 4

Study the following sentence:

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

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

Subject

- a) محمد
- b) الرَّجُلُ
- c) لَيْلَى
- d) أَنَا
- e) نَحْنُ
- f) أَنْتُمْ
- g) لَيْلَى وَسَمِيرَةَ
- h) مُصْطَفَى وَمَحْمُودَ وَعَائِلَاتِهِمْ

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

### Exercise 5

Study the following sentence:

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

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

Subject

- a) الْحَرَامِي
- b) الشُّرْطِيَّة
- c) أَنَا

- d) نحن  
e) المُمَرِّضَتَانِ  
f) الطَّبِيبَاتُ  
g) الأَطِبَّاءُ

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_  
e) \_\_\_\_\_  
f) \_\_\_\_\_  
g) \_\_\_\_\_

### 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 جُملة فِعْلِيَّة (verbal sentence).

المُبْتَدَأُ (the subject) most often comes before the predicate (الْخَبَرُ) in a إِسْمِيَّة جُملة (nominal sentence).

### The basic verbal sentence الجُملة الفِعْلِيَّة

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

### 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.

تَكَلَّمَتِ الْمَرْأَةُ

The woman spoke

- a) جُمْلَةٌ فِعْلِيَّةٌ  
b) جُمْلَةٌ إِسْمِيَّةٌ

### Exercise 7

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

تَكَلَّمَتِ الْمَرْأَةُ

The woman spoke

\_\_\_\_\_

### Exercise 8

Copy 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

الرَّجُلُ

the man

الرَّجُلَانِ

the two men

الْمَرَأَتَانِ

the two women

الرِّجَالُ

the men

النِّسَاءُ

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.

يُسَافِرُ الرَّجُلُ                      The man travels/is travelling.

- a) جُملة فِعْلِيَّة  
b) جُملة إِسْمِيَّة

### 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 الرَّجُلُ                      The man travels/is travelling.

\_\_\_\_\_

### Exercise 12

Study the following sentence.

يُسَافِرُ الرَّجُلُ

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)

ليلى

Laila (singular f. proper noun)

ليلى وسميرة

Laila and Samira (two singular f. proper nouns)

مُصْطَفَى وَمَحْمُودٌ وَعَائِلَاتُهُمْ

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) يُسافرُ محمد  
 b) تُسافرُ ليلى  
 c) تُسافرُ ليلى وسميرة  
 d) يُسافرُ مصطفى ومحمود وعائلاتهم  
 a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

## Basic nominal sentence الجملة الإسمية

### Arrangement of the basic nominal sentence

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

Examples:	الخَبَرُ	المُبْتَدَأُ
I am Waheed	وحيد	أنا
Maha is Egyptian	مصرية	مها
New York is a large city	مدينة كبيرة	نيويورك

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

Examples: المُبْتَدَأُ in the sentences below is underlined twice.

لي سَيَّارَةٌ	I have a car.
عِنْدَهَا صُدَاعٌ	She has a headache.

*Types of headwords of nominal sentences*

## Proper nouns

المُدِيرَةُ سَمِيرَةُ  
هُوَ مُحَمَّدٌ

The director is Samira.

He is Mohammed.

## Common nouns

هَذَا بَابٌ  
هَذِهِ شَجَرَةٌ  
لَيْلَى أُمٌّ  
مُصْطَفَى أَبٌ

This is a door.

This is a tree.

Laila is a mother.

Mustafa is a father.

## Adjectival nouns

سَمِيرَةُ مُدِيرَةٌ  
سَمِيرٌ مُدِيرٌ  
الطَّرِيقُ طَوِيلٌ  
الطَّرِيقَةُ مُعَقَّدَةٌ  
الوَرْدُ جَمِيلٌ  
اللاعِبُ مُسْتَعِدٌّ  
اللاعِبَةُ مُسْتَعِدَّةٌ  
اللاعِبُونَ مُسْتَعِدُّونَ  
اللاعِبَاتُ مُسْتَعِدَّاتٌ  
الشُّفُقُ غَالِيَةٌ

Samira is a director/manager.

Samir is a director/manager.

The road is long.

The method is complex.

Roses are beautiful.

The player (m. s.) is ready.

The player (f. s.) is ready.

The players (m. pl.) are ready.

The players (f. pl.) are ready.

Apartments/flats are expensive.

## Temporal or locative adverbial nouns

الْحَفْلَةُ بَعْدَ الْعِشَاءِ  
الْعِشَاءُ بَعْدَ الثَّامِنَةِ  
الْمَطْعَمُ قَبْلَ الْمَكْتَبَةِ  
أَنْتَ بَعْدِي  
عَزَّةٌ تَحْتَ السَّرِيرِ

The party is after dinner.

Supper is after eight.

The restaurant is before the bookstore.

You are after me.

Azza is under the bed.

أنا تَحْتِ السَّرِيرِ  
الجِذَاءُ تَحْتِ السَّرِيرِ  
الحَلْوَيَاتُ فَوْقَ الثَّلَاجَةِ  
الصِّيدَلِيَّةُ وَرَاءَ الْبَيْتِ  
السَّيَّارَةُ أَمَامَ بَيْتِ رَمَادِيٍّ  
القِطَّةُ فَوْقَ شَجَرَةٍ  
الأوراقُ فَوْقَ مَكْتَبِ

I am under the bed.  
The shoe is under the bed.  
The candy is on top of the refrigerator.  
The pharmacy is behind the house.  
The car is in front of a grey house.  
The cat's on a tree.  
The papers are on top of a desk.

Gerund مَصْدَرٌ

النَّتِيجَةُ خَسَارَةٌ  
النَّطُورُ الْجَدِيدُ مَكْسَبٌ لَنَا  
الموسيقى الحديثة نَشَازٌ

The outcome is a loss.  
The new development is a gain for us.  
Modern music is discordant.

## 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

Hoda	هُدَى
the car	السَّيَّارَةُ
the file	المَلَفُ
the secretary's desk	مَكْتَبِ السَّرْتِيبِ
Barbara	بَارْبَارَةَ
Nashville	نَاشْفِيلَ
prize	جَائِزَةً
design	تَصْمِيمَ

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) هُدِيَ فِي السَّيَّارَةِ

i) جُمْلَةٌ فِعْلِيَّةٌ

ii) جُمْلَةٌ إِسْمِيَّةٌ

b) الْمَلْفُ عَلَى مَكْتَبِ السَّكْرَتِيرِ

i) جُمْلَةٌ فِعْلِيَّةٌ

ii) جُمْلَةٌ إِسْمِيَّةٌ

c) بَارْبَارَةُ مِنْ نَاشْفِيلِ

i) جُمْلَةٌ فِعْلِيَّةٌ

ii) جُمْلَةٌ إِسْمِيَّةٌ

d) مَاجِدَةٌ مَعَ مُنِيرِ

i) جُمْلَةٌ فِعْلِيَّةٌ

ii) جُمْلَةٌ إِسْمِيَّةٌ

e) الْجَائِزَةُ لِأَحْسَنِ تَصْمِيمِ

i) جُمْلَةٌ فِعْلِيَّةٌ

ii) جُمْلَةٌ إِسْمِيَّةٌ

### Exercise 16

Copy the nominal sentences above and then identify the predicate (الْخَبَرِ) 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.

- أوروبًا a) \_\_\_\_\_ الإيطالية والإسبانية والفرنسية لغات  
رَجُلٌ b) يَمَنِّيُونَ \_\_\_\_\_ مُحَمَّدٌ وَعَلِيٌّ وَسَعِيدٌ  
سيارة c) يابانية \_\_\_\_\_ هوندا وإيسوزو وتويوتا  
ولاية d) أمريكية \_\_\_\_\_ فيرمونت ونيوهامشير وكونيتيكت  
صغير e) في نيويورك \_\_\_\_\_ منهاتن وبروكلين وبرونكس مناطق  
مدينة f) عربية \_\_\_\_\_ بيروت ودمشق والقاهرة

### 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 (المُبْتَدَأُ) 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), 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 (مرفوع منصوب - مجرور):

الْبَيْتُ الْأَبْيَضُ مَرْفُوعٌ (nominative)

الْبَيْتَ الْأَبْيَضَ مَنْصُوبٌ (accusative)

الْبَيْتِ الْأَبْيَضِ مَجْرُورٌ (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

---

Meaning	مَجْرُور	مَنْصُوب	مَرْفُوع
a <u>big</u> man	رَجُلٌ كَبِيرٌ	رَجُلًا كَبِيرًا	رَجُلٌ كَبِيرٌ
a <u>famous</u> actor	مُمَثِّلٌ مَشْهُورٌ	مُمَثِّلًا مَشْهُورًا	مُمَثِّلٌ مَشْهُورٌ

---

##### Non-human

---

Meaning	مَجْرُور	مَنْصُوب	مَرْفُوع
a <u>big</u> book	كِتَابٌ كَبِيرٌ	كِتَابًا كَبِيرًا	كِتَابٌ كَبِيرٌ
a <u>famous</u> book	كِتَابٌ مَشْهُورٌ	كِتَابًا مَشْهُورًا	كِتَابٌ مَشْهُورٌ

---

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 منصوب because the noun is منصوب; so marked by the letter ا + تنوين فتح, as with all masculine indefinite nouns.

The adjective is مجرور because the noun is مجرور; so marked by a تنوين كسر.

## Feminine indefinite

### Human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
a <u>big</u> woman	امْرَأَةٌ كَبِيرَةٌ	امْرَأَةٌ كَبِيرَةٌ	امْرَأَةٌ كَبِيرَةٌ
a <u>famous</u> actress	مُمْتَلَةٌ مَشْهُورَةٌ	مُمْتَلَةٌ مَشْهُورَةٌ	مُمْتَلَةٌ مَشْهُورَةٌ

### Non-human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
a <u>big</u> table	طَاوِلَةٌ كَبِيرَةٌ	طَاوِلَةٌ كَبِيرَةٌ	طَاوِلَةٌ كَبِيرَةٌ
a <u>famous</u> bookstore	مَكْتَبَةٌ مَشْهُورَةٌ	مَكْتَبَةٌ مَشْهُورَةٌ	مَكْتَبَةٌ مَشْهُورَةٌ

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 ة, 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 منصوب when the noun is منصوب; so marked by a تنوين فتح.

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

*Masculine definite*

## Human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
the <u>big</u> man	الرَّجُلُ <u>الكَبِيرِ</u>	الرَّجُلَ <u>الكَبِيرِ</u>	الرَّجُلَ <u>الكَبِيرُ</u>
the <u>famous</u> actor	المُمَثِّلُ <u>المَشْهُورِ</u>	المُمَثِّلَ <u>المَشْهُورِ</u>	المُمَثِّلَ <u>المَشْهُورُ</u>
her <u>elder</u> son	ابْنُهَا <u>الكَبِيرِ</u>	ابْنَهَا <u>الكَبِيرِ</u>	ابْنَهَا <u>الكَبِيرُ</u>

## Non-human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
the <u>big</u> book	الكِتَابَ <u>الكَبِيرِ</u>	الكِتَابَ <u>الكَبِيرِ</u>	الكِتَابَ <u>الكَبِيرُ</u>
the <u>famous</u> book	الكِتَابَ <u>المَشْهُورِ</u>	الكِتَابَ <u>المَشْهُورِ</u>	الكِتَابَ <u>المَشْهُورُ</u>
his <u>famous</u> book	كِتَابِهِ <u>المَشْهُورِ</u>	كِتَابَهُ <u>المَشْهُورِ</u>	كِتَابَهُ <u>المَشْهُورُ</u>

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 مَرْفوع when the noun is مَرْفوع; so marked by a ضَمَّة.

The adjective is مَنْصوب when the noun is مَنْصوب; so marked by a فَتْحَة.

The adjective is مَجْرور when the noun is مَجْرور; so marked by a كَسْرَة.

*Feminine definite*

## Human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
the <u>big</u> woman	المرأة <u>الكَبِيرَة</u>	المرأة <u>الكَبِيرَة</u>	المرأة <u>الكَبِيرَة</u>
the <u>famous</u> actress	المُمَثِّلَة <u>المَشْهُورَة</u>	المُمَثِّلَة <u>المَشْهُورَة</u>	المُمَثِّلَة <u>المَشْهُورَة</u>
his <u>elder</u> daughter	ابنته <u>الكَبِيرَة</u>	ابنته <u>الكَبِيرَة</u>	ابنته <u>الكَبِيرَة</u>

## Non-human

Meaning	مَجْرُور	مَنْصُوب	مَرْفُوع
the <u>big</u> table	الطَّائِلَةُ الْكَبِيرَةُ	الطَّائِلَةُ الْكَبِيرَةُ	الطَّائِلَةُ الْكَبِيرَةُ
the <u>famous</u> bookstore	الْمَكْتَبَةُ الْمَشْهُورَةُ	الْمَكْتَبَةُ الْمَشْهُورَةُ	الْمَكْتَبَةُ الْمَشْهُورَةُ
his <u>famous</u> bookstore	مَكْتَبَتُهُ الْمَشْهُورَةُ	مَكْتَبَتُهُ الْمَشْهُورَةُ	مَكْتَبَتُهُ الْمَشْهُورَةُ

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 ة, 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 مَرْفُوع when the noun is مَرْفُوع; so marked by a ضَمَّة.

The adjective is مَنْصُوب when the noun is مَنْصُوب; so marked by a فَتْحَة.

The adjective is مَجْرُور when the noun is مَجْرُور; 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 مَنْصُوب, مَرْفُوع, or مَجْرُور

### 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 مَرْفُوع because the noun is مَرْفُوع; so marked by a تنوين ضَمّ.

The adjective is مَنصُوب because the noun is مَنصُوب; so marked by the letter توين فتح + ا, as with all masculine indefinite nouns.

The adjective is مَجْرُور because then noun is مَجْرُور; so marked by a تنوين كَسر.

#### 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 ة, ta' marbuta.

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

Case: see case marking by diacritics.

The adjective is مَرْفُوع when the noun is مَرْفُوع; so marked by a تنوين ضَمّ.

The adjective is مَنصُوب when the noun is مَنصُوب; so marked by a تنوين فَتْح.

The adjective is مَجْرُور when the noun is مَجْرُور; so marked by a تنوين كَسر.

#### 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 مَرْفُوع when the noun is مَرْفُوع; so marked by a ضَمّة.

The adjective is مَنصُوب when the noun is مَنصُوب; so marked by a فَتْحَة.

The adjective is مَجْرُور when the noun is مَجْرُور; so marked by a كَسْرَة.

#### 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 ة, 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 مَرْفُوع when the noun is مَرْفُوع; so marked by a ضَمَّة.

The adjective is مَنْصُوب when the noun is مَنْصُوب; so marked by a فَتْحَة.

The adjective is مَجْرُور when the noun is مَجْرُور; so marked by a كَسْرَة.

## 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

قَوِيَّ الشَّخْصِيَّةِ strong-willed (s., m.)

رَجُلٌ a man

إِمْرَأَةٌ a woman

- a) رَجُلٌ \_\_\_\_\_ الشَّخْصِيَّةِ a strong-willed man  
رَجُلٌ قَوِيَّ الشَّخْصِيَّةِ
- b) الرَّجُلُ \_\_\_\_\_ الشَّخْصِيَّةِ the strong-willed man
- c) إِمْرَأَةٌ \_\_\_\_\_ الشَّخْصِيَّةِ a strong-willed woman
- d) الْمَرْأَةُ \_\_\_\_\_ الشَّخْصِيَّةِ 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

Meaning	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> men	رَجُلَيْنِ كَبِيرَيْنِ	رَجُلَانِ كَبِيرَانِ
two <u>famous</u> actors	مُمْتَلَيْنِ مَشْهُورَيْنِ	مُمْتَلَانِ مَشْهُورَانِ

## Non-human

<i>Meaning</i>	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> books	كِتَابَيْنِ كَبِيرَيْنِ	كِتَابَانِ كَبِيرَانِ
two <u>famous</u> books	كِتَابَيْنِ مَشْهُورَيْنِ	كِتَابَانِ مَشْهُورَانِ

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 مَنْصُوب, and the مَجْرُور. See Case marking by letters.

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

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

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

*Feminine indefinite*

## Human

<i>Meaning</i>	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> women	امْرَأَتَيْنِ كَبِيرَتَيْنِ	امْرَأَتَانِ كَبِيرَتَانِ
two <u>famous</u> actresses	مُمْتَلِّئَتَيْنِ مَشْهُورَتَيْنِ	مُمْتَلِّئَاتَانِ مَشْهُورَاتَانِ

## Non-human

<i>Meaning</i>	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> tables	طَاوِلَتَيْنِ كَبِيرَتَيْنِ	طَاوِلَتَانِ كَبِيرَتَانِ
two <u>famous</u> bookstores	مَكْتَبَتَيْنِ مَشْهُورَتَيْنِ	مَكْتَبَاتَانِ مَشْهُورَاتَانِ

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 مَنْصُوب, and the مَجْرُور. See Case marking by letters.

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

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

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

### Masculine definite

#### Human

Meaning	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> men	الرَّجُلَيْنِ <u>الْكَبِيرَيْنِ</u>	الرَّجُلَانِ <u>الْكَبِيرَانِ</u>
two <u>famous</u> actors	المُمَثِّلَيْنِ <u>المَشْهُورَيْنِ</u>	المُمَثِّلَانِ <u>المَشْهُورَانِ</u>
its two <u>famous</u> actors	مُمَثِّلَيْهِ <u>المَشْهُورَيْنِ</u>	مُمَثِّلَاهُ <u>المَشْهُورَانِ</u>

#### Non-human

Meaning	مَنْصُوب/مَجْرُور	مَرْفُوع
two <u>big</u> books	الْكِتَابَيْنِ <u>الْكَبِيرَيْنِ</u>	الْكِتَابَانِ <u>الْكَبِيرَانِ</u>
two <u>famous</u> books	الْكِتَابَيْنِ <u>المَشْهُورَيْنِ</u>	الْكِتَابَانِ <u>المَشْهُورَانِ</u>
his two <u>famous</u> books	كِتَابَيْهِ <u>المَشْهُورَيْنِ</u>	كِتَابَاهُ <u>المَشْهُورَانِ</u>

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 ان or ين is dropped.

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

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

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

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

### Feminine definite

#### Human

Meaning	مَنْصُوب/مَجْرُور	مَرْفُوع
the two <u>large</u> women	المرأتَيْنِ الكَبِيرَتَيْنِ	المرأتَانِ الكَبِيرَتَانِ
the two <u>famous</u> actresses	المُمَثِّلَتَيْنِ المَشْهُورَتَيْنِ	المُمَثِّلَتَانِ المَشْهُورَتَانِ
his two <u>famous</u> actresses	مُمَثِّلَتَيْهِ المَشْهُورَتَيْنِ	مُمَثِّلَتَاهُ المَشْهُورَتَانِ

#### Non-human

Meaning	مَنْصُوب/مَجْرُور	مَرْفُوع
the two <u>big</u> tables	الطاوِلَتَيْنِ الكَبِيرَتَيْنِ	الطاوِلَتَانِ الكَبِيرَتَانِ
the two <u>famous</u> bookstores	المَكْتَبَتَيْنِ المَشْهُورَتَيْنِ	المَكْتَبَتَانِ المَشْهُورَتَانِ
his two <u>famous</u> bookstores	مَكْتَبَتَيْهِ المَشْهُورَتَيْنِ	مَكْتَبَتَاهُ المَشْهُورَتَانِ

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 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 **ان** or **ين** is dropped.

Case: in the dual, there is no distinction in case marking between the **مَنْصُوب**, and the **مَجْرُور**. See Case marking by letters.

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

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

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

## 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 منصوب, and the مجرور. See Case marking by letters.

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

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

The adjective is مجرور when the noun is مجرور; 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 منصوب, and the مجرور. See Case marking by letters.

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

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

The adjective is مجرور when the noun is مجرور; 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 ان or ين is dropped.

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

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

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

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

### 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 ت.

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 ان or ين is dropped.

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

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

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

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

## Adjectives: agreement with nouns in the plural

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

#### Human

Meaning	مَجْرور	مَنصُوب	مَرْفُوع
big men	رِجَالٌ كِبَارٌ	رِجَالاً كِبَاراً	رِجَالٌ كِبَارٌ
famous actors	مُمْتَلِّينَ مَشْهُورِينَ	مُمْتَلِّينَ مَشْهُورِينَ	مُمْتَلِّونَ مَشْهُورُونَ

## Non-human

Meaning	مَجْرُور	مَنْصُوب	مَرْفُوع
<u>big</u> books	كُتُبٌ كَبِيرَةٌ	كُتُبًا كَبِيرَةً	كُتُبٌ كَبِيرَةٌ
<u>famous</u> books	كُتُبٌ مَشْهُورَةٌ	كُتُبًا مَشْهُورَةً	كُتُبٌ مَشْهُورَةٌ

### 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 مَرْفُوع when the noun is مَرْفُوع; so marked by an appropriate مَرْفُوع marker as follows:

For broken plurals, the marker is تَنْوِينِ ضَمٍّ.

For sound masculine plurals, i.e. with the suffix وِن, the marker is و.

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

For broken masculine plurals, the marker is by the letter تَنْوِينِ فَتْحٍ + ا.

For sound masculine plurals, i.e. with the suffix يِن, the marker is ي.

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

For broken plurals, the marker is تَنْوِينِ كَسْرٍ.

For sound masculine plurals, i.e. with the suffix يِن, the marker is ي.

For sound masculine plurals there's no distinction in case marking between مَجْرُور and مَنْصُوب.



*Feminine indefinite*

## Human

<i>Meaning</i>	مَنْصُوب/مَجْرُور	مَرْفُوع
big women	نِسَاءٌ كَبِيرَاتٌ	نِسَاءٌ كَبِيرَاتٌ
famous actresses	مُمْتَلَاتٌ مَشْهُورَاتٌ	مُمْتَلَاتٌ مَشْهُورَاتٌ

## Non-human

<i>Meaning</i>	مَجْرُور	مَنْصُوب	مَرْفُوع
big tables	طَاوِلَاتٌ كَبِيرَةٌ	طَاوِلَاتٌ كَبِيرَةٌ	طَاوِلَاتٌ كَبِيرَةٌ
famous bookstores	مَكْتَبَاتٌ مَشْهُورَةٌ	مَكْتَبَاتٌ مَشْهُورَةٌ	مَكْتَبَاتٌ مَشْهُورَةٌ

## 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 مَرْفُوع when the noun is مَرْفُوع; so marked by تَنْوِينُ ضَمٍّ.

The adjective is مَنْصُوب when the noun is مَنْصُوب; so marked by تَنْوِينُ كَسْرٍ. For sound feminine plurals, there is no distinction in case marking between the مَنْصُوب, and the مَجْرُور.

The adjective is مَجْرُور when the noun is مَجْرُور; so marked by تَنْوِينُ كَسْرٍ. For sound feminine plurals, there is no distinction in case marking between the مَنْصُوب, and the مَجْرُور.

## Masculine definite

### Human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
the <u>big</u> men	الرِّجَالِ الْكِبَارِ	الرِّجَالِ الْكِبَارَ	الرِّجَالُ الْكِبَارُ
the <u>famous</u> actors	المُمَثِّلِينَ المَشْهُورِينَ	المُمَثِّلِينَ المَشْهُورِينَ	المُمَثِّلُونَ المَشْهُورُونَ
its <u>famous</u> actors	مُمَثِّلِيهِ المَشْهُورِينَ	مُمَثِّلِيهِ المَشْهُورِينَ	مُمَثِّلُوهُ المَشْهُورُونَ

### Non-human

Meaning	مَجْرور	مَنْصوب	مَرْفوع
the <u>big</u> books	الْكِتَابِ الْكَبِيرَةِ	الْكِتَابَ الْكَبِيرَةَ	الْكِتَابُ الْكَبِيرَةُ
the <u>famous</u> books	الْكِتَابِ المَشْهُورَةِ	الْكِتَابَ المَشْهُورَةَ	الْكِتَابُ المَشْهُورَةُ
his <u>famous</u> books	كِتَابِهِ المَشْهُورَةِ	كِتَابُهُ المَشْهُورَةَ	كِتَابُهُ المَشْهُورَةُ

### 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 'idafa. In an 'idafa, 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 مَنْصوب and the مَجْرور. See Case marking by diacritics and Case marking by letters.

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

For broken plurals, the marker is ضَمَّةٌ.

For sound masculine plurals, the marker is the letter و in the suffix ون.

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

For broken plurals, the marker is فَتْحَةٌ.

For sound masculine plurals, the marker is the letter ي in the suffix ين.

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

For broken plurals, the marker is كَسْرَةٌ.

For sound masculine plurals, the marker is the letter ي in the suffix ين.

For broken plurals, the marker is كَسْرَةٌ.

### Feminine definite

#### Human

Meaning	مَنْصُوبٌ/مَجْرُورٌ	مَرْفُوعٌ
the <u>big</u> women	<u>النِّسَاءُ الكَبِيرَاتُ</u>	<u>النِّسَاءُ الكَبِيرَاتُ</u>
the <u>famous</u> actresses	<u>المُمَثِّلَاتِ المَشْهُورَاتِ</u>	<u>المُمَثِّلَاتُ المَشْهُورَاتُ</u>
its <u>famous</u> actresses	<u>مُمَثِّلَاتِهِ المَشْهُورَاتِ</u>	<u>مُمَثِّلَاتُهُ المَشْهُورَاتُ</u>

#### Non-human

Meaning	مَجْرُورٌ	مَنْصُوبٌ	مَرْفُوعٌ
the <u>big</u> tables	<u>الطَاوِلَاتِ الكَبِيرَةِ</u>	<u>الطَاوِلَاتِ الكَبِيرَةِ</u>	<u>الطَاوِلَاتُ الكَبِيرَةُ</u>
the <u>famous</u> bookstores	<u>المَكْتَبَاتِ المَشْهُورَةِ</u>	<u>المَكْتَبَاتِ المَشْهُورَةِ</u>	<u>المَكْتَبَاتُ المَشْهُورَةُ</u>
his <u>famous</u> bookstores	<u>مَكْتَبَاتِهِ المَشْهُورَةِ</u>	<u>مَكْتَبَاتِهِ المَشْهُورَةِ</u>	<u>مَكْتَبَاتُهُ المَشْهُورَةُ</u>

#### 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 **مَنْصُوب** and the **مَجْرُور**. See Case marking by diacritics.

The adjective is **مَرْفُوع** when the noun is **مَرْفُوع**, so marked by a **ضَمَّة**.

The adjective is **مَنْصُوب** when the noun is **مَنْصُوب**. The noun is a sound feminine plural which receives a **كَسْرَة** in the **مَنْصُوب**.

The adjective is **مَجْرُور**, when the noun is **مَجْرُور**.

### *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.

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 مَرْفُوع when the noun is مَرْفُوع; so marked by an appropriate مَرْفُوع marker as follows:

For broken plurals, the marker is تَتْوِين ضَمّ.

For sound masculine plurals, i.e. with the suffix وَن, the marker is و.

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

For broken masculine plurals, the marker is the letter ا + تَتْوِين فَتْح.

For sound masculine plurals, i.e. with the suffix يِن, the marker is ي.

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

For broken plurals, the marker is تَتْوِين كَسْر.

For sound masculine plurals, i.e. with the suffix يِن, the marker is ي.

For sound masculine plurals there's no distinction in case marking between مَنصُوب and مَجْرُور.

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 مَنصُوب, and the مَجْرُور. See Case marking by diacritics.

The adjective is مَرْفُوع when the noun is مَرْفُوع; so marked by تَتْوِين ضَمّ.

The adjective is مَنصُوب when the noun is مَنصُوب; so marked by تَتْوِين كَسْر.

The adjective is **مَجْرور** when the noun is **مَجْرور**; so marked by **تنوين كسر**.  
For sound feminine plurals, there is no distinction in case marking between  
the **مَنْصوب**, and the **مَجْرور**.

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 'idafa. In an  
'idafa, 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 **مَنْصوب** and the **مَجْرور**. See Case marking by diacritics  
and Case marking by letters.

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

For broken plurals, the marker is **ضَمَّة**.

For sound masculine plurals, the marker is the letter **و** in the suffix **ون**.

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

For broken plurals, the marker is **فَتْحَة**.

For sound masculine plurals, the marker is the letter **ي** in the suffix **ين**.

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

For broken plurals, the marker is **كَسْرَة**.

For sound masculine plurals, the marker is the letter **ي** in the suffix **ين**.

For broken plurals, the marker is **كَسْرَة**.

## 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 **مَنْصُوب** and the **مَجْرُور**. See Case marking by diacritics.The adjective is **مَرْفُوع** when the noun is **مَرْفُوع**, so marked by a **ضَمَّة**.The adjective is **مَنْصُوب** when the noun is **مَنْصُوب**. The noun is a sound feminine plural which receives a **كَسْرَة** in the **مَنْصُوب**.The adjective is **مَجْرُور**, when the noun is **مَجْرُور**.

# UNIT 21

## The 'idafa phrase الإضافة

The إضافة 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 المضاف and is followed by إليه المضاف. The مضاف, the first term, is a definite noun.

الإضافة is often considered to have six types.

- I Identity: مدينة دمشق, فريضة الحج
- II Partitive/quantitative: فنجال قهوة, طلائع الثورة
- III Possession: سيارة المدير
- IV Agent relationship: وصول الملك
- V Object relationship: إعدام المجرم
- VI Limitation of first term by second: بعيد المدى

The إضافة 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 (إضافة). Syntactically, the إضافة 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
بيتي	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 *سيارة مها* (Maha's car), the first term – *سيارة* – is made specific by the second term *مها*; 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 *إضافة* phrases, *كتاب مها* (Maha's book) or *كتابها* (her book), the first term *كتاب* 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           | <i>باب</i>       |
| 2 a house door (not any door)             | <i>باب بيت</i>   |
| 3 a door of a house (not any door)        | <i>باب بيت</i>   |
| 4 the door of the house (a specific door) | <i>باب البيت</i> |

In 1 above, the term *باب* refers to *any* door; it is an unspecified door. However in 2 and 3, the first term *باب* 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, *البيت*, the first term *باب* is even more specific.

An *إضافة* can be used to express possession, as in:

my house	<i>بيتي</i>
her car	<i>سيارتها</i>
Maha's car	<i>سيارة مها</i>
our houses	<i>بيوتنا</i>

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 <i>of</i> the house	<i>أمام البيت</i>
the city <i>of</i> New York	<i>مدينة نيويورك</i>
the House <i>of</i> Representatives	<i>مجلس النواب</i>
the irony <i>of</i> fate	<i>سخرية القدر</i>

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 المدرّس
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 إضافة expression in Arabic is ليلة صيف. In this إضافة 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

1st term	2nd term (amplifying term + substantive noun)
Oxford	University
Heathrow	Airport
bus	station

#### Arabic

2nd term	1st term (noun + amplifying term)
أكسفورد	جامعة
هيثرو	مطار
الحافلات	محطة

Similarly, in English expressions such as “Kathy’s sister”, the amplifying or specifying term, Kathy, precedes the substantive noun, sister. The equivalent إضافة expression in Arabic is “أخت كاثي.” In this إضافة 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

1st term	2nd term (amplifying or specifying term then noun)
a cat’s	tail
a winter’s	tale

*Arabic*

2nd term      1st term (noun then amplifying or specifying term)

قِطَّةٌ	ذَيْلٌ
شِئَاءٌ	قِصَّةٌ

## Same as English

In English expressions such as “University of Michigan”, the substantive noun, “University”, precedes the amplifying or specifying term, “Michigan”. The equivalent إضافة expression in Arabic is جامعة ميشيجان. The order in this إضافة 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 of y] mirrors the إضافة phrase.

*Examples:*

*English*

1st term      2nd term (substantive noun then amplifying or specifying term)

a cup of      tea

*Arabic*

2nd term      1st term (substantive noun then amplifying or specifying term)

شاي      فنجان

In this إضافة phrase, the order mirrors the order of the English expression.

In the case of these English expressions with the structure [x of y], such as: *University of Michigan*, or *cup of tea*, the order of terms in the إضافة mirrors the order of the English expression “the University of Michigan”, جامعة 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.

What university? Michigan University.

The following slightly varying types of English phrases are all rendered as Arabic إضافة phrases:

*Example 1:*

English noun phrase: possessive pronoun + noun (expressing ownership)

(indefinite noun + pronoun suffix)

بيتي my house  
صديقي my friend

*Example 2:*

English noun phrase: possessive pronoun + noun (not expressing ownership)

(indefinite noun + pronoun suffix)

بنتي my daughter  
نَفْسُكَ 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 أرسنطراطي	a palace of an aristocrat
بيت محمد	the house of Mohamed
بيت المُحامي	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 طعام	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 كُتُب	reading books
فهم الأشياء	understanding things
سماع 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)

فوق 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

مُعظم 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: أخت صديقي and حذاء كرة القدم. The table illustrates



how the second term of the first 'idafa can itself be the first term of the second 'idafa.

Second term	First term	Second term	First term	'idafa phrase
ي	صديق	صديق	أخت	أخت صديقي
القدم	كرة	كرة	حذاء	حذاء كرة القدم

## Exercises: The 'idafa phrase الإضافة

### 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 example is answered for reference.

#### Glossary

بيت	house	خاتم	ring
قلم	pen	أرض	land
سيارة	car	أفكار	ideas
ساعة	watch	رأي	opinion

- 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 إضافة phrase with a second term that is a noun, definite or indefinite. Write the إضافة phrases in the blanks below. The first example is answered for reference.

## Glossary

حذاء	shoe	بداية	beginning
لأعب	player	عام/سن	year
قميص	shirt	قط	cat
صفارة	whistle	نهاية	end
مُدرّب	trainer	يوم	day
خطيبة	fiancée	صديق	friend
شارع	street	أخت	sister

- 1 Omar's shirt \_\_\_\_\_  
\_\_\_\_\_ قميص عمر
- 2 a player's shoe \_\_\_\_\_  
\_\_\_\_\_
- 3 the trainer's whistle \_\_\_\_\_  
\_\_\_\_\_
- 4 the cat's meow \_\_\_\_\_  
\_\_\_\_\_
- 5 the day's end \_\_\_\_\_  
\_\_\_\_\_
- 6 my friend's (m.) sister \_\_\_\_\_  
\_\_\_\_\_
- 7 Salma's street \_\_\_\_\_  
\_\_\_\_\_
- 8 Mahmoud's fiancée \_\_\_\_\_  
\_\_\_\_\_
- 9 the beginning of the year \_\_\_\_\_  
\_\_\_\_\_

## Exercise 3

Turn each of the following English phrases into an Arabic إضافة phrase "x of y" to express ownership. Write the إضافة phrases in the blanks below. The first example is answered for reference.

## Glossary

قصر	palace	آلة	an instrument
أرستقراطي	an aristocrat	ملك	king
موسيقيار	a musician		

- 1 a palace of an aristocrat \_\_\_\_\_  
\_\_\_\_\_ قصر أرستقراطي
- 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

زجاجة	bottle	فنجان	(coffee) cup
إستقلال	independence	قهوة	coffee
مياه	water	طعم	taste
صندوق	a case	الحساب	reckoning (the day of, religious)
بيرة	beer	عسل	honey
عام	year		

1 a case of beer

\_\_\_\_\_

صندوق بيرة

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

مطار	Cairo	مقهى	café
القاهرة	airport	البرامج	software
ستارباكس	Starbucks	تصميم	design

1 Cairo Airport

\_\_\_\_\_

مطار القاهرة

2 Starbucks café

\_\_\_\_\_

- |                          |       |       |
|--------------------------|-------|-------|
| 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

جهاز	machine/unit	زيت	oil
فاكس	fax	خزان	tank
تكييف	air conditioning	بنزين/وقود	gas
تكييف	building	طبيب	physician
مدخل	entrance	جامعة	university
عمارة/مبنى	building	غرفة	room
فلتر/مرشح	filter	اجتماع	meeting

- |                             |       |       |
|-----------------------------|-------|-------|
| 1 a fax machine             | _____ | _____ |
|                             | جهاز  | فاكس  |
| 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.

## 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)
مَكْتَبُ القُبُول	the office of admissions
داليا	Dalia

- What picture? أيّ صورة؟  
The family picture صورة \_\_\_\_\_  
صورة العائلة
- What city? أيّ مدينة؟  
The city of Chicago مدينة \_\_\_\_\_  
مدينة
- What state? أيّ ولاية؟  
The state of Virginia ولاية \_\_\_\_\_  
ولاية
- What region? أيّ منطقة؟  
The Middle East region منطقة \_\_\_\_\_  
منطقة
- Whose son? ابن من؟  
My uncle's son ابن \_\_\_\_\_  
ابن
- Whose address? عنوان من؟  
The girl's address عنوان \_\_\_\_\_  
عنوان
- Whose husband? زوج من؟  
My aunt's husband زوج \_\_\_\_\_  
زوج
- Which office? أيّ مكتب؟  
The office of admissions مكتب \_\_\_\_\_  
مكتب
- Whose room? غرفة من؟  
Dalia's room غرفة \_\_\_\_\_  
غرفة

# 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      فُسْتَانُ الْبِنْتِ الْكَبِيرَةِ
- 2 The girl's big dress      فُسْتَانُ الْبِنْتِ الْكَبِيرُ

In example 1, the adjective “big” qualifies the noun “girl” (الْبِنْتِ in Arabic). The adjective must therefore agree with the noun, الْبِنْتِ, 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): الْكَبِيرَةِ.

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 فُسْتَانُ because الْبِنْتِ الْكَبِيرَةِ is an 'idafa. Recall the إِضَافَةٌ comprises two adjacent terms (see The 'idafa phrase).

Therefore, in example 2, the adjective qualifying the noun فُسْتَانُ is placed after the 'idafa (فُسْتَانُ الْبِنْتِ). The adjective must follow the فُسْتَانُ in number, gender, definiteness, and case. The adjective is therefore singular, masculine, and definite (as well as being in the nominative case): الْكَبِيرُ.

Why is the adjective definite (الْكَبِيرِ, with the definite article ال)? Because in the 'idafa expression فُسْتَانُ الْبِنْتِ الْكَبِيرِ, the first term فُسْتَانُ is made specific because the second term of that 'idafa is definite (see The 'idafa phrase). Thus فُسْتَانُ is not any فُسْتَانُ; rather it is the girl's فُسْتَانُ.

**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      سَمَعَهَا

weak              ضَعِيفٌ

Reading old books \_\_\_\_\_

**Glossary**

reading              قِرَاءَةٌ

books                كُتُبٌ

old                    قَدِيمَةٌ (f.) قَدِيمٌ (m.)

Reading the books is boring \_\_\_\_\_

**Glossary**

reading              قِرَاءَةٌ

books                كُتُبٌ

boring                مُمَلَّةٌ

# UNIT 23

## The definite article ال

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

التاريخ الوجود الفرنسيّ

Correct

تاريخ الوجود الفرنسيّ

Some sentences comprise a sequence of two nouns where the first noun has ال and the second does not.

*Examples:*

the revolution is industrial

the industrial revolution

الثورة صناعية

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، ل، مع

في

#### *Meanings*

In: temporal

In: locative

At: locative

On: locative

### Examples

In: temporal (time required)

أصل إلى مكّتي في حوالي ٧ دقائق  
I get to my office in about 7 minutes.

نُسلق 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 مجلةً في الطائرة  
I read the magazine in the aeroplane.

نسيت تليفوني في التاكسي  
I forgot my telephone in the taxi.

At: locative

الكتاب 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 مجلةً في الطائرة  
I read the magazine on the aeroplane.

هو في مهمّة رسمية

He's on an official assignment.

### Pronunciation

cvv

fii

fii 'il maadii

في الماضي

### على

#### 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

وبيتسا على شكل دائري

and a pizza in a circular shape

منزل ٤٠ متر ٢ على شكل دائري

a home, 40 square metres, circular in shape

In: stages, degrees

أكملت المشروع على مراحل

I completed the project in stages

تعلّمت الطبخ على مراحل

I learned to cook in stages

## من

### 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 بابائويل	from Santa
من حبيبتي	from my love

By: cause

محروق من الشمس	burned by the sun
----------------	-------------------

By: because of, by reason of

من شدة الحرّ	because of the extreme heat
--------------	-----------------------------

كاد يموت من البرد

He almost died because of the cold

أُغْمِيَ عَلَيْهَا مِنَ الْمُفَاجَأَةِ

She fainted because of the surprise

Of: material

من قطن      of cotton

من ذهب      of gold

One of: an instance,

من أَعَزَّ أَصْدِقَائِي

one of my best friends

زُحَلُّ "من أكبر الكواكب في المجموعة الشمسية"

Saturn is one of the largest planets in the planetary system

إلى

*Meanings*

To: direction

To: location

To: someone

*Examples*

To: direction

from up to down

من فوق إلى تحت

To: location

I will travel to Alexandria

سأسافر إلى الإسكندرية

To: someone

This ring is from me to you my darling

هذا الخاتم مني إليك يا حبيبتي

He gave the diamond to the woman he loves

أعطى الماسة إلى حبيبته

### Pronunciation

'ilaa	إلى
albayt	البيت
'ilalbayt	إلى البيت

### بـ

### 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 أحيانا

and by bus other times

وبالأتوبيس أحيانا أخرى

and by bicycle sometimes

وبالعجلة أحيانا

With: means

Light the fire with a match

ولّع النار بكبريت

Pound this nail with a heavy hammer

دُقّ هذا المسمار بشاكوش ثقيل

With: contents, constituents

I drink tea with sugar and with a bit of milk

أشرب الشاي بالسكر وبقليل من الحليب

They have an excellent pie with nuts

عندهم فطيرة بالمكسرات ممتازة

In: means

Write in ink

أكتب بالحبر

Speaking in English is forbidden

الكلام بالإنجليزية ممنوع

In: terms

السعر بالجنيه المصري

The price is in Egyptian Pounds

الوزن بالكيلوجرام

The weight is in kilograms

والمسافة بالكيلومتر

and the distance is in kilometres

-ly: manner

يمشي بسرعة

He walks/is walking quickly

يتكلم بعصب

He talks/is talking angrily

تكلمي ببطء من فضلك

Speak slowly please

## ل

*Meanings*

(See: To have)

Have: relationship

Have: ownership

*Examples*

Have: relationship (see To have)

ل

+

ى

(preposition for to have a relationship)

(1st p. singular pronoun suffix me/my)

لي بنت

I have a daughter

ليلى لها 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

لها 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 تريدون أن تتغذّي 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?

مَعَكَ وِلاَعَة؟

مَعَكَ فِكَّة؟

مَعَكَ سَيَّارَة؟

# 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.

**حَيْثُ**

### Meanings

At: locative

At: temporal

On: temporal  
 When: temporal  
 Has: (See: To have)

### Syntax

عِنْدَ often occurs as a first term of an 'idafa. The immediately following second term of an 'idafa is a noun or a pronoun suffix.

عِنْدَ is not immediately followed by a verb.

مَا can immediately follow عِنْدَ 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:

الْحَفْلَةُ اللَّيْلَةَ عِنْدَ بَيَّوْمِي.

The party tonight is at Bayyoumy's (house).

الْأَوْرَاقُ عِنْدَ الْمُحَامِي.

The papers are at the lawyer's (office).

سَمِعْتُ شَيْئاً عَجِيباً عِنْدَ الْحَلَّاقِ.

I heard a strange thing at the barber's.

مَنْ عِنْدَهُمْ؟

Who's at their place?

At: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

تَعَالِ نَتَقَابِلُ عِنْدَ تَقَاطُعِ الطَّرِيقِ.

Let's meet at the intersection

تَقَابَلَا عِنْدَ الْبَابِ.

They met at the door

تَقَابَلَا عِنْدَهُ.

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:

تَقَابَلَا عِنْدَ الْفَجْرِ. They met at dawn  
يَبْكِي الطِّفْلُ عِنْدَ الْوِلَادَةِ. A child cries at birth

On: temporal

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

عِنْدَ الْوُصُولِ on arrival, upon arrival  
عِنْدَ الْخُرُوجِ on exiting or going out  
عِنْدَ الدُّخُولِ on entering or going in

When: temporal

Followed by ما + verb clause:

سَنَخْرُجُ عِنْدَمَا يَأْتِي الْمَسَاءُ  
We will go out when evening falls (comes)

يَسْعَدُ السَّفَّاحُ عِنْدَمَا يَغِيْبُ الْقَمَرُ  
The serial killer is happy when the moon is away

قَالَتْ شَهْرَزَادُ:

وَعِنْدَمَا فَتَحَ الْمَلِكُ الْبَابَ وَجَدَ زَوْجَتَهُ فِي حُضْنِ رَجُلٍ.

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 عِنْدِي طَيَّارَةٌ  
I have 3 cameras عِنْدِي ٣ كَامِيرَاتٍ  
I have two houses عِنْدِي بَيْتَيْنِ

بَعْدَ

Meanings

After: temporal

After: locative

## Syntax

بَعْدَ often occurs as a first term of an 'idafa. The immediately following second term of the 'idafa 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:

اشتريتُ الكتابَ بَعْدَ أَنْ سمعتكُ تتكلمُ عنه.

I bought the book after I heard you talk about it.

اشتريتُ الكتابَ بَعْدَ مَا سمعتكُ تتكلمُ عنه.

I bought the book after I heard you talk about it.

The preposition بِـ is used to provide specific temporal or locative quantifying information. For example:

سافرتُ بَعْدَ زوجها بِأسبوع.

Literally: She travelled after her husband by a week.

Note that the quantifying information expressed by the prepositional phrase بِـ 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 'idafa (زوجها): (She travelled after her husband by a week).

## Examples

After: temporal

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

سنذهب إلى السينما بَعْدَ العشاء.

We'll go to the movies after supper.

سنخرج بَعْدَهُم.

We'll go out after them.

With بِـ providing specific temporal information, after the second term of the 'idafa (my mother):

تُوفِّي أبي بَعْدَ أمِّي بِعَشْرَ سنوات.

My father died ten years after my mother.

Followed by أَنْ + verb clause:

تَغَيَّرَ بَعْدَ أَنْ تَزَوَّجَ.

He changed after he married.

يَتَغَيَّرُ الرَّجُلُ بَعْدَ أَنْ يَتَزَوَّجَ.

A man changes after marrying.

سَأُعْطِيكَ رَأْيِي بَعْدَ أَنْ أَقْرَأَ الْكِتَابَ.

I'll give you my opinion after I read the book.

Followed by مَا + verb clause (perhaps less frequent than أَنْ):

مَاذَا عَمِلْتُمْ بَعْدَ مَا أَكَلْتُمْ؟

What did you do after you ate?

مَاذَا تَعْمَلُونَ بَعْدَ مَا تَأْكُلُونَ؟

What do you do after you eat?

After: locative

Followed by the second term of 'idafa, i.e. a noun or pronoun suffix:

المكتبة بعْدَ البقال

The bookstore is after the grocer.

With بِـ providing specific locative information, after the second term of the 'idafa (the station):

بيئُها بعْدَ المحطَّةِ بِشَارِعَيْنِ

Her house is two streets after the station.

## قَبْلَ

### Meanings

Before: temporal

Before: locative

## Syntax

قَبْلَ often occurs as a first term of the 'idafa. The immediately following second term of the 'idafa is a noun or a pronoun suffix.

قَبْلَ is not immediately followed by a verb.

Either أَنْ or مَا can immediately follow قَبْلَ to introduce a verb clause. For example:

أَفْطُرُ فِي الْبَيْتِ قَبْلَ أَنْ أَذْهَبَ إِلَى الْجَامِعَةِ.

I have breakfast at home before going to the university.

فَطَّرْتُ فِي الْبَيْتِ قَبْلَ أَنْ أَذْهَبَ إِلَى الْجَامِعَةِ.

I had breakfast at home before going to the university.

As the two examples immediately above illustrate, قَبْلَ أَنْ is not followed by a verb in the perfect tense.

The preposition بِـ is used to provide specific temporal or locative information. For example:

سَافَرَتْ قَبْلَ زَوْجِهَا بِأَسْبُوعٍ.

She travelled one week before her husband.

Note that the quantifying information expressed by the prepositional phrase بِـ 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.

سَأُرَاكَ قَبْلَ الْمَحَاضِرَةِ.

With بِـ providing specific temporal information:

We went to the airport two hours before departure time.

ذَهَبْنَا إِلَى الْمَطَارِ قَبْلَ السَّفَرِ بِسَاعَتَيْنِ.

Followed by أَنْ + verb clause *and* with بِـ providing specific temporal information:

She called her friend five minutes before going down.  
 اتّصلت بصديقتها قبل أن تنزل بخمس دقائق.

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:

بيئها قبل إشارة المرور بشارعين.

Her house is two streets before the traffic light.

Followed by أن + verb clause *and* with بـ providing specific locative information:

سترى الخليج والفتدق قبل أن تصل بعدة كيلومترات.

You'll see the bay and the hotel several kilometres before you arrive.

## أمام

### Meaning

In front of: locative

### Syntax

أمام often occurs as a first term of an 'idafa. The immediately following second term of the 'idafa is a noun or a pronoun suffix.

أمام is not immediately followed by a verb.

The preposition بـ is used to provide specific temporal or locative information.

For example:

أمام 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 (الباب): (in front of the door by several metres).



## Examples

In front of: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

كانوا يتقابلون أمام المطعم.

They used to meet in front of the restaurant.

أمام البيت شجرة كبيرة.

In front of the house is a big tree.

## وَرَاءَ

### 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 بِ is used. For example:

وَرَاءَ الْبَيْتِ بَعْدَ شَوَارِعَ.

several streets behind the house

Note that the quantifying information expressed by the prepositional phrase بِ 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 (الْبَيْتِ): (behind the house by several streets).

## Examples

Behind: locative

Followed by the second term of the 'idafa, i.e. a noun or pronoun suffix:

كانا يتقابلان وراء ظهرها.

They used to meet behind her back.

وراء البيت شجرة كبيرة.

Behind the school is a big tree.

With بِـ providing specific locative information:

Her house is five kilometres behind the station.

بيئها وراء المحطة بِخمس كيلومتر.

## فَوْقَ

### Meanings

On top of, above: locative

### Syntax

فَوْقَ 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.

فَوْقَ is not immediately followed by a verb.

When quantifying information is provided a prepositional phrase is required; the preposition بِـ is used. For example:

تسكن فوقى بِعدة طوابق.

She lives several floors above me

Note that the quantifying information expressed by the prepositional phrase بِـ 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 (ي): (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:

تَرَكْتُ المفتاح فوق الكُتُب.

I left the key on top of the books.

كانت الطائرة فوق السحاب، فلم تُشاهد النهر.

The aeroplane was above the clouds, so we didn't see the river.

## تَحْتَ

*Meanings*

Below, under, underneath: locative

*Syntax*

تَحْتَ 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.

تَحْتَ is not immediately followed by a verb.

When quantifying information is provided a prepositional phrase is required; the preposition بِـ is used. For example:

تَحْتَ الْأَرْضِ بَعْدَةَ أمتار

several metres below the ground

Note that the quantifying information expressed by the prepositional phrase بِـ 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 (الأرض): (under the ground by several metres).

## قُرْبَ

*Meanings*

Near: locative or temporal

*Syntax*

قُرْبَ 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.

قُرْبَ is not immediately followed by a verb.

## جَانِبَ

*Meanings*

Next to, beside: locative

*Syntax*

جَانِبَ 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.

جَانِبَ is not immediately followed by a verb.

## وَقْتٌ

### Meanings

At the time of, when: temporal

### Syntax

وَقْتٌ 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.

وَقْتٌ is not immediately followed by a verb.

أَنْ immediately follows وَقْتٌ to introduce a verb clause. For example:

قَابَلْتُهَا فِي الْمَطَارِ وَقْتِ أَنْ وَصَلَتْ طَائِرُهَا.

I met her at the airport when her aeroplane arrived.

سَأُقَابِلُكَ وَقْتِ أَنْ تَكُونِي جَاهِزَةً.

I'll meet you when you are ready.

## سَاعَةٌ

### Meanings

At the time of: temporal.<sup>1</sup>

### Syntax

سَاعَةٌ 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.

سَاعَةٌ is not immediately followed by a verb.

أَنْ immediately follows سَاعَةٌ to introduce a verb clause. For example:

اشْتَرَيْتُ السَّيَّارَةَ سَاعَةً أَنْ كَانَتْ النُّقُودُ مَعِي.

I bought the car when I had the money with me.

### Note

1. Similar to سَاعَةٌ are the following words:

ثانية، دقيقة، يوم، نهار، ليلة، أسبوع، شهر، سنة

# UNIT 26

## عِنْدَ، لِي، مَع، فِي

### 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 عِنْدَ, and with the prepositions مَع, لِي, and فِي. The following four examples illustrate:

<u>عِنْدِي</u> عربية.	I <u>have</u> a car.
<u>لِمُحَمَّدِ</u> أختان.	Mohamed <u>has</u> two sisters.
<u>مَعَكَ</u> ولأعة؟	Do you <u>have</u> a lighter (with you)?
<u>الْبَيْتِ</u> فِيهِ تكييف جيد.	The house <u>has</u> 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”: **عِنْدَ، لِ، مَعَ، فِي**.

### عِنْدَ

#### Meaning

Aside from its locative and temporal meanings, as noted earlier, **عِنْدَ** is also used to communicate “to have.”

#### Context of usage

**عِنْدَ**, meaning “to have”, is used to show that humans have something. For contexts requiring non-humans having please see **لِ** and **فِي**.

#### Syntax

**عِنْدَ** occurs as the first term of an ’idafa.

The second term of the ’idafa is a pronoun suffix:

‘inda + pronoun suffix

**عِنْدَهُ سَيَّارَةٌ**                      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:

**محمد عِنْدَهُ سَيَّارَةٌ**

Mohamed he has a car

Have: ownership

Followed by the second term of an ’idafa, specifically a pronoun suffix:

<b>عِنْدِي سَيَّارَةٌ.</b>	I <u>have</u> a car.
<b>مَارِي عِنْدَهَا سَيَّارَةٌ سَوْدَاءَ.</b>	Mary <u>has</u> a black car.
<b>لُورَا عِنْدَهَا سَيَّارَةٌ خَضْرَاءَ.</b>	Laura <u>has</u> a green car.
<b>سَمِيرَا عِنْدَهَا بَيْتَانِ.</b>	Samira <u>has</u> two houses.
<b>لَيْسَ عِنْدِي مُمْتَلَكَاتٌ.</b>	I <u>have</u> no possessions.

Have: relationship, friend, not ownership

They have 5 boys and 7 girls.      عِنْدُهُمْ ٥ وِلَادٍ وَ ٧ بَنَاتٍ  
She has a ballet trainer.              عِنْدَهَا مُدَرِّبٌ بِالِيَه  
We have many friends.                  عِنْدَنَا أَصْحَابٌ كَثِيرٌ  
I have a friend from Mars.              عِنْدِي صَدِيقٌ مِنَ الْمَرِّيخِ

Have: available

عِنْدَكُمْ كَمْبِيُوتَرَاتٍ؟      Do you have any computers?  
لَيْسَ عِنْدَهُمْ مَا نُرِيدُ.      They don't have what we want.

Have: condition, disease, illness

عِنْدَهُ مَرَضٌ.                      He has a disease.  
سُعَادٌ عِنْدَهَا بَرْدٌ.              Suad has a cold.

Have: time

لَيْسَ عِنْدَهُ وَقْتُ لِلْكَلامِ مَعِي.  
He has no time to talk to me.  
لُورَا لَيْسَ عِنْدَهَا وَقْتُ لِي.      Laura has no time for me.

Have: in the mind

لَيْسَ عِنْدَهُمْ أَيُّ فِكْرَةٍ إِطْلَاقًا.  
They have absolutely no idea.  
كَانَ عِنْدَهَا إِحْسَاسٌ غَرِيبٌ.  
She had a strange feeling.

Have: inclination

عِنْدَهُ قَابِلِيَّةٌ  
عِنْدَهُ مُيُولٌ عُدْوَانِيَّةٌ              He has hostile tendencies

Have: aptitude, skill, ability

عِنْدَهُ نَظْرٌ  
عِنْدَهُ مَقْدَرَةٌ  
عِنْدَهُ قَابِلِيَّةٌ

Have: a difficulty, problem

عِنْدَهَا مَشَاكِلُ كَثِيرَةٌ She has many problems

## لِ

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

بَيْتِي لَهُ بَابٌ، بَيْتِي فِيهِ بَابٌ

My car has a wheel سَيَارَتِي لَهَا عَجَلَةٌ، سَيَارَتِي فِيهَا عَجَلَةٌ

Have: relationship, friend, not ownership

He has 3 sisters لَهُ ٣ إِخْوَاتٍ بَنَاتٍ

## مَعَ

Have: not permanent, temporary

Do you have a lighter with you? مَعَكَ وِلاَعَةٌ؟

Do you have any change with you? مَعَكَ فِكَّةٌ؟

Do you have a car with you? مَعَكَ سَيَّارَةٌ؟

## فِي

Have: contents

My house has a door, my car has a wheel

In such instances, the preposition ل or في is used:

بَيْتِي لَهُ بَابٌ، بَيْتِي فِيهِ بَابٌ

My house has a door

سَيَارَتِي لَهَا عَجَلَةٌ، سَيَارَتِي فِيهَا عَجَلَةٌ

My car has a wheel



**Exercises: to have في مَعَ، لِ، عِنْدَ****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:

ي، كِ، كِ، هُ، هَا، كُما، هُما، نا، كُم، كُنَّ، هُم، هُنَّ

A He has half the land.

نصف الأرض \_\_\_\_\_  
لِ هو (he) = له  
لِ له نصف الأرض

B She only has her house.

ليس \_\_\_\_\_ إلا بيتها

C If you have to sell land, you (2nd p. s. m.) have your father's land.

إذا كان لازم تببيع أرض \_\_\_\_\_ أرض أبوك

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 يُعطون التاجر شيئاً من إنتاجهم  
الزراعي إذا أرادوا شراء شيءٍ ولم يكن \_\_\_\_\_ مال

**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:

ي، لَكَ، لَكَ، لَهَا، كَمَا،  
هُمَا، نَا، كُمْ، كُنَّ، هُمْ، هُنَّ

A She has a beautiful smile.

\_\_\_\_\_ ابْتِسَامَةٌ جَمِيلَةٌ  
لِ + هِيَ (she) = لَهَا  
لَهَا ابْتِسَامَةٌ جَمِيلَةٌ

B Rooms that have high windows.

عُرْفٌ \_\_\_\_\_ شَبَابِيكٌ عَالِيَةٌ

C It (non-human) has no effect on him.

لَا أَثَرَ \_\_\_\_\_ عَلَيْهِ

D He said that his country has youth who are very understanding.

### Glossary

بِلَادٍ                      country

قَالَ إِنَّ \_\_\_\_\_ شَبَابًا يَتَحَلَّوْنَ بِتَفْهَمٍ وَاسِعٍ

### 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.

بِاللَّهِ فِي خَلْقِهِ شُؤُونَ.

b) I have an idea.

\_\_\_\_\_ فِكْرَةٌ.

c) She has aspirations.

\_\_\_\_\_ طَمُوحَاتٍ.

d) He has a view.

\_\_\_\_\_ رُؤْيَا.

## 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 عِنْدَهَا 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.  
ولم يكن لباهر 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 هل

Examples:

Is Maha American?	هل مها أمريكية؟
Are you a father?	هل انتَ أب؟
Are you a mother?	هل انتِ أم؟

### What? (in questions without verbs) ما

Examples:

What is your name?	ما اسمُكَ؟
What is this (m. s.)?	ما هذا؟

### What? (in questions with verbs) ماذا

Examples:

What are you studying?	ماذا تدرُس؟
What is he doing?	ماذا يفعل؟

### How? كيف

Example:

How did you know?	كيف عرَفت؟
-------------------	------------

**Which? أَي***Examples:*

Which book (m. s.)?	أَي كِتَاب؟
Which car (f. s.)?	أَي سَيَّارَة؟
Which student (f. s.)?	أَي طَالِبَة؟

**Who? مَن***Examples:*

Who is he?	مَن هُو؟
Who is Maha?	مَن مَهَا؟

**Where? أَيْنَ***Examples:*

Where do you (m.) live?	أَيْنَ تَسْكُن؟
Where do you (f.) live?	أَيْنَ تَسْكُنِينَ؟

**How much? بِكَمْ***Examples:*

How much is your new car?	بِكَمْ سَيَّارَتُكَ الْجَدِيدَة؟
How much is the cheeseburger?	بِكَمْ الْهَامْبُورْجَرُ بِالْجِبْنَة؟

The following prepositions are sometimes used with interrogatives:

مَعَ	with
فِي	in
مِنْ	from

Examples:

Where from?	مِنْ أَيْنَ؟
With whom?	مَعَ مَنْ؟
In which?	فِي أَيِّ؟

## How many? كَمْ

كَمْ is followed by a singular indefinite noun in the مَنصُوب (accusative) case.

Examples:

How many students?	كَمْ طَالِبَةٍ؟
How many students?	كَمْ طَالِباً؟
How many cars?	كَمْ سَيَّارَةً؟

## Exercises: Questions

### Exercise 1

Fill in the blanks with the correct prepositions and interrogative participles.

- 1 With whom do you (m.) live?      تَسْكُنُ؟ \_\_\_\_\_
- 2 In which university?      جَامِعَةٍ؟ \_\_\_\_\_
- 3 Where are you (f.) from?      أَنْتِ؟ \_\_\_\_\_
- 4 How much is this dress?      هَذَا الْفُسْتَانَ؟ \_\_\_\_\_
- 5 How much is a kilo of potatoes?      كِيلُو الْبَطَاطَسِ؟ \_\_\_\_\_

### 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?	كَمْ؟
time	مَرَّةً
day (m. s.)	يَوْم

week (m. s.)

أسبوع

American (m.)

أمريكي

American (f.)?

أمريكية

idea? (f.)

فكرة

1 How many times? \_\_\_\_\_

How many times? كَم مَرَّةً؟

(Note: the فتوح تنوين diacritic case marking is added to the end of the noun مَرَّةً)

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.

\_\_\_\_\_ أنتِ يا ماجدة؟

أنا من لبنان

2 Are you (f.) Syrian? No, I am Lebanese.

\_\_\_\_\_ انتِ سورية؟

لا أنا لبنانية

3 Where is the University of Michigan? In the city of Ann Arbor.

\_\_\_\_\_ جامعة ميشيغان؟

في مدينة آن آر بور

4 Who is she? The new professor

هي \_\_\_\_\_  
الأستاذة الجديدة

5 What do you study at University? Spanish literature.

تُدْرُس في الجامعة؟  
الأدب الأسباني

6 What is this? Coffee.

هذه؟  
قهوة

7 How do we say bathroom in Arabic? حَمَّام

نَقول "bathroom" بالعربية؟  
حَمَّام



# UNIT 28

## Negation

A present tense sentence is negated by using the word لا.

The لا comes before the verb being negated: لا يفعل

A past tense sentence may be negated in two ways:

ما فعل + perfect verb

لم يفعل + imperfect verb in jussive

Nominal sentences are negated using the verb ليس in the present.

Adjectives may be negated with غَيْرَ

*Examples:*

I did not claim to be innocent      ما ادَّعَيْتُ أَنِّي بريئة

She does not like flowers.      لا تُحِبُّ الورد

Mahmoud is not happy      ليس مُحَمَّدٌ سعيداً

This number is not correct      هذا الرقم غير صحيح

# UNIT 29

## About the Arabic verb **الفعل**

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 (المخاطب)

Third person (الغائب)

Gender: indicates subject

Masculine (مذكر)

Feminine (مؤنث)

Number: indicates subject

Singular (مفرد)

Dual (مثنى)

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 **فعل 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.

English		Arabic
I played	I played (1st p. s.)	أَعْبَيْتُ
you played	you played (2nd p. m. s.)	أَعْبَيْتَ
you played	you played (2nd p. f. s.)	أَعْبَيْتِ
he played	he played (3rd p. m. s.)	أَعْبَى
she played	she played (3rd p. m. s.)	أَعْبَيْتْ
it played	(neutral)	أَعْبَيْتْ

The second table shows the verb conjugated for the dual.

English		Arabic
-----	we played (1st p. d.)	أَعْبَيْنَا
-----	you played (2nd p. m. & f. d.)	أَعْبَيْتُمَا
-----	they played (3rd p. m. d.)	أَعْبَا
-----	they played (3rd p. f. d.)	أَعْبَيْنَا

The third table shows the verb conjugated for the plural.

<i>English</i>		<i>Arabic</i>
we played	we played (1st p. pl.)	لَعِبْنَا
you played	you played (2nd p. m. pl.)	لَعِبْتُمْ
you played	you played (2nd p. f. pl.)	لَعِبْتُنَّ
they played	they played (3rd p. m. pl.)	لَعِبُوا
they played	they played (3rd p. f. pl.)	لَعِبْنَ

## Note about the neutral

Arabic has no neutral “it”. Everything is either he (m.) or she (f.); لَعِبَ or لَعِبَتْ 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 ل ف ع with root radicals of verbs such as د ر س د ر س.

Example	Form	
دَرَسَ	فَعَلَ	I
دَرَسَ	فَعَّلَ	II
شَاهَدَ	فَاعَلَ	III

أَقْبَلَ	أَفْعَلَ	IV
تَحَدَّثَ	تَفَعَّلَ	V
تَرَأْسَلَ	تَفَاعَلَ	VI
انْقَلَبَ	انْفَعَلَ	VII
ارْتَفَعَ	اِفْتَعَلَ	VIII
احْمَرَّ	اِفْعَلَّ	IX
اسْتَخْدَمَ	اسْتَفْعَلَ	X

## 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”:

		<i>Actual or not?</i>
تُشَاهِدِينَ الْمُسْلَسِلَ	You <u>watch</u> the serial.	“Watching” actually occurs.
تُرِيدِينَ أَنْ تُشَاهِدِيَ الْمُسْلَسِلَ	You are <u>watching</u> the serial. You want <u>to watch</u> the serial.	“Watching” not an actuality, but it is a desire.
شَاهِدِي الْمُسْلَسِلَ	<u>Watch</u> the serial!	“Watching” not an actuality, but is considered a necessity.

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 (المرفوع) is used for events that are actual. The other two, the subjunctive (المنصوب), and the jussive (المجزوم) broadly speaking, are used for events that are not actual.

### What verb tenses have moods?

The imperfect (المضارع) and imperative (الأمر) 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 **تصريف الماضي**

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.

<i>First person</i>	<b>تُ</b>
<hr/>	
<i>Second person</i>	
Masculine	<b>تَ</b>
Feminine	<b>تِ</b>

Finally, the third person also has two subject markers: one for the masculine, which is just a **فتحة** (a), and one for the feminine, **تِ** (at).

<i>Third person</i>	
Masculine	<b>اَ</b>
Feminine	<b>تِ</b>

## 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, **تُما** (tumā), with no distinction between the masculine and feminine.

---

### *Second person*

---

Masculine	تُما
Feminine	تُما

---

Finally, the third person has two subject markers: one for the masculine, **ا** (ā) and one for the feminine, **تا** (atā).

---

### *Third person*

---

Masculine	ا
Feminine	تا

---

## 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, **نا** (nā), makes no distinction between masculine and feminine, and is also used if the subject is dual.

---

### *First person*

---

The second person has two subject markers: one for the masculine, **تُم** (tum), and one for the feminine, **تُنن** (tunna).

---

### *Second person*

---

Masculine	تُم
Feminine	تُنن

---

Finally, the third person also has two subject markers: one for the masculine, وا (ū), (where the final ا, alif, is not pronounced) and one for the feminine, نَ (na).

*Third person*

Masculine	وا
Feminine	نَ

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, كَتَبَ, 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.

Stem	Subject marker	Verb	Person	Meaning	Stem – subject marker
كَتَبَ	تُ	كَتَبْتُ	1 s.	I wrote	stem-tu
كَتَبَ	تَ	كَتَبْتَ	2 m. s.	you wrote	stem-ta
كَتَبَ	تِ	كَتَبْتِ	2 f. s.	you wrote	stem-ti
كَتَبَ	...	كَتَبَ	3 m. s.	he wrote	stem-a
كَتَبَ	تِ	كَتَبَتْ	3 f. s.	she wrote	stem-at
كَتَبَ	تُما	كَتَبْتُما	2 d.	you wrote	stem-tumā
كَتَبَ	ا	كَتَبَا	3 m. d.	they wrote	stem-ā
كَتَبَ	تا	كَتَبْتَا	3 f. d.	they wrote	stem-atā
كَتَبَ	نا	كَتَبْنَا	1 pl.	we wrote	stem-nā
كَتَبَ	تُمْ	كَتَبْتُمْ	2 m. pl.	you wrote	stem-tum
كَتَبَ	تُنَّ	كَتَبْتُنَّ	2 f. pl.	you wrote	stem-tunna
كَتَبَ	وا	كَتَبُوا	3 m. pl.	they wrote	stem-ū
كَتَبَ	نَ	كَتَبْنَ	3 f. pl.	they wrote	stem-na

**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 فتحة (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:

<i>Stem</i>	<i>Meaning</i>	
ذَهَبَ	dhahab	past of: to go
تَكَلَّمَ	takallam	past of: to speak

# UNIT 31

## Conjugating the imperfect تصريف المضارع

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, ا (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, تِ (t), and ي (y).

Finally, the third person also has two subject markers: one for the masculine, which is just a *فتحة* (a), and one for the feminine, *آت* (at):

---

*First person*


---

Subject marker <sub>2</sub> (none)	Stem ...	Subject marker <sub>1</sub> ا
---------------------------------------	-------------	----------------------------------

---



---

*Second person*


---

Gender	Subject marker <sub>2</sub>	Stem ...	Subject marker <sub>1</sub>
Masculine	(none)	...	تا
Feminine	ي	...	تا

---



---

*Third person*


---

Gender	Subject marker <sub>2</sub>	Stem ...	Subject marker <sub>1</sub>
Masculine	(none)	...	ها
Feminine	(none)	...	ها

---

## 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

---

*Second person*


---

Gender	Subject marker <sub>2</sub>	Stem ...	Subject marker <sub>1</sub>
Masculine	ا	...	تا
Feminine	ا	...	تا

---

*Third person*

Gender	Subject marker <sub>2</sub>	Stem	Subject marker <sub>1</sub>
Masculine	ا	...	لـ
Feminine	ا	...	لـنـ

**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*

Subject marker <sub>2</sub>	Stem	Subject marker <sub>1</sub>
(none)	...	نـ

*Second person*

Gender	Subject marker <sub>2</sub>	Stem	Subject marker <sub>1</sub>
Masculine	و...	...	نـ
Feminine	نـ...	...	نـ

*Third person*

Gender	Subject marker <sub>2</sub>	Stem	Subject marker <sub>1</sub>
Masculine	و...	...	لـ
Feminine	نـ...	...	لـ

**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.

	stem	v	meaning
قابل	qaabil	/u/	present of: to meet

*Exercise 5*

Conjugate the following verb stem by suffixing all possible subject markers.

	stem	v	meaning
سمع	sma <sup>c</sup>	/a/	present of: to hear

*Exercise 6*

Fill in the blanks by conjugating the two verbs for the second person singular masculine and the second person singular feminine.

	أُدْرُسُ	أَسْكُنُ	أَنَا
يَعْمَلُ	_____	_____	هُوَ
تَعْمَلُ	_____	_____	هِيَ

# UNIT 32

## Subject and mood markers of the imperfect verb

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:

<i>Meaning</i>	<i>Subject marker(s)</i>	<i>Constituents</i>	<i>Subject</i>	<i>Verb</i>
I write/am writing	أ . . .	'a + v + stem + mood	1st p. s.	أَكْتُبُ
you write/are writing	ت . . .	t + v + stem + mood	2nd p. s.	تَكْتُبُ
you write/are writing	تِ . . .	t + v + stem + ii + mood	2nd p. s. f.	تَكْتُبِينَ
he writes/is writing	ي . . .	y + v + stem + mood	3rd p. m. sing.	يَكْتُبُ
she writes/is writing	تِ . . .	t + v + stem + mood	3rd p. f. sing.	تَكْتُبُ
you write/are writing	ا . . .	t + v + stem + aa + mood	2nd p. f. + m. dual.	تَكْتُبَانِ
they write/are writing	ي . . .	y + v + stem + aa + mood	3rd p. m. dual	يَكْتُبَانِ
they write/are writing	تِ . . .	t + v + stem + aa + mood	3rd p. f. dual	تَكْتُبَانِ

(Continued)

Meaning	Subject marker(s)	Constituents	Subject	Verb
we write/are writing	ن . . .	n + v + stem + mood	1st p. pl.	نَكْتُبُ
you write/are writing	ت . . . و	t + v + stem + uu + mood	2nd p. m. pl.	تَكْتُبُونَ
you write/are writing	ت . . . نَ	t + v + stem + na	2nd p. f. pl.	تَكْتُبْنَ
they write/are writing	ي . . . و	y + v + stem + uu + mood	3rd p. m. pl.	يَكْتُبُونَ
they write/are writing	ي . . . ن	y + v + stem + na	3rd p. f. pl.	يَكْتُبْنَ

## 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:<sup>8</sup>

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 ي /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:

- المرفوع, the indicative (e.g. يَقُومُ)  
 المنصوب, the subjunctive (e.g. لَنْ يَقُومَ) and  
 المجزوم, the jussive (e.g. لَمْ يَقُمْ)

## 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 (سُكُون, ضَمَّة, فَتْحَة) 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 – مرفوع  
 لن يقومَ – منصوب  
 لم يقمَ – مجزوم

- 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

أنتما تكتبان – مرفوع  
 حتى تكتبَا – منصوب  
 لم تكتبَا – مجزوم



## 3 Verbs that accept no overt mood markings.

أَنْتُنَّ تَكْتُبِينَ – مَرْفُوعٌ  
حَتَّى تَكْتُبِينَ – مَنْصُوبٌ  
لَمْ تَكْتُبِينَ – مَجْزُومٌ

علامة الرفع	علامة النصب	علامة الجزم	
ضَمَّةٌ	فَتْحَةٌ	سُكُونٌ	أنا
ضَمَّةٌ	فَتْحَةٌ	سُكُونٌ	أنتَ
نَ			أنتِ
ضَمَّةٌ	فَتْحَةٌ	سُكُونٌ	هو
ضَمَّةٌ	فَتْحَةٌ	سُكُونٌ	هي
نَ			أنتما
نَ			هُما
نَ			هُما
ضَمَّةٌ	فَتْحَةٌ	سُكُونٌ	نحن
نَ			أنتم
			أنتنَّ
نَ			هُم
			هُنَّ

# 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 “ف” (f), the second by “ع” (‘), and the third by “ل” (l).

المصدر	المُضارع	الماضي	الوزن + الجذر <i>Root + form</i>
تَبَعِيَّة	يَتَّبَعُ	تَبِعَ	فَعْلٌ + ت ب ع
جَمْعٌ	يَجْمَعُ	جَمَعَ	فَعْلٌ + ج م ع
صِنَاعَةٌ	يَصْنَعُ	صَنَعَ	فَعْلٌ + ص ن ع
ضَرْبٌ	يَضْرِبُ	ضَرَبَ	فَعْلٌ + ض ر ب
مُضِيٌّ	يَمْضِي	مَضَى	فَعْلٌ + م ض ي
نَقْلٌ	يَنْقُلُ	نَقَلَ	فَعْلٌ + ن ق ل
وَضْعٌ	يَضَعُ	وَضَعَ	فَعْلٌ + و ض ع
تَحْدِيثٌ	يُحَدِّثُ	حَدَّثَ	فَعَّلٌ + ح د ث
تَحْضِيرٌ	يُحَضِّرُ	حَضَّرَ	فَعَّلٌ + ح ض ر
تَرْبِيَةٌ	يُرَبِّئُ	رَبَّئَ	فَعَّلٌ + ز ي ن
صَلَاةٌ	يُصَلِّي	صَلَّى	فَعَّلٌ + ص ل و

(Continued)

المصدر	المُضارع	الماضي	الوزن + الجذر <i>Root + form</i>
مُشَارَكَةٌ	يُشَارِكُ	شَارَكَ	فَاعِلٌ + ش ر ك
مُنَادَاةٌ	يُنَادِي	نَادَى	فَاعِلٌ + ن د و
إِفْطَارٌ	يُفْطِرُ	أَفْطَرَ	أَفْعَلٌ + ف ط ر
إِقَامَةٌ	يُقِيمُ	أَقَامَ	أَفْعَلٌ + ق و م
تَجْمَعٌ	يَتَجَمَّعُ	تَجَمَّعَ	تَفَعَّلٌ + ج م ع
إِحْتِقَالٌ	يَحْتَقِلُ	إِحْتَقَلَ	إِفْتَعَلَ + ح ف ل
إِنْتِظَارٌ	يَنْتَظِرُ	إِنْتَظَرَ	إِفْتَعَلَ + ن ظ ر

## أوزان 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 “ف” (ف), the second by “ع” (ع), and the third by “ل” (ل). Interleaved between the stem consonants are stem vowels.

Short vowels, /a/ (فتحة), /u/ (ضمة), and /i/ (كسرة), do not always appear in print; however, they are shown below.

The two verb columns below الماضى and 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). Form I is marked by a question mark (?) below because it behaves unpredictably. Specifically, the diacritic following the second radical, ع, can be ضمة, فتحة, or كسرة.

المضارع	الماضى	
يَفْعَلُ؟	فَعَلُ	I
يُفَعِّلُ	فَعَّلَ	II
يُفَاعِلُ	فَاعَلَ	III
يُفَعِّلُ	أَفْعَلَ	IV
يَتَفَعَّلُ	تَفَعَّلَ	V

يَتَفَاعَلُ	تَفَاعَلَ	VI
يَنْفَعِلُ	انْفَعَلَ	VII
يَفْعَلُ	افْعَلَ	VIII
يَفْعَلُ	افْعَلَ	IX
يَسْتَفْعِلُ	اسْتَفْعَلَ	X

### 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:*

احْمَرَّ                      To become red  
اخْضَرَ                      To become green

The table below shows perfect and imperfect verbs in Form IX for the seven roots listed above.

The root الأصل	The perfect الماضي	The imperfect المضارع
ح م ر	احْمَرَّ	يَحْمَرُّ
خ ض ر	اخْضَرَ	يَخْضَرُّ
ز ر ق	ازْرَقَّ	يَزْرَقُّ
ص ف ر	اصْفَرَّ	يَصْفَرُّ
س و د	اسْوَدَّ	يَسْوَدُّ
ب ي ض	ابْيَضَّ	يَبْيِضُّ
س م ر	اسْمَرَ	يَسْمَرُّ

**Exercise: verb patterns***Exercise 1*

Use the chart below to help you replace ل ع ف with the roots ق ب ل (from right to left):

الماضي	المُضارع
فَعَلَ	يُفَعِّلُ
أَفَعَلَ	يُفَعِّلُ
تَفَعَّلَ	يَتَفَعَّلُ
اِسْتَفَعَلَ	يَسْتَفَعِّلُ
اِسْتَفَعَّلَ	يَسْتَفَعِّلُ

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  $v_2$  can be any of /a/, /u/, or /i/.

**Perfect الماضي**

Form	Stem	Subject marker
I	f + $v_1 + ^c + v_2 + l$	
a	{fa <sup>c</sup> al}	فَعَلَ
b	{fa <sup>c</sup> ul}	فَعُلُ
c	{fa <sup>c</sup> il}	فَعِلُ
II	fa <sup>cc</sup> al	فَعَّلَ
III	faa <sup>c</sup> al	فَاعَلَ
IV	'afa <sup>c</sup> al	أَفَعَلَ
V	tafa <sup>cc</sup> al	تَفَعَّلَ
VI	tafa <sup>cc</sup> al	تَفَاعَلَ
VII	infa <sup>c</sup> al	اِنْفَعَلَ
VIII	ifta <sup>c</sup> al	اِفْتَعَلَ
IX	ifa <sup>c</sup> al	اِفْعَلَ
X	istafa <sup>c</sup> al	اِسْتَفَعَلَ

## 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 ضمة, and /i/ with a كسرة. For example, Form VII would be written like this: انْفَعَلَ. When done, you should have the 10 forms – without the subject marker – written in Arabic.

	Perfect (الماضي)	Arabic
Form I stem:	fa <sup>°</sup> vl	
	{fa <sup>°</sup> al}	_____
	{fa <sup>°</sup> ul}	_____
	{fa <sup>°</sup> il}	_____
Form II stem:	fa <sup>°c</sup> al	_____
Form III stem:	faa <sup>°</sup> al	_____
Form IV stem:	'af <sup>°</sup> al	_____
Form V stem:	tafa <sup>°c</sup> al	_____
Form VI stem:	tafa <sup>°c</sup> al	_____
Form VII stem:	infa <sup>°</sup> al	_____
Form VIII stem:	ifta <sup>°</sup> al	_____
Form IX stem:	if <sup>°</sup> al	_____
Form X stem:	ista <sup>°</sup> f <sup>°</sup> al	_____

### 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.

## Imperfect المُضارع

Form	Subject marker 1	Subject marker vowel	Imperfect stem	Subject marker 2
I		a	f + <sup>c</sup> + v <sub>2</sub> + l	
		a	{f <sup>c</sup> al}	
		a	{f <sup>c</sup> ul}	
		a	{f <sup>c</sup> il}	
II		u	fa <sup>c</sup> il	
III		u	faa <sup>c</sup> il	
IV		u	f <sup>c</sup> il	
V		a	ta fa <sup>c</sup> al	
VI		a	tafa <sup>c</sup> al	
VII		a	nfa <sup>c</sup> il	
VIII		a	fta <sup>c</sup> il	
IX		a	f <sup>c</sup> all	
X		a	sta <sup>c</sup> il	

Only the Form I stem – unlike the others – is unpredictable in this way where v<sub>2</sub> can be any of /a/, /u/, or /i/.

Note that the subject marker of Forms II, III, and IV of المُضارع are all followed by a ضَمَّة. In all the remaining forms a فَتْحَة follows the subject marker.

## Exercise: verb patterns, المُضارع, Forms I–X

## Exercise 4

Write the imperfect form stems I–X replacing the consonants “ف” with “ن”, “ع” with “ل”, and “ا” with “و”; and the vowels /a/ with a فَتْحَة, /u/ with a ضَمَّة, and /i/ with a كَسْرَة. For example, Form VII would be written like this, نَفْعِل, without the subject marker. When done, you should have the 10 forms, without the subject marker, written in Arabic.

	Imperfect (المُضارع)	Arabic
Form I stem:	fʕvl	
	{fʕal}	_____
	{fʕul}	_____
	{fʕil}	_____
Form II stem:	fa <sup>cc</sup> il	_____
Form III stem:	faa <sup>c</sup> il	_____
Form IV stem:	fʕil	_____
Form V stem:	tafa <sup>cc</sup> al	_____
Form VI stem:	tafaa <sup>c</sup> al	_____
Form VII stem:	nfa <sup>c</sup> il	_____
Form VIII stem:	fta <sup>c</sup> il	_____
Form IX stem:	fʕall	_____
Form X stem:	staf <sup>c</sup> il	_____

Exercise:  
verb patterns,  
المُضارع  
Forms I-X



# UNIT 34

## The perfect, Form I **فعل**

### 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  $f$ ,  $^e$ , and  $l$ .

$$f v_1 ^e v_2 l = (f + v_1 + ^e + v_2 + l)$$

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/:

fa°al	فَعَلَ
fa°ul	فَعُلَ
fa°il	فَعِلَ

Form I examples:

Form	Perfect (الماضي)	Meaning
fa°al	فَتَحَ	(to open)
fa°ul	كَبُرَ	(to grow)
fa°il	سَمِعَ	(to hear)

## Exercises: the perfect, Form I **فعل**

Exercises:  
the perfect,  
Form I **فعل**

### Exercise 1

Conjugate the perfect Form I verb **فتح** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

- |       |                               |
|-------|-------------------------------|
| _____ | 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 I verb **كَبُرَ** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

\_\_\_\_\_

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 3

Conjugate the perfect Form I verb **سمع** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

_____	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 35

## The perfect, Form II فَعَّلَ

### 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:

$$fa^{c_1}al = (f + a + c_1 + c_1 + a + l)$$

*Form II examples:*

نَوَّرَتِ الْمَدْخَلَ	She turned on the entrance lights
وَلْتَعْتُ النَّارَ فِي الْبَيْتِ	I set the house on fire
كَسَّرْنَا الْأَطْبَاقَ	We smashed the dishes

### Exercises: the perfect, Form II فَعَّلَ

#### Exercise 1

Conjugate the perfect Form II verb نَوَّرَ for all possible 13 subjects. See Conjugating the Perfect if necessary.

Form II	Perfect (الماضي)	Meaning
$fa^{c_1}al$	نَوَّرَ	to turn (lights) on

### Exercise 2

Conjugate the perfect Form II verb وَلَّعَ for all possible 13 subjects. See Conjugating the Perfect if necessary.

Form II	Perfect (الماضي)	Meaning
fa <sup>cc</sup> al	وَلَّعَ	to set fire to

### Exercise 3

Conjugate the Perfect Form II verb كَسَّرَ for all possible 13 subjects. See Conjugating the Perfect if necessary.

Form II	Perfect (الماضي)	Meaning
fa <sup>cc</sup> al	كَسَّرَ	to smash

# UNIT 36

## The perfect, Form III فاعل

### 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:

$$\text{faa}^\text{c}\text{al} = (\text{f} + \text{a} + \text{a} + \text{c} + \text{a} + \text{l})$$

*Form III examples:*

ناولتُ البنتُ المُسدّسَ  
حاولنا أنْ نفهم  
قاومَ الرَّغبةَ

I handed the girl the pistol  
We tried to understand  
He resisted the desire

### Exercises: the perfect, Form III فاعل

#### Exercise 1

Conjugate the perfect Form III verb ناول for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the Perfect if necessary.

Form III	Perfect (الماضي)	Meaning
faa <sup>c</sup> al	ناول	to hand (something to someone)
_____		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 III verb حَاولَ (in حَاولَ أَنْ ) for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form III faa°al	Perfect (الماضي) حَاولَ أَنْ	Meaning to try to (do something)
_____		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 3**

Conjugate the perfect Form III verb قاوم for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form III faa'al	Perfect (الماضي) قاوم	Meaning to resist (someone or something)
_____		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 37

## The perfect, Form IV أَفْعَلْ

### Definition and form

The perfect tense of Form IV 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/, 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:

‘afʿal = (‘ + a + f + ‘ + a + l)

*Form IV examples:*

أَحْضَرَ الكُرَةَ إِلَيْهَا

He brought back the ball to her

أَخْبَرَتْ زَوْجَهَا عَنِ الْحَادِثَةِ

She informed her husband about the accident

أَجْبَرُوا الطِّفْلَ عَلَى أَكْلِ الْخُضَارِ

They forced (dual) the child to eat vegetables

**Exercises: the perfect, Form IV أَفْعَل****Exercise 1**

Conjugate the perfect Form IV verb أَحْضَرَ for all possible 13 subjects. See Conjugating the perfect if necessary.

Form IV	Perfect (الماضي)	Meaning
'af'al	أَحْضَرَ	to bring (someone or something)
_____		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 IV verb أَخْبَرَ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form IV	Perfect (الماضي)	Meaning
'af'al	أَخْبَرَ	to inform (someone about (عن) something)
_____		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 3

Conjugate the perfect Form IV verb أَجَبَرَ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form IV	Perfect (الماضي)	Meaning
'af'al	أَجَبَرَ	to force (someone into (على) doing something)
_____		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 38

## The perfect, Form V تَفَعَّلَ

The sequence of consonants and vowels for the perfect tense verb Form V is as follows: tafa<sup>cc</sup>al = (t+a+f+a<sup>cc</sup>+a+l)

*Examples:*

Form	Perfect (الماضي)	Meaning
tafa <sup>cc</sup> al	تَجَمَّعَ	to congregate to gather together
tafa <sup>cc</sup> al	تَحَدَّثَ	to speak
tafa <sup>cc</sup> al	تَزَيَّنَ	got decorated

### 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.

ج for the first radical,  
م 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

**38**

The perfect,  
Form V تَفَعَّلَ

---

---

---

---

---

---

---

---

---

---

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 39

## The perfect, Form VI تَفَاعَلَ

The sequence of consonants and vowels for the perfect tense verb Form VI is as follows: tafaa<sup>c</sup>al = (t+a+f+a+a<sup>c</sup>+a+l)

*Examples:*

Form	Perfect (الماضي)	Meaning
tafaa <sup>c</sup> al	تَرَأَسَل	to send each other letters/correspond
tafaa <sup>c</sup> al	تَعَامَل	to work with each other

### Exercises: the perfect, Form VI تَفَاعَلَ

#### 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



**39**

The perfect,  
Form VI  
تَفَاعَلَ

---

---

---

---

---

---

---

---

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 40

## The perfect, Form VII **انْفَعَلَ**

The sequence of consonants and vowels for the perfect tense verb Form VII is as follows: infa<sup>o</sup>al = (i+n+f+a<sup>o</sup>+a+l)

*Example:*

Form VII	Perfect (الماضي)	Meaning
infa <sup>o</sup> al	انقطع	to be cut off (from)

### Exercises: the perfect, Form VII **انْفَعَلَ**

#### 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

_____	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 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.

_____	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 41

## The perfect, Form VIII **اِفْتَعَلَ**

To generate the stem of Form VIII verbs in the perfect, an **اِ** is placed before (immediately to the right of) the first radical and a **تَ** after (immediately to the left of) the first radical.

### Examples

Form VIII	Perfect (الماضي)	Meaning
ifta'al	اجْتَمَعَ	to get together (in a group)
ifta'al	اِعْتَقَدَ	to think something to be true, to be of the opinion that, to be under the impression that
ifta'al	اِعْتَرَفَ	to confess

In some cases, such as when certain letters are the first radical, for example,

د, ز, ص, ض, ط

the **تَ** is transformed into another letter, such as:

ط or د

### Examples:

Form VIII	Perfect (الماضي)	Meaning
ifta'al	اجْتَمَعَ	to get together (in a group)

**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:

ج for the first radical,

ح 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
_____	1st person plural
_____	2nd person masculine plural
_____	2nd person feminine plural
_____	3rd person masculine plural
_____	3rd person feminine plural

*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,  
ذ 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

---

1st person plural

---

2nd person masculine plural

---

2nd person feminine plural

---

3rd person masculine plural

---

3rd person feminine plural

# UNIT 42

## The perfect, Form IX **أَفْعَلَّ**

The sequence of consonants and vowels for the perfect tense verb Form IX is as follows: if<sup>o</sup>all = (i+f+<sup>e</sup>a+l+l)

Some Form IX verbs refer to the acquisition of colour or physical defect.

*Example:*

Form	Perfect (الماضي)	Meaning
if <sup>o</sup> all	أَحْمَرَّ	to become red

### Exercise: the perfect, Form IX **أَفْعَلَّ**

#### Exercise 1

Find the perfect Form IX verb for the following three roots. Write down the verbs in the blank spaces below.

The root (الأصل)	The perfect (الماضي)
a) خ ض ر	_____
b) ز ر ق	_____
c) ص ف ر	_____



# UNIT 43

## The perfect, Form X **اِسْتَفَعَلَ**

The sequence of consonants and vowels for the perfect tense verb Form X is as follows: istaf<sup>ʿ</sup>al = (i+s+t+a+f+<sup>ʿ</sup>+a+l)

*Examples:*

Form	Perfect (الماضي)	Meaning
istaf <sup>ʿ</sup> al	اِسْتَبَعَدَ	to consider far away or unlikely

### Exercises: the perfect, Form X **اِسْتَفَعَلَ**

#### 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

- \_\_\_\_\_ 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 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.

ث for the first radical,  
م for the second, and  
ر 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

# UNIT 44

## Noun–verb paradigm chart

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 (المَاضِي), followed by (المُضَارِع), one gerund (المَصْدَر), and finally two participles (إِسْمُ الْفَاعِلِ), followed by (إِسْمُ الْمَفْعُولِ).

إِسْمُ الْمَفْعُولِ	إِسْمُ الْفَاعِلِ	المَصْدَر	المُضَارِع	المَاضِي	
مَفْعُول	فَاعِل	؟	يَفْعَلُ؟	فَعَلَ؟	I
مُفَعَّل	مُفَعَّل	تَفْعِيل	يُفَعِّل	فَعَّلَ	II
مُفَاعِل	مُفَاعِل	مُفَاعَلَةٌ	يُفَاعِل	فَاعَلَ	III
مُفَعَّل	مُفَعَّل	إِفْعَال	يُفَعِّل	أَفْعَلَ	IV
مُتَفَعَّل	مُتَفَعَّل	تَفْعُل	يَتَفَعَّل	تَفَعَّلَ	V
مُتَفَاعِل	مُتَفَاعِل	تَفَاعُل	يَتَفَاعِل	تَفَاعَلَ	VI
مُنْفَعِل	مُنْفَعِل	إِنْفِعَال	يُنْفَعِل	أَنْفَعَلَ	VII
مُنْفَعَّل	مُنْفَعَّل	إِفْتِعَال	يُفْتَعِّل	أَفْتَعَلَ	VIII
	مُفَعِّل	إِفْعَال	يَفْعَلُ	أَفْعَلَ	IX
مُسْتَفَعَّل	مُسْتَفَعَّل	إِسْتِفْعَال	يَسْتَفَعِّل	أَسْتَفَعَلَ	X

### 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 **ف ع ل**. Looking at column 1, **الماضي**, variation is introduced by interleaving the diacritics **فتحة /i/**, **ضمة /u/**, and **كسرة /a/** between the three radicals, as well as by a shadda (the consonant doubling diacritic), and by the letters.

The two verb columns **الماضي** and **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 **ضمة**. In all the remaining forms a **فتحة** follows the subject marker.

Only in Form IV, specifically in **الماضي**, and **المصدر** 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 **إسم الفاعل** and **إسم المفعول**. Starting with **الفعل المضارع**, replace the subject marker of the verb and its immediately following diacritic, i.e. **يـ** or **يـ**, with **مـ**. The resulting word is **إسم الفاعل**. To generate **إسم المفعول**, replace the **كسرة** immediately following the **ع** radical with a **فتحة**.

Form I is unpredictable in the first three cells: **الفعل الماضي**, **الفعل المضارع**, and **المصدر**. The unpredictability is marked by the question mark (?). Specifically, for each different radical **ف ع ل**, the diacritic following the second radical, **ع**, can be **فتحة**, **ضمة**, or **كسرة**. Similarly, **المصدر** is also unpredictable. The dictionary provides the unknown information.

## Exercises: noun-verb paradigm chart

### Exercise 1

For Form I, find the perfect – **الماضي** – and imperfect – **المضارع** – of the following six roots.

ف ت ح	ف ر ح
ن ص ر	ض ر ب
ح س ن	ح س ب

*Exercise 2*

For Form I, find the gerund – المصدر – of the following 12 roots.

خ ط ر	د ر س	ل غ ز
ش ع ر	خ ر ب	ن د م
ك ت ب	ط ل ع	ب ط ل
ل ق م	خ د م	غ س ل

*Exercise 3*

Fill in the blanks.

Gerund (المصدر)	Imperfect (المضارع)	Perfect (الماضي)	Form (الوزن)
_____	_____	إشْتَهَرَ بِـِ	_____
_____	يَهْتُمُ بِـِ	_____	_____

*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.

ص ف ر	ز ر ق	خ ض ر
ح م ر	س م ر	
ب ي ض	س و د	

# UNIT 45

## Time

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 **لو**, **إن**, **إذا**, the time reference is future.

The imperfect tense verb, **المُضارع**, is most often – but not exclusively – used to refer to (simple) present time. However, **المُضارع** can also refer to the future, for example with the future marker prefix, **س**, or when preceded by the future marker word, **سوف**, or when preceded by the future negation particle **لن**, or when preceded by conditional particles such as **مهما**, **إن**, 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 (participles: adjectival forms) are also used as verbal elements (see Participles) signalling varying time contexts (past, present, and future).

Examples follow.

### Past

جاء	he came
لم يأت	he has not/did not come
كدتُ أسافر	I was about to leave, I almost left
ظللتُ أحاول	I continued to try, I kept on trying
كنتُ هناك	I was there
كنتُ في البيت	I was at home
كنتُ قد تكلمتُ	I had spoken

## Present

يأتي	he comes
أنا في البيت	I am home
أنا هنا	I'm here
أنا وحيد	I am Waheed
أتكلم الآن	I am speaking now

عادةً بحلول الصيف، أكون ناوياً أن أزورَ أصدقائي في مصر  
By the summer time, I will usually be planning to visit my friends in Egypt.

## Future

إذا جاء	if he comes
لن يأتي	he will not come
لن نذهب إلى البيت	we will not go home
إن يأت	if he comes
سيأتي	he will come
سأكون قد تكلمتُ	I will have spoken
سأكون في البيت	I will be at home
سأكون هناك	I will be there

# UNIT 46

## Verb–subject agreement

A verb is marked by number and gender when it follows its subject.

The students (female) went      ذَهَبَتِ الطَّالِبَاتُ

A verb is marked only by gender when it comes before its subject.

The students (female) went      الطَّالِبَاتُ ذَهَبْنَ



# UNIT 47

## Constituents of verb-type words

### 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:*

Form II	فَعَّلَ	كَسَّرْتُهَا	I broke it, I smashed it
Form I	يَفْعَلُ	يَسْمَعُهَا	He hears her

<i>Object pronoun suffix</i>	<i>Mood marker</i>	<i>Subject marker</i>	<i>Stem</i>	<i>Subject marker</i>	<i>Example</i>
ها	none	تُ	كَسَّرَ		كَسَّرْتُهَا
ها	ُ		سَمِعَ	يَ	يَسْمَعُهَا

### 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. **أَعْطَى الرَّجُلُ حَبِيبَتَهُ هَدِيَّةً.**

# UNIT 48

## Verb types (sound, hamzated, doubled, weak radicalled)

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 (المضَعَّف)

*Examples:*

ظَنَّ، مرَّ، أَحَبَّ

- 3 ‘Hamzated’ (المهموز)

*Examples:*

أَخَذَ، سَأَلَ، قرَأَ

- 4 Weak radicalled (المعتلّ)

*Examples:*

وَعَدَ، نامَ، حكى

There are five types of weak radicalled verbs (المعتلّ):

a) Initial weak (المثال)

*Examples:*

وَعَدَ، وَصَفَ

b) Medial weak (الأجوف)

*Examples:*

كان، نام، صار

c) Final weak radicalled (الناقص)

*Examples:*

لقي، حكى، دعا

d) Initial and final weak (اللفيف المفروق)

*Examples:*

وَفِيّ، وَفِيّ، وَفِيّ

e) Medial and final weak (اللفيف المقرون)

*Examples:*

لَوَى، رَوَى

## Exercises: verb types

### Exercise 1

The following verb, أَحَبَّ, is doubled (مضعّف). Conjugate the perfect and imperfect Form IV verb أَحَبَّ for the subjects identified in the table below. The first answer is filled out as an example.

المضارع	الماضي	الضمير
المجزوم	المرفوع	هو
لم يُجِبْ	يُجِبُّ	هُم
لم _____	_____	هي
لم _____	_____	أنتَ
لم _____	_____	أنتم
لم _____	_____	أنتِ
لم _____	_____	أنا

### Exercise 2

The following verb, أعطى, is final weak radicalled (ناقص). Conjugate the perfect and imperfect Form IV verb أعطى for all possible 13 subjects.

المضارع	الماضي	الضمير
_____	_____	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	جداً
well	جيداً
thank you, thanks	شكراً
you are welcome	عفواً

شُكْرًا and عَفْوًا go together. شُكْرًا is thanks; عَفْوًا is the response.

# UNIT 50

## The passive voice

### 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”).

Examples	Meaning
يُوضَعُ	placed
يُعْطَى	covered
تُحْمَرُ	fried
يُضَافُ إِلَيْهِ	added to it

### 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:

كَتَبَ المراسلُ المقالةَ

كَتَبَ (المراسلُ) المقالةَ

كَتَبَ المقالةَ

كُتِبَ المقالةَ

كُتِبَتِ المقالةَ

*Example 2*

He wrote the 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:

كَتَبَ المقالةَ

كَتَبَ المقالةَ

كَتَبَ المقالةَ

كُتِبَ المقالةَ

كُتِبَتِ المقالةَ

*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:

نَشَرَتِ المَوْفِئَةُ الكتابَ.

نَشَرَتِ (المَوْفِئَةُ) الكتابَ

نَشَرَتِ الكتابَ

نُشِرَتِ الكتابُ

نُشِرَ الكتابُ.

**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.

تَرَكَ الأبُ المفاتيحَ في العُرفةِ على الطاولة

---

2 I wrote the report yesterday.

كَتَبْتُ التقريرَ أمس.

---

3 The team scored a goal in the fifth minute of the match/game.

سَجَّلَ الفريقُ هدفاً في الدقيقة الخامسة من المُباراة.

---



# 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:

$v_0$  = initial vowel,  $v_1$  = the **ف** vowel,  $v_2$  = the **ع** 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:

<i>Form</i>	<i>Active</i>	<i>Transformation</i>	<i>Passive</i>	<i>Example</i>	
I	$f + v_1 + ^c + v_2 + l$	{fa <sup>c</sup> al}	$v_1 \rightarrow u, v_2 \rightarrow i$	fu <sup>c</sup> il	قُطِعَ
		{fa <sup>c</sup> ul}	$v_1 \rightarrow u, v_2 \rightarrow i$	fu <sup>c</sup> il	none
		{fa <sup>c</sup> il}	$v_1 \rightarrow u, v_2 \rightarrow i$	fu <sup>c</sup> il	فُهِمَ
II	$f + v_1 + ^{cc} + v_2 + l$	fa <sup>cc</sup> al	$v_1 \rightarrow u, v_2 \rightarrow i$	fu <sup>cc</sup> il	كُتِرَ

III	$f + v_1 + ^c + v_2 + l$	faa <sup>a</sup> al	$v_1 \rightarrow u, v_2 \rightarrow i$	fuu <sup>i</sup> il	لَوْحِظَ
IV	$‘ + v_0 + f + ^c + v_2 + l$	‘afa <sup>a</sup> al	$v_0 \rightarrow uu, v_2 \rightarrow i$	‘uf <sup>i</sup> il	أُخْرِجَ
V	$t + v_0 + f + v_1 + ^{cc} + v_2 + l$	tafa <sup>cc</sup> al	$v_0 \rightarrow u, v_1 \rightarrow u, v_2 \rightarrow i$	rare tufu <sup>cc</sup> il	تُقْبَلُ
VI	$t + v_0 + f + v_1 + ^c + v_2 + l$	tafa <sup>a</sup> al	$v_0 \rightarrow u, v_1 \rightarrow u, v_2 \rightarrow i$	rare tufuu <sup>c</sup> il	تُنَوَّلُ
VII	$‘ + v_0 + n + f + v_1 + ^c + v_2 + l$	infa <sup>a</sup> al		none	
VIII	$‘ + v_0 + f + t + v_1 + ^c + v_2 + l$	ifta <sup>a</sup> al	$v_0 \rightarrow u, v_2 \rightarrow i$	iftu <sup>i</sup> il	اِفْتَرِحَ
IX	$‘ + v_0 + f + ^c + v_2 + l + l$	if <sup>a</sup> all		none	
X	‘ist + $v_0 + f + ^c + v_2 + l$	ista <sup>a</sup> al	$v_0 \rightarrow u, v_2 \rightarrow i$	istuf <sup>i</sup> il	اِسْتَفِيلَ

### Generalizations about the perfect in the passive voice

If there is a  $v_0$ , the vowel quality is /u/.

If there is a  $v_1$ , the vowel quality is /u/.

The  $v_2$  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.

Form	Active	Passive
I	فَعَلَ	فُعِلَ
II	فَعَّلَ	فُعِّلَ
III	فَاعَلَ	فَوَعِلَ
IV	أَفْعَلَ	أَفْعِلَ
V	تَفَعَّلَ	rare تُفَوَعِلَ
VI	تَفَاعَلَ	rare تُفَوَعِلَ
VII	اِنْفَعَلَ	none
VIII	اِفْتَعَلَ	اِفْتُعِلَ
IX	اِفْعَلَ	none
X	اِسْتَفَعَلَ	اِسْتَفُعِلَ

## Passive vocalization of the imperfect tense verb

For the imperfect form of the verb, the following are the relevant vowels:

$v_s$  = subject marker vowel,  $v_2$  = the  $\text{ع}$  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:

Form	Active	Transformation	Passive	Example	
I	$y + v_s + f + ^c + v_2 + l$	{yaf <sup>al</sup> }	$v_s \rightarrow u$	{yuf <sup>al</sup> }	يُقَطَّعُ
		{yaf <sup>ul</sup> }	$v_s \rightarrow u, v_2 \rightarrow a$	{yuf <sup>al</sup> }	
		{yaff <sup>il</sup> }	$v_s \rightarrow u, v_2 \rightarrow a$	{yuf <sup>al</sup> }	يُفْهَمُ
II	$y + v_s + f + v_1 + ^{cc} + v_2 + l$	yufa <sup>cc</sup> il	$v_2 \rightarrow a$	yu fa <sup>cc</sup> al	يُكَسَّرُ
III	$y + v_s + f + v_1 + ^c + v_2 + l$	yufaa <sup>il</sup>	$v_2 \rightarrow a$	yufaa <sup>al</sup>	يُلاحَظُ
IV	$y + v_s + f + ^c + v_2 + l$	yuf <sup>il</sup>	$v_2 \rightarrow a$	yuf <sup>al</sup>	يُخْرَجُ
V	$y + v_s + ta + f + v_1 + cc + v_2 + l$	yatafa <sup>cc</sup> al	$v_s \rightarrow u$	rare yutafa <sup>cc</sup> al	يُتَقَبَّلُ
VI	$y + v_s + ta + f + aa + ^c + a + l$	yatafaa <sup>al</sup>	$v_s \rightarrow u$	rare yutafa <sup>al</sup>	يُتَنَاوَلُ
VII	$y + v_s + nf + v_1 + ^c + v_2 + l$	yanfa <sup>il</sup>		none	
VIII	$y + v_s + ft + v_1 + ^c + v_2 + l$	yaf <sup>ta</sup> il	$v_s \rightarrow u, v_2 \rightarrow a$	yuf <sup>ta</sup> al	يُقْتَرَحُ
IX	$y + v_s + f + ^c + a + l$			none	
X	$y + v_s + sta + f + ^c + v_2 + l$	yastaf <sup>il</sup>	$v_s \rightarrow u, v_2 \rightarrow a$	yustaf <sup>al</sup>	يُسْتَقْبَلُ

## Generalizations about the imperfect in the passive voice

$v_1$  is irrelevant.

$v_3$  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.

Form	Active	Passive
I	يَفْعَلُ	يُفْعَلُ
	يَفْعَلُ	
	يَفْعَلُ	
II	يُفْعَلُ	يُفْعَلُ
III	يُفَاعِلُ	يُفَاعَلُ
IV	يَفْعَلُ	يُفْعَلُ
V	يَنْفَعَلُ	rare يُنْفَعَلُ
VI	يَنْفَاعِلُ	rare يُنْفَاعَلُ
VII	يَنْفَعِلُ	none
VIII	يُفَنَعِلُ	يُفَنَعَلُ
IX	يَفْعَلُ	none
X	يَسْتَفْعِلُ	يُسْتَفْعَلُ

## 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.

سَمِعْنَا طَرْقًا عَلَى الْبَابِ

---

- b) The storm destroyed many houses and uprooted trees on the coast.

حَطَّمت العاصِفَةُ بيوتاً كَثيرةً واقتَلَعَت أشجاراً على الساجِلِ

---

- c) The inspector checked the cargo on the ship before it was offloaded.

عائِنَ المُفتِّشُ البضاعةَ 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) ف + و + ا + ك + ه

---

فَوَاكِه

b) ك + ت + ا + ب + ك

---

كِتَابِك

c) ر + ف + و + ف

---

رُفُوف

d) ي + ك + ت + ب

---

يَكْتُب

e) ن + ق + و + د

---

نُقُود

f) ك + ت + ا + ب + ي

كِتَابِي

g) ي + ن + ا + م

يَنَام

h) ل + ي + ب + ي + ا

لِيَبِيَا

#### 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.

Letter	End of a word	Middle of a word	Beginning of a word
ك	بَنَك مَلِك فَأَكَّ	رَكَدَ يَكْتُبُ كَلْبُ تَكْوِينُ	كِتَابُ كَفَّ كَانُ كَيْفُ كُرْسِيُ

ق ق	فُنْدُق فَارُوق فَرِيق	رَقَدَ نُقُود نَقَلَ	قَالَ قَمَح قَوْل
ل ل	بُرْتُقَال قَالَ مَال عَمَل فَعَلَ	تَلْفُون كَلَب وَلَد فَلَاغِل كَلِمَات دُولَار	لَا لَيْمُون لِن
م م	قَلَم يَنَام كَلَام	قَمَر كَلِمَات لَيْمُون	مَلِك مَكْتَب مَسْمُوع مَمْنُوع
س س	مُدْرَس	كُرْسِي فُسْتَان	سَامِي سَنَّة سِيدَات سَادَة
ش ش	فِرَاش قِرْش دُهْشَن	الشَّاي يَمْشِي مُشْكِلَة الشَّهْر اِكْتَشَفْنَا	شَاي شَمْس شَبْكَة شَخْصِيَّة
ص ص	خَاص نُصُوص فُصُوص	بَصَلَ قَصِير مَصْر	صَبَاح صُنُوق صَاحِب



## 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 + ئ + ة                      ri'atun

---

2 ب + ي + ئ + ي                      bii'iyyun

---

3 ق + ا + ر + ئ + و + ن                      qaari'uuna

---

4 ب + ئ + س                      bi'sun

---

5 ر + و + س + ا + ء                      ru'asaa'un

---

6 ر + ئ + ي                      ru'iya

---

7 ر + و + ي + ة                      ru'yatun

---

8 ر + و + و + س                      ru'uusun

---

رُؤوس

9 لُ + وُ + م      lu'mun

لُوم

10 رَ + أ + سَ      ra'asa

رَأَسَ

11 تَ + قَ + رَ + ئَ + يَ + نَ      taqra'iina

تَقْرَأِينَ

12 تَ + قَ + رَ + وُ + وُ + نَ      taqra'uuna

تَقْرَأُونَ

13 رَ + أ + يُّ      ra'yun

رَأَى

### 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.

- |         |        |        |        |
|---------|--------|--------|--------|
| 1 باءات | 4 سوء  | 7 أسرة | 10 مئة |
| 2 لاءات | 5 قميء | 8 سأل  | 11 شيء |
| 3 شاء   | 6 درء  | 9 قرأ  |        |

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

باءات، لاءات

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

شاء، سوء، قميء

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

درء

d) on the **l** as seat at the beginning of a word:

أسرة

e) on the **l** as seat in the middle of a word:

سأل

f) on the **l** as seat at the end of a word:

قرأ

g) In the middle of a word:

مئة، باءات، سأل، لاءات

#### Unit 4: Answers to Exercise 6

أ or و 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.

Read from right to left	transcribed word
1 ... + a + _____ + i + ... ... + a + <u>ئ</u> + i + ...	ri'atun
2 ... + i + _____ + i + ... ... + i + <u>ئ</u> + i + ...	bii'yyun
3 + u + _____ + i + ... ... + u + <u>ئ</u> + i + ...	qaari'uuna
4 ... + ° + _____ + i + ... ... + <u>ئ</u> + ° + i + ...	bi'sun
5 ... + a + _____ + u + ... ... + a + <u>و</u> + u + ...	ru'asaa'un
6 ... + i + _____ + u + ... ... + i + <u>ئ</u> + u + ...	ru'iya
7 ... i + ° + _____ + u + ... ... i + <u>و</u> + ° + u + ...	ru'yatun
8 + u + _____ + u + ... ... + u + <u>و</u> + u + ...	ru'uusun

- 9 ... + ° + \_\_\_\_\_ + u + ...      lu'mun  
... + و + ° + u + ...
- 10 ... + a + \_\_\_\_\_ + a + ...      ra'asa  
... + a + أ + a + ...
- 11 ... + i + \_\_\_\_\_ + a + ...      taqra'iina  
... + i + ي + a + ...
- 12 ... + u + \_\_\_\_\_ + a + ...      taqra'uuna  
... + u + و + a + ...
- 13 ... + ° + \_\_\_\_\_ + a + ...      ra'yun  
... + أ + ° + a + ...

## Unit 5: Function of diacritics التشكيل وعلامات الإعراب

### *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

يُدْرُس

1 فتحة

2 سُكُون

3 ضَمَّة

he teaches/is teaching

يُدْرَس

1 ضَمَّة

2 فتحة

3 كسرة and شَدَّة

### *Diacritics marking case of nouns* علامات إعراب الأسماء

#### 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).

مَرْفُوع	شَارِعُ مُحَمَّد.
مَنْصُوب	شَارِعَ مُحَمَّد.
مَجْرُور	شَارِعَ مُحَمَّد.

### Unit 5: Answers to Exercise 3

In the blank spaces below, add the diacritic case marking for the first terms of the 'idafa phrase: شَارِعَ مُحَمَّد. In this exercise, the second term in the 'idafa phrase is a pronoun suffix له. So, first fill the blank spaces below with the 'idafa phrase شَارِعَهُ. 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).

مَرْفُوع	شَارِعُهُ
مَنْصُوب	شَارِعَهُ
مَجْرُور	شَارِعِهِ

### علامات إعراب الأفعال Diacritics marking mood of verbs

#### 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.

المرفوع	المنصوب	المجزوم	
يقومُ	لن يقومَ	لم يقمَ	هو
أقولُ	لن أقولَ	لم أقلَ	أنا
تكتبُ	لن تكتبَ	لم تكتبَ	أنتَ
ندعوُ	لن ندعوَ	لم ندعوَ	نحن
تتكلمُ	لن تتكلمَ	لم تتكلمَ	هي

#### Unit 5: Answers to Exercise 5

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

A تَحْتَاجُ تَزِيدُهَا

فَإِنَّ كُلَّ أُمَّةٍ تَحْتَاجُ إِلَى لُغَةٍ مُوَحَّدَةٍ  
تَزِيدُهَا تَجَاوُزًا وَتَمَاسُكًا، فَتَكُونُ مُوَحَّدَةً

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 تَخْتَلِفُ تَخْتَلِفُ

تَخْتَلِفُ اخْتِلَافًا بَيْنَنَا  
حَتَّى إِنَّهَا تَخْتَلِفُ بَعْضَ الاخْتِلَافِ مِنْ حَارَةٍ إِلَى حَارَةٍ

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

Unit 5: Answers to Exercise 6

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

A تَبَسِّطُ

مِنَ اللّازِمِ أَنْ تُبَسِّطَ لُغَتَكَ عِنْدَمَا تَتَكَلَّمُ مَعَ الأَطْفَالِ

You must simplify your language when speaking with the children.

B أَغْيِرَ

أَحَبُّ أَنْ أُخْرَجَ مَعَكُمْ وَلَكِنِّي أُرِيدُ أَنْ أُغْيِرَ مَلَابِسِي أَوَّلًا

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

C تَدْخُلُ

إِذَا تَأَخَّرْتَ أَكْثَرَ مِنْ خَمْسِ دَقَاقٍ  
فَلَا تَسْتَطِيعُ أَنْ تَدْخُلَ إِلَى الصَّفِّ

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

D تَتَحَقَّقُ

أَتَمَنَّى أَنْ تَتَحَقَّقَ كُلُّ أَحْلَامِي

I hope (I wish) that all my dreams will come true.

E تَسْتَمِعُ

أَظُنُّ أَنَّهَا لَمْ تُرِيدْ أَنْ تَسْتَمِعَ إِلَى رَأْيِي فِي الْمَوْضُوعِ

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 المَجْزُوم mood. Add the mood marker for the underlined verbs. Reminder: please make sure the mood marker is in the appropriate locations.

A يَعْرَبُ

لَمْ يُعْرَبْ تَدْرِيسُ الطَّبِّ فِي مُعْظَمِ الْجَامِعَاتِ الْعَرَبِيَّةِ حَتَّى الْآنَ

The teaching of medicine was not done in Arabic (“Arabized”) in most Arab universities until now.

B تَعْتَادُ

أَنْتَ لَا تُحِبُّ الْقَهْوَةَ لِأَنَّكَ لَمْ تَعْتَادْ عَلَيْهَا

You do not like coffee because you are not used to it.

C يَتَغَيَّرُ

مَطَرٌ مَطَرٌ مَطَرٌ! إِذَا لَمْ يَتَغَيَّرِ الطَّقْسُ قَرِيباً

فَلَا أَعْرِفُ مَاذَا سَأَفْعَلُ

Rain, rain, rain! If the weather does not change soon, I do not know what I will do.

D يَحْضُرُ

أَنَا غَاضِبَةٌ مِنْهُ لِأَنَّهُ لَمْ يَحْضُرْ لِرِزَارَتِي مُنْذُ وَقْتٍ طَوِيلٍ

I am angry with him because he has not come to visit me in a long time.

E تُرِيدُ

أظُنُّ أَنَّهَا لَمْ تُرِيدْ أَنْ تَسْتَمَعَ إِلَى رَأْيِي فِي الْمَوْضُوعِ

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 محمّد for ياسمين. Rewrite the new passage in the blank spaces below. Make all the necessary changes to ensure agreement.

ياسمين تسكن في مدينة نيويورك، وهي طالبة تدرس الأدب الإنجليزي في جامعة نيويورك. والدها مصري، وهو يعمل في الأمم المتحدة، والدتها فلسطينية وهي سكرتيرة في نفس الجامعة. محمود وعادل وفاطمة أقارب ياسمين، وهم يسكنون في مدينة القاهرة.

محمّد يسكن في مدينة نيويورك، وهو طالب يدرس الأدب الإنجليزي في جامعة نيويورك. والدهه مصري، وهو يعمل في الأمم المتحدة، والدته فلسطينية وهي سكرتيرة في نفس الجامعة. محمود وعادل وفاطمة أقارب محمّد، 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

كبير	big	واسع	wide, broad
مصريّ	Egyptian	جديد	new

a) I am a new student \_\_\_\_\_ أنا طالبة

أنا طالبة جديدة



- b) New York is a big city \_\_\_\_\_ مدينة نيويورك  
نيويورك مدينة كبيرة
- c) I live in a new house \_\_\_\_\_ أسكن في بيت  
أسكن في بيت جديد
- d) My dad is Egyptian \_\_\_\_\_ والدي  
والدي مصري
- e) This is a wide road \_\_\_\_\_ هذا شارع  
هذا شارع واسع

## Unit 7: Pronouns الضمائر

### Possessive pronouns الضمائر المُلْكِيَّة

#### 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

Word	meaning	Gender
كِتَاب	a book	m.
بَيْت	a house	m.
سَيَّارَة	a car	f.
شَقَّة	an apartment	f.

- a) Whose book is this? This is his book  
\_\_\_\_\_ هذا  
هذا كِتَابِه
- b) Whose car is this? This is her car  
\_\_\_\_\_ هذه  
هذه سَيَّارَتِهَا

- 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 شَقَّتُهُنَّ

### 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	<u>يُحِبُّ</u>	with	مع
We heard	<u>سَمِعْنَا</u>		

- a) He loves the girl.  
 He loves her  
 هو يُحِبُّ البنت  
 هو \_\_\_\_\_  
 هو يُحِبُّهَا
- b) We heard Samia  
 We heard her  
 نحن سَمِعْنَا سامية  
 نحن \_\_\_\_\_  
 نحن سَمِعْنَاهَا
- c) The girl is playing with her friend  
 The girl is playing with her  
 البنت تلعب مع صديقتها  
 البنت تلعب \_\_\_\_\_  
 البنت تلعب معها
- d) The boy is playing with the neighbours  
 The boy is playing with them  
 الولد يلعب مع الجيران  
 الولد يلعب \_\_\_\_\_  
 الولد يلعب معهم

## Free-standing pronouns الضمائر المنفصلة

### 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.

Person, gender, number	Statement
a) 2nd person masculine singular	هَلْ أَنْتَ جَوْعَانْ؟
b) 1st person singular	نَعَمْ، أَنَا جَوْعَان
c) 2nd person masculine plural	مِنْ أَيِّنْ أَنْتُمْ يَا شَبَابْ؟
d) 1st person plural	نَحْنُ مِنْ مِصر
e) 2nd person feminine singular	هَلْ أَنْتِ مِصرِيَّةٌ يَا عَائِشَةُ؟
f) 1st person singular	لا. أَنَا سِودَانِيَّةٌ
g) 3rd person feminine singular	مَنْ نَادِيَّةٌ؟ هِيَ خَالَةٌ عَائِشَةَ
h) 3rd person masculine singular	أَيِّنْ يَعْملُ وَالِدُ مَهْمَا؟ هُوَ يَعْملُ فِي الأُمَّمِ المُتَّحِدَةِ
i) 3rd person feminine singular	أُدْرُسُ فِي جَامِعَةِ مِيدَلْبِرِي، وَهِيَ جَامِعَةٌ صَغِيرَةٌ فِي وِلايَةِ فِيرْمونت
j) 3rd person feminine singular	أَسْكُنُ فِي مِنتَقَةِ المَزَّة، وَهِيَ مِنتَقَةٌ قَرِيبَةٌ مِنْ جَامِعَةٍ

## Free-standing and suffixed pronouns الضمائر المنفصلة والمتصلة

### 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

صورة	picture	والدة	mother
سوريا	Syria		

- a) Your (s., m.) picture is pretty جميلة \_\_\_\_\_  
صورتك جميلة
- b) My mother is Syrian سوريّة \_\_\_\_\_  
والدتي سوريّة
- c) I live in Beirut and it (s., f.) is a large city in the Middle East.  
أُسكن في مدينة بيروت و \_\_\_\_\_ مدينة كبيرة  
في الشرق الأوسط  
أُسكن 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. \_\_\_\_\_ متخصصة في العربية  
هل أنت مترجمة؟  
نعم. أنا متخصصة في العربية

#### 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 جعان  
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 داليا  
She is Dalia's aunt \_\_\_\_\_  
هي خالة داليا
- d) I work at the United Nations أنا أعمل في الأمم المتّحدة  
She works at the United Nations \_\_\_\_\_  
هي تعمل في الأمم المتّحدة

## Unit 8: Demonstratives – أسماء الإشارة

### 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

فنجان	tea cup (s., m.)	مُمْتَلِّ	actor (s., m.)
شَجَرَة	tree (s., f.)		

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

\_\_\_\_\_ رَجُلٌ. \_\_\_\_\_ الرَّجُلِ

هذا رَجُلٌ. هذا هو الرَّجُلِ

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

\_\_\_\_\_ فنجان \_\_\_\_\_ الفنجان

هذا فنجان. هذا هو الفنجان.

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

\_\_\_\_\_ شَجَرَة \_\_\_\_\_ الشَّجَرَة

هذه شَجَرَة. هذه هي الشَّجَرَة

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

\_\_\_\_\_ مُمْتَلَّتَانِ \_\_\_\_\_ المُمْتَلَّتَانِ

هاتان مُمْتَلَّتَانِ. هاتان هما المُمْتَلَّتَانِ

## 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 (مفعول به), 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.

تقابل الصديقان في المساء وأكلا العشاء وبعد ذلك دخلا مكتبة "الشروق" حيث اشترى مصطفى مجلة واشترى محمود كتابا.

i) الصديقان

a) subject of a verb (فاعل)

ii) المساء

c) object of a preposition (اسم مجرور)

iii) العشاء

b) object of a verb (مفعول به)

iv) مكتبة

b) object of a verb (مفعول به)

v) مصطفى

a) subject of a verb (فاعل)

vi) مجلة

b) object of a verb (مفعول به)

vii) محمود

a) subject of a verb (فاعل)

viii) كتابا

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.

سافر محمد إلى اليَمَن في شِتاء ٢٠٠٩.

- i) محمد  
a) مرفوع (nominative)
- ii) اليَمَن  
c) مجرور (genitive)
- iii) شِتاء  
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 أزر العائلة في نهاية الأسبوع نأكل العشاء ونشاهد التلفزيون معا.

- i) العائلة  
b) منصوب (accusative)
- ii) نهاية  
c) مجرور (genitive)



- iii) العشاء  
b) منصوب (accusative)
- iv) التلفزيون  
b) منصوب (accusative)

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

شاهدت الحادثة في التلفزيون ثم قرأت مقالة عنها.

- i) الحادثة  
b) منصوب (accusative)
- ii) التلفزيون  
c) مجرور (genitive)
- iii) مقالة  
b) منصوب (accusative)

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.

تقابل الصديقان في المساء وأكلا العشاء وبعد ذلك دخلا  
مكتبة "الشرو" حيث اشترى مصطفى مجلة واشترى  
محمود كتابا.

- i) الصديقان  
a) مرفوع (nominative)
- ii) المساء  
c) مجرور (genitive)
- iii) العشاء  
b) منصوب (accusative)
- iv) مكتبة  
b) منصوب (accusative)
- v) مصطفى  
a) مرفوع (nominative)

vi) مجلة

b) منصوب (accusative)

vii) محمود

a) مرفوع (nominative)

viii) كتابا

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.

	نعم	لا
a) singular, feminine noun	نعم	
b) singular, masculine noun	نعم	
c) dual, feminine noun	نعم	
d) sound, plural masculine	نعم	
e) verbal phrase		لا
f) nominal phrase		لا

### 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، الجلوس على طاولة واحدة مع  
مسئولين من البلدين في شهر مارس الماضي، وفي إطار مؤتمر  
بغداد الذي شارك فيه وفود 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, فُتحة, ضَمّة).

- a) ذهبت المهندسة للمرة الثانية  
 b) استجابت الحكومة لدعوات الاتصال  
 المباشري ظل الضغوط  
 c) استجابت الحكومة الإطالية  
 d) قبلت (هى) الجلوس

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.

	Syntactic function	Case-marking diacritic
a) المرّة	إسم مجرور	كسرة
b) ظل	إسم مجرور	كسرة
c) الحكومة	فاعل	ضَمّة
d) الجلوس	مفعول به	فُتحة

### 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) وَجَدْتُ عائلةً في هذه البناية

\_\_\_\_\_

وَجَدْتُ عائلَتَيْنِ في هذه البناية

- b) الكتابُ على الكرسي

\_\_\_\_\_

الكتابان على الكرسي

c) الأستاذة في الكلية

الأستاذتان في الكلية

d) البنات كسرة قلم

البنات كسرة قلمين

e) كتبت الرسالة إلى الرجل

كتبت الرسالة إلى الرجلين

#### 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 الرجلَ الطَّيِّبَ في هذا الشارع  
وَجَدْتُ الرجالَ الطَّيِّبِينَ في هذه البناية
- b) يصومُ المسلمُ شهرَ رمضان  
يصومُ المسلمون شهرَ رمضان
- c) المواطنُ معتادٌ على دفع الضرائب  
المواطنون معتادون على دفع الضرائب

#### Variations in case marking

#### Unit 10: Answers to Exercise 8

Study the eight sentences below. The underlined words are diptotes (ممنوع من الصرف). 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: منصوب

مع أتي لا أكتب رسائلَ عادةً، فأني أحياناً أكتبُ إلى صديقة طفولتي.

- b) case name: مرفوع  
لماذا لا تُوجَدُ كُنَائِسُ كَثِيرَةٌ فِي الْأَحْيَاءِ الْحَدِيثَةِ بِالْمُدُنِ الْغَرِيبَةِ؟
- c) case name: منصوب  
عَمَلِي يَضْطَرُّنِي أَنْ أَقِيمَ فِي الْبَحْرَيْنِ عِدَّةَ أُسَابِيعٍ مِنْ كُلِّ سَنَةٍ.
- d) case name: مجرور  
مَرَرْتُ بِتَجَارِبٍ صَعْبَةٍ كَثِيرَةٍ فِي حَيَاتِي جَعَلْتَنِي أَكْتَشِفُ نَفْسِي.
- e) case name: منصوب  
النَّاسَ الَّذِينَ تَعَرَّفْتُ عَلَيْهِمْ فِي الْعَالَمِ الْعَرَبِيِّ كَانُوا لَطْفَاءً جِدًّا مَعِي.
- f) case name: منصوب  
خَرَجْتُ الْجَامِعَةَ الْأَمْرِيكِيَّةَ فِي بِيْرُوتِ وَزُرَّاءِ وَرُؤُسَاءِ عَرَبًا كَثِيرِينَ.
- g) case name: منصوب  
عِنْدَمَا زُرْنَا الشَّامَ رَأَيْنَا عِدَّةَ مَسَاجِدَ قَدِيمَةً فِي مَنطِقَةٍ،، بَابِ تَوْمًا.
- h) case name: منصوب  
نَاقَشَتِ الْمُتَحَدِّثَةُ بِاسْمِ الْحُكُومَةِ عِدَّةَ مَشَارِيعَ جَدِيدَةٍ تَتَوَى  
الْحُكُومَةُ الْقِيَامَ بِهَا.

### An overview of case marking

#### Unit 10: Answers to Exercise 9

Complete the three tables below by making all necessary changes to the noun مُمْتَلٌ (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.

The singular (المُفْرَد)				Case
Definite (مَعْرِفَةٌ)		Indefinite (نَكْرَةٌ)		
Feminine (مُؤَنَّث)	Masculine (مُدَكَّر)	Feminine (مُؤَنَّث)	Masculine (مُدَكَّر)	
المُمْتَلَّةُ	المُمْتَلُّ	مُمْتَلَّةٌ	مُمْتَلٌّ	المرفوع
المُمْتَلَّةَ	المُمْتَلِّ	مُمْتَلَّةً	مُمْتَلًّا	المنصوب
المُمْتَلَّةِ	المُمْتَلِّ	مُمْتَلَّةٍ	مُمْتَلِّ	المجرور

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.

The dual (المُتَنَّى)				
Definite (مَعْرِفَةٌ)		Indefinite (نَكْرَةٌ)		Case
Feminine (مُؤَنَّث)	Masculine (مُدَّكَّر)	Feminine (مُؤَنَّث)	Masculine (مُدَّكَّر)	
المُتَنَّتَانِ	المُتَنَّاكِرَانِ	مُتَنَّتَانِ	مُتَنَّاكِرَانِ	المرفوع
المُتَنَّتَيْنِ	المُتَنَّاكِرَيْنِ	مُتَنَّتَيْنِ	مُتَنَّاكِرَيْنِ	المنصوب
المُتَنَّتَيْنِ	المُتَنَّاكِرَيْنِ	مُتَنَّتَيْنِ	مُتَنَّاكِرَيْنِ	المجرور

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.

The plural (الْجَمْع)				
Definite (مَعْرِفَةٌ)		Indefinite (نَكْرَةٌ)		Case
Feminine (مُؤَنَّث)	Masculine (مُدَّكَّر)	Feminine (مُؤَنَّث)	Masculine (مُدَّكَّر)	
المُتَنَّاكِرَاتُ	المُتَنَّاكِرُونَ	مُتَنَّاكِرَاتُ	مُتَنَّاكِرُونَ	المرفوع
المُتَنَّاكِرَاتِ	المُتَنَّاكِرِينَ	مُتَنَّاكِرَاتٍ	مُتَنَّاكِرِينَ	المنصوب
المُتَنَّاكِرَاتِ	المُتَنَّاكِرِينَ	مُتَنَّاكِرَاتٍ	مُتَنَّاكِرِينَ	المجرور

## Unit 12: Noun types

### The relative adjective النَّسْبَةُ

#### 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	السعودية	Egypt	مِصر
Italy	إيطاليا	Arab	عرب (s., m.)
Spain	إسبانيا	coffee	قهوة (s., f.)
France	فرنسا	bank	البنك (s., m.)
Turkey	تركيا	literature	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  
كتاب "ألف ليلة وليلة" من الأعمال العظيمة في تاريخ الأدب العربي

- f) I {study/am studying} Spanish literature (s., m.)  
أدرُس الأدب الإسباني
- g) She's an Egyptian from the city of Tanta  
هي من مدينة طنطا  
هي مصرية من مدينة طنطا
- h) the Egyptian student (s., m.)  
الطالب المصري

## المصدر Gerunds

### Unit 12: Answers to Exercise 2

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

He likes walking because it strengthens the mind.

- |            |   |
|------------|---|
| a) walking | هو يحب <u>المشي</u> لأنه يُفَوِّى العَقل    |
| b) reading | هو يحب <u>القراءة</u> لأنها تُفَوِّى العَقل |
| c) writing | هو يحب <u>الكتابة</u> لأنها تُفَوِّى العَقل |

### Unit 12: Answers to Exercise 3

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

- أكل الفطار مُفيد
- الطفل لا يحب الاستحمام
- البنيت تستمع بقراءة الكتب
- التاجر يُحِبُّ الإقامة في المدن الكبيرة
- ازداد عدد المُحجَّبات في هذه المنطقة
- الأستاذ لا يحبُّ التدريس في الصباح
- عقيل كان يحب شرب القهوة
- الشُّعور بالوحدة صعب على الجميع
- داليا تُحِبُّ السَّفَر

## 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.



## Glossary

سَيَّارَةٌ	car	سريع	fast
إِسْعَافٌ	ambulance		

- 1 The car (f.) is fast السَيَّارَةُ سَرِيعَةٌ
- 2 It (the car, f.) is fast هِيَ سَرِيعَةٌ
- 3 The ambulance (m.) is fast الإِسْعَافُ سَرِيعٌ
- 4 It (the ambulance, m.) is fast هُوَ سَرِيعٌ

## 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 هو أستاذ  
She is a professor هِيَ أستاذة
- b) He is a student هو طالب  
She is a student هِيَ طالبة
- c) He is American هو أمريكي  
She is American هِيَ أمريكية

## 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

لُغَات	languages (pl.)	جديد	new (s., m.)
أوروبيّ	European (s., m.)	أشياء	things
مُترجمون	translators (pl., m.)	يابانيّ	Japanese (s., m.)
عَرَب	Arab (pl.)	لُبنانيّ	Lebanese (s., m.)
موظّفات	employees (pl., f.)		

a) Italian, Spanish, and French are European languages.

الإيطالية والإسبانية والفرنسية لغات أوروبية

b) Lebanese friends

أصحاب لُبنانيّون

c) Arab translators at the UN

مُترجمون عَرَب في الأمم المُتحدة

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

الآنسة موني والآنسة وفاء والسيدة ماري موظّفات جديدات

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

اليوم أستاذ التاريخ علّمنا أشياء جديدةً  
عن تاريخ آسيا الوسطى القديم

f) Honda, Isuzu and Toyota are Japanese cars.

هوندا وإيسوزو وتويوتا سيّارات يابانية

## 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.

Glossary

كثيرُ الحركة	restless	جميلةُ المناظرِ	pretty, scenic
بعيدةُ النظرِ	far-sighted	طيبةُ القلبِ	kind-hearted, generous
خفيفةُ الدمِ	cute/funny	الواسعةُ الانتشارِ	in broad circulation
وسريعةُ البديهةِ	quick-witted	ثقيلُ الدِّمِ	unpleasant
الطويلُ القامةِ	tall	أصفرُ الوجهِ	pale-faced or jaundiced
الجميلُ الوجهِ	handsome		
قليلُ الكلامِ	silent, not wordy		

a) هو

لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة،  
فهو كثيرُ الحركة

b) None (no masculine human singular pronouns or demonstratives)

والدتي إنسانة بعيدة النظر تُفكر دائماً في المستقبل

c) None (no masculine human singular pronouns or demonstratives)

تعجبتني شخصيتها لأنها خفيفة الدم وسريعة البديهة

d) هذا

من هذا الشاب الطويل القامة الجميل الوجه؟

e) هو هو

من الصعب أن يتعرف عليه الناس لأنه خجولٌ وقليلُ الكلام

f) None (no masculine human singular pronouns or demonstratives)

هذه منطقة جميلة المناظرٍ ولذلك يقصدها ناسٌ كثيرونَ كلَّ 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 وأصفرُ الوجه، هل أنت مريض؟

i) None (no masculine human singular pronouns or demonstratives)

هي طَيِّبَةُ القلب، تحبُّ كلَّ الناس وتحاول أن تساعدهم

j) هو هو

هو شخص ثقيلُ الدَّم،  
لا أستطيع الجلوس معه أكثر من دقيقتين

### 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

كثيرُ الحركة	restless	جميلةُ المناظرِ	pretty, scenic
بعيدةُ النظر	far-sighted	طَيِّبَةُ القلب	kind- hearted, generous
خفيفةُ الدَّم	cute/funny	الواسعةُ الانتشار	in broad circulation
وسريعةُ البديهة	quick-witted	ثقيلُ الدَّم	unpleasant
الطويلُ القامةِ	tall	أصفرُ الوجه	pale-faced or jaundiced
الجميلُ الوجه	handsome		
قليلُ الكلام	silent, not wordy		

a) None (no feminine human singular pronouns or demonstratives)

لا يستطيع أخي أن يجلس في مكان واحد مدة طويلة،  
فهو كثيرُ الحركة

b) None (no feminine human singular pronouns or demonstratives)

والدتي إنسانة بعيدة النظر تُفكّر دائماً في المُستقبل

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 خجولٌ وقليل الكلام

f) هي هي

هذه منطقة جميلة المناظر ولذلك يقصدها ناسٌ كثيرون 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 وأصفرُ الوجه، هل أنت مريض؟

i) هي

هي طيبة القلب، تحب كل الناس وتحاول أن تساعدهم

j) None (no feminine human singular pronouns or demonstratives)

هو شخص ثقيل الدم، لا أستطيع الجلوس معه أكثر من دقيقتين

### 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 الشابة الطويلة القامة الجميلة الوجه؟

c)

من الصعب أن يتعرّف عليها الناس لأنها خجولةٌ وقليلةٌ الكلام

d)

هي شخصيّة ثقيلةٌ الدّم، لا أستطيع الجلوس معها أكثر من دقيقتين

#### 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.)

area/place

مكان (s., m.)

a)

تعجبني شخصيته لأنه خفيفٌ الدم وسريعٌ البديهة

b)

هذا مكان جميلٌ المناظرٍ ولذلك يقصده ناسٌ كثيرونَ كلّ عام

c)

هو طيّب القلب، يحبّ كلّ 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

هذان هما المهندسان

b) هذان

هذان المهندسان أسسا شركة في العام الماضي

c) None

هاتان هما المُمرضتان

d) None

هاتان المُمرضتان أسستا عيادة مجانية 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

هذان هما المهندسان

b) None

هذان المهندسان أسسا شركة في العام الماضي

c) هاتان هما

هاتان هما المُمرضتان

d) هاتان

هاتان المُمرضتان أسستا عيادة مجانية في العام الماضي

### 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

هذان هما الطفلان

These are the (two f.) children

هاتان هما الطفلتان

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 الممرضتان أسستا عيادة مجانية في العام الماضي

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

هذان الممرضان أسسا عيادة مجانية 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

هؤلاء هن المحترفات

d) هؤلاء هم

هؤلاء هم المحترفون

e) هؤلاء هم

هؤلاء هم التلاميذ

f) هؤلاء

هؤلاء تلاميذ (m.)

g) None

هؤلاء هن مترجمات

h) None

هؤلاء 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

هؤلاء هم العلماء

b) None

هؤلاء علماء (m.)

c) هؤلاء هن

هؤلاء هن المحترفات

d) None

هؤلاء هم المحترفون

e) None

هؤلاء هم التلاميذ

f) None

هؤلاء تلاميذ (m.)

g) هؤلاء هن

هؤلاء هن مترجمات

h) هؤلاء

هؤلاء المترجمات

### 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)

هؤلاء هن المحترفات

These (pl. m.) are the skilled (individuals)

هؤلاء هم المحترفون

b) These are translators (pl. f.)

هؤلاء هن مترجمات

These are translators (pl. m.)

هؤلاء هم مترجمون

## 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

كُرْسِي	(s., m.) chair	كِتَاب	(s., m.) book
بَاب	(s., m.) door	قَلَم	(s., m.) pen
شُبَّاك	(s., m.) window		

- a) What is this? ما هذا؟  
This is a chair. هذا كرسي  
This is the chair. هذا هو الكرسي
- b) What is this? ما هذا؟  
This is a door. هذا باب  
This is the door. هذا هو الباب
- c) What is this? ما هذا؟  
This is a window. هذا شُبَّاك  
This is the window. هذا هو الشُبَّاك
- d) What is this? ما هذا؟  
This is a book. هذا كتاب  
This is the book. هذا هو الكتاب
- e) What is this? ما هذا؟  
This is a pen. هذا قَلَم  
This is the pen. هذا هو القَلَم

### 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

طَاوِلَة	(s., f.) table	كِرَاسَة	(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

كِتَاب	book (s., m.)	كِتَاب	book (s., m.)
بَاب	door (s., m.)	قَلَم	pen (s., m.)
شُبَّاك	window (s., m.)		

i) These are two books

هذان كِتَابَانِ

ii) These are the two doors

هذان هم البابان

iii) These are the two windows

هذان هم الشبّاكان

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*

سيّارة car (s., f.)

شجرة tree (s., f.)

طاولة table (s., f.)

شقة apartment (s., f.)

i) These two cars

هاتان السّرتان

ii) These are the two cars

هاتان هما السّرتان

iii) These are the two trees

هاتان هم الشّجرتان

iv) These two tables

هاتان الطاولتان

## 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

كِرَاسَة      notebook      شَقَّة      apartment

i) These notebooks

هذه الكِرَاسَات

ii) These apartments

هذه الشُّقُق

iii) These are the apartments

هذه هي الشُّقُق

iv) These are apartments

هذه شُّقُق

## 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.

Noun	Answer choices
مُتَرَجِمَةٌ	(plural feminine, indefinite) or ( <u>singular feminine, indefinite</u> )
مهندسة	(plural feminine, indefinite) or ( <u>singular feminine, indefinite</u> )
سَيِّدَةٌ	(plural feminine, indefinite) or ( <u>singular feminine, indefinite</u> )
جامعة	(plural feminine, indefinite) or ( <u>singular feminine, indefinite</u> )
مُتَرَجِمَات	( <u>plural feminine, indefinite</u> ) or (singular feminine, indefinite)
مهندسات	( <u>plural feminine, indefinite</u> ) or (singular feminine, indefinite)
سَيِّدَات	( <u>plural feminine, indefinite</u> ) or (singular feminine, indefinite)
جامعات	( <u>plural feminine, indefinite</u> ) or (singular feminine, indefinite)

### المُفْرَدِ Singular

#### 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.

- مُتَرَجِمُونَ يابانيون
- مُتَرَجِمَات يابانيات
- مُدُن يابانية
- سيارات يابانية
- لُغات أوروبية
- مُتَرَجِمُونَ عَرَب

### المُتَنَّى Dual

#### 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.

Dual	Singular
رَجُلَانِ	رَجُلٌ
رَجُلَيْنِ	رَجُلٌ
مُمَثِّلَيْنِ	مُمَثِّلٌ
كِتَابَانِ	كِتَابٌ
إِبْنَيْنِ	إِبْنٌ
مَكْتَبَتَيْنِ	مَكْتَبَةٌ
مَكْتَبَتَانِ	مَكْتَبَةٌ
مُمَثِّلَاتَانِ	مُمَثِّلَةٌ
بِنْتَانِ	بِنْتُ
إِمْرَأَتَيْنِ	إِمْرَأَةٌ

#### Unit 16: Answers to Exercise 4

Fill in the blanks in the table below.

Dual مُتَنَّى		Singular مُفْرَد			
مَنْصُوب /مَجْرُور	مَرْفُوع	مَنْصُوب /مَجْرُور	مَرْفُوع		
عَرَبِيَّيْنِ	عَرَبِيَّانِ	عَرَبِيًّا	عَرَبِيٌّ	Indefinite نكرة	Masculine مذَكَر
العَرَبِيَّيْنِ	العَرَبِيَّانِ	العَرَبِيَّ	العَرَبِيُّ	Definite معرفة	
عَرَبِيَّاتَيْنِ	عَرَبِيَّاتَانِ	عَرَبِيَّةً	عَرَبِيَّةٌ	Indefinite نكرة	Feminine مؤنَّث
العَرَبِيَّاتَيْنِ	العَرَبِيَّاتَانِ	العَرَبِيَّةَ	العَرَبِيَّةُ	Definite معرفة	



## Sound plurals جَمْع السَّالِمِ

### Unit 16: Answers to Exercise 5

Change the following sound plurals to their singular forms. Place the singular forms in the blank spaces below.

Plural	Singular
a) مُمَثَّلَات	مُمَثِّلَةٌ
b) طَاوِلَات	طَاوِلَةٌ
c) مَكْتَبَات	مَكْتَبَةٌ
d) مُمَثَّلِينَ	مُمَثِّلٌ in المَنْصُوبِ case or مُمَثِّلٍ in المَجْرُورِ case
e) مُمَثَّلُونَ	المَرْفُوعِ مُمَثِّلٌ

### 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

- a) مُمَثَّلَات actresses (female actors)
- b) طَاوِلَات tables
- c) مَكْتَبَات bookstores/libraries
- d) مُمَثَّلُونَ actors (male actors)

Below are four blank spaces for four simple sentences.

- a) هذه المُمَثِّلَةُ
- b) هذه الطَاوِلَةُ
- c) هذه المَكْتَبَةُ
- d) هذا المُمَثِّلُ

## 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                      هذه غنوة سودانية  
       This is the Sudanese song                هذه الغنوة السودانية
- b) This is an Egyptian song                    هذه غنوة مصرية  
       This is the Egyptian song                هذه الغنوة المصرية
- c) This is a Sudanese Muhammad            هذا محمد سوداني  
       This is the Sudanese Muhammad       هذا محمد السوداني
- d) This is an Egyptian Muhammad           هذا محمد مصري  
       This is the Egyptian Muhammad       هذا محمد المصري

## 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 أمريكي (an American).

	مفرد (Singular)	مجرور (genitive)	منصوب (accusative)	مرفوع (nominative)
نكرة (Indefinite)	مذكر (m.) مؤنث (f.)	أمريكيّ أمريكيّة	أمريكياً أمريكيّة	أمريكيّ أمريكيّة
معرفة (Definite)	مذكر (m.) مؤنث (f.)	الأمريكيّ الأمريكيّة	الأمريكيّ الأمريكيّة	الأمريكيّ الأمريكيّة

### Unit 16: Answers to Exercise 9

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

	مثنى (Dual)	مجرور (genitive)	منصوب (accusative)	مرفوع (nominative)
نكرة (Indefinite)	مذكر (m.) مؤنث (f.)	أمريكيين أمريكيين	أمريكيين أمريكيين	أمريكيان أمريكيان
معرفة (Definite)	مذكر (m.) مؤنث (f.)	الأمريكيين الأمريكيين	الأمريكيين الأمريكيين	الأمريكيان الأمريكيان

### Unit 16: Answers to Exercise 10

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

	جمع (Plural)	مجرور (genitive)	منصوب (accusative)	مرفوع (nominative)
نكرة (Indefinite)	مذكر (m.) مؤنث (f.)	أمريكيين أمريكيات	أمريكيين أمريكيات	أمريكيون أمريكيات
معرفة (Definite)	مذكر (m.) مؤنث (f.)	الأمريكيين الأمريكيات	الأمريكيين الأمريكيات	الأمريكيون الأمريكيات

## Unit 18: The sentence **الجُملة** – the basics

### Constituents of a basic sentence

#### Unit 18: Answers to Exercise 1

Name the constituents of a verbal clause (**جُملة 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 (جُمْلَةٌ إِسْمِيَّةٌ). Place the correct answer in the blank spaces.

- a) \_\_\_\_\_ الْمُبْتَدَأُ \_\_\_\_\_  
b) \_\_\_\_\_ الْخَبَرُ \_\_\_\_\_

### *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.

أَلَّفَ مَحْمُودٌ رِوَايَةً      Mahmoud wrote a novel.

a) Verbal sentence

مَوْئَلَّفُ الرِّوَايَةِ مَحْمُودٌ      The author of the novel is Mahmoud.

b) Nominal sentence

مَحْمُودٌ مَوْئَلَّفُ الرِّوَايَةِ      Mahmoud is the author of the novel.

b) Nominal sentence

لَا! الرِّوَايَةُ مَوْئَلَّفُهَا مَحْمُودٌ      No! The novel's author is Mahmoud.

b) Nominal sentence

## Unit 18: Answers to Exercise 4

Study the following sentence:

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

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

*Subject*

محمد  
الرَّجُلُ  
ليلي

أنا

نحن

أنثما

ليلى وسميرة

مُصطفى ومحمود وعائلاتهم

- a) محمد تَكَلَّمَ
- b) الرَّجُلُ تَكَلَّمَ
- c) ليلى تَكَلَّمَت
- d) أنا تَكَلَّمْتُ
- e) نَحْنُ تَكَلَّمْنَا
- f) أَنْتُمْ تَكَلَّمْتُمْ
- g) ليلى وسميرة تَكَلَّمْنَا
- h) مُصطفى ومحمود وعائلاتهم تَكَلَّمُوا

#### Unit 18: Answers to Exercise 5

Study the following sentence:

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

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

*Subject*

- a) الْحَرَامِي
- b) الشُّرْطِيَّة
- c) أَنَا
- d) نَحْنُ
- e) الْمُمَرِّضَتَانِ
- f) الطَّبِيبَاتُ
- g) الْأَطِبَّاءُ

- a) الحَرَامِي يَتَكَلَّمُ  
b) الشَّرِيطِيَّة تَتَكَلَّمُ  
c) أَنَا أَتَكَلَّمُ  
d) نَحْنُ نَتَكَلَّمُ  
e) المُمَرِّضَتَانِ تَتَكَلَّمَانِ  
f) الطَّبِيبَاتُ يَتَكَلَّمْنَ  
g) الأَطِبَّاءُ يَتَكَلَّمُونَ

### 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.

تَكَلَّمَتِ الْمَرْأَةُ      The woman spoke

- a) جُمْلَةٌ فِعْلِيَّةٌ

#### Unit 18: Answer to Exercise 7

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

تَكَلَّمَتِ الْمَرْأَةُ      The woman spoke  
الْمَرْأَةُ

#### 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

الرَّجُلُ	the man	الرِّجَالُ	the men
الرَّجُلَانِ	the two men	النِّسَاءُ	the women
المَرَاتَانِ	the two women		

- a) تَكَلَّمَ الرَّجُلُ
- b) تَكَلَّمَ الرَّجُلَانِ
- c) تَكَلَّمَتِ الْمَرَّاتَانِ
- d) تَكَلَّمَ الرِّجَالُ
- e) تَكَلَّمَتِ النِّسَاءُ

#### 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) تَكَلَّمَ الرَّجُلُ
- b) تَكَلَّمَ الرَّجُلَانِ
- c) تَكَلَّمَتِ الْمَرَّاتَانِ
- d) تَكَلَّمَ الرِّجَالُ
- e) تَكَلَّمَتِ النِّسَاءُ

#### 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 الرَّجُلُ      The man travels/is travelling.

- a) جُمْلَةٌ فِعْلِيَّةٌ

#### 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 الرَّجُلُ      The man travels/is travelling.

الرَّجُلُ

## Unit 18: Answers to Exercise 12

Study the following sentence.

يُسافِرُ الرَّجُلُ

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

### Glossary

محمد

Mohamed (singular m. proper noun)

ليلى

Laila (singular f. proper noun)

ليلى وسميرة

Laila and Samira (two singular f. proper nouns)

مُصطفى ومحمود وعائلاتهم

Mostafa and Mahmood (two singular m. proper nouns) and their familiars

- يُسافِرُ محمد
- تُسافِرُ ليلى
- تُسافِرُ ليلى وسميرة
- يُسافِرُ مُصطفى ومحمود وعائلاتهم

## 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.

- يُسافِرُ محمد
  - تُسافِرُ ليلى
  - تُسافِرُ ليلى وسميرة
  - يُسافِرُ مُصطفى ومحمود وعائلاتهم
- يُسافِرُ
  - تُسافِرُ
  - تُسافِرُ
  - يُسافِرُ



## 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	هُدَى
the car	السيارة
the file	الملف
the secretary's desk	مَكْتَبِ السَّكْرَتِيرِ
Barbara	باربارة
Nashville	ناشفيل
prize	جائزة
design	تصميم

a) Hoda is in the car

هُدَى فِي السَّيَّارَةِ

b) The file is on the secretary's desk

الْمَلْفُ عَلَى مَكْتَبِ السَّكْرَتِيرِ

c) Barbara is from Nashville

بَارْبَارَةُ مِنْ نَاشْفِيلِ

d) Magda is with Mounir

مَاجِدَةُ مَعَ مُنِيرِ

e) The prize is for the best design

الْجَائِزَةُ لِأَحْسَنِ تَصْمِيمِ

### Unit 18: Answers to Exercise 15

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

- a) هُدَى فِي السَّيَّارَةِ  
ii) جملة إسمية
- b) الْمَلْفُ عَلَى مَكْتَبِ السُّكْرَتِيرِ  
ii) جملة إسمية
- c) بَارِبَارَةٌ مِنْ نَاشِقِيلِ  
ii) جملة إسمية
- d) مَاجِدَةٌ مَعَ مُنِيرِ  
ii) جملة إسمية
- e) الْجَائِزَةُ لِأَحْسَنِ تَصْمِيمِ  
ii) جملة إسمية

### Unit 18: Answers to Exercise 16

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

- a) هُدَى فِي السَّيَّارَةِ
- b) الْمَلْفُ عَلَى مَكْتَبِ السُّكْرَتِيرِ
- c) بَارِبَارَةٌ مِنْ نَاشِقِيلِ
- d) مَاجِدَةٌ مَعَ مُنِيرِ
- e) الْجَائِزَةُ لِأَحْسَنِ تَصْمِيمِ

### 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 لُغات أوروبية
- مُحمَّد وعلِّي وسعيد رجال يمنيون
- هوندا وإيسوزو وتويوتا سيارات يابانية
- فيرمونت ونيوهامشير وكونيتيكت و لايات أمريكية
- منهاتن وبروكلين وبرونكس مناطق صغيرة في نيويورك
- بيروت ودمشق والقاهرة مُدُن 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 or جملة فعلية

- جملة إسمية \_\_\_\_\_
- جملة إسمية \_\_\_\_\_
- جملة إسمية \_\_\_\_\_
- جملة إسمية \_\_\_\_\_
- جملة إسمية \_\_\_\_\_

### Unit 18: Answers to Exercise 19

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

- الإيطالية والإسبانية والفرنسية لُغات أوروبية
- مُحمَّد وعلِّي وسعيد رجال يمنيون
- هوندا وإيسوزو وتويوتا سيارات يابانية
- فيرمونت ونيوهامشير وكونيتيكت و لايات أمريكية

- e) منهاتن وبروكلين وبرونكس مَنَاطِقٌ صَغِيرَةٌ فِي نِيُورِكِ  
f) بيروت ودمشق والقاهرة مُدُنٌ عَرَبِيَّةٌ

## 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

قَوِيّ الشَّخْصِيَّةِ	strong-willed (s., m.)
رَجُلٌ	a man
إِمْرَأَةٌ	a woman

- a) رَجُلٌ \_\_\_\_\_ الشَّخْصِيَّةِ a strong-willed man  
رَجُلٌ قَوِيّ الشَّخْصِيَّةِ  
b) الرَّجُلُ الْقَوِيّ الشَّخْصِيَّةِ the strong-willed man  
c) إِمْرَأَةٌ قَوِيَّةُ الشَّخْصِيَّةِ a strong-willed woman  
d) الْمَرْأَةُ الْقَوِيَّةُ الشَّخْصِيَّةِ the strong-willed woman

## Unit 21: The 'idafa phrase الإضافة

#### 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.

Glossary

بيت	house	خاتم	ring
قلم	pen	أرض	land
سيارة	car	أفكار	ideas
ساعة	watch	رأي	opinion

- |                          |       |       |        |
|--------------------------|-------|-------|--------|
| 1 my house               | _____ | _____ | بيتي   |
| 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 إضافة phrase with a second term that is a noun, definite or indefinite. Write the إضافة phrases in the blanks below. The first example is answered for reference.

Glossary

حذاء	shoe	بداية	beginning
لاعب	player	عام/سن	year
قميص	shirt	قط	cat
صفارة	whistle	نهاية	end
مدرب	trainer	يوم	day
خطيبة	fiancée	صديق	friend
شارع	street	أخت	sister

- Omar's shirt \_\_\_\_\_  
قميص عمر
- a player's shoe \_\_\_\_\_  
حذاء لاعب
- the trainer's whistle \_\_\_\_\_  
صفارة المدرب
- the cat's meow \_\_\_\_\_  
مواء القط
- the day's end \_\_\_\_\_  
نهاية اليوم
- my friend's (m.) sister \_\_\_\_\_  
أخت صديقي
- Salma's street \_\_\_\_\_  
شارع سلمى
- Mahmoud's fiancée \_\_\_\_\_  
خطيبة 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 إضافة phrase “x of y” to express ownership. Write the إضافة phrases in the blanks below. The first phrase is given for reference.

#### Glossary

قصر	palace	آلة	an instrument
أرستقراطي	an aristocrat	مَلِك	king
موسيقار	a musician		

1 a palace of an aristocrat

قصر أرستقراطي

2 an instrument of a musician

آلة موسيقار

3 the palace of the king

قصر المَلِك

### Unit 21: Answers to 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 phrase is given for reference.

#### Glossary

زجاجة	bottle	فنجان	(coffee) cup
إستقلال	independence	قهوة	coffee
مياه	water	طعم	taste
صندوق	a case	الحِساب	reckoning (the day of, religious)
بيرة	beer	عسل	honey
عام	year		

- |                            |       |       |                        |
|----------------------------|-------|-------|------------------------|
| 1 a case of beer           | _____ | _____ | صُنْدُوقُ بِيْرَةٍ     |
| 2 the bottle of water      | _____ | _____ | زِجَاجَةُ الْمِيَاهِ   |
| 3 the year of independence | _____ | _____ | عَامُ الْإِسْتِقْلَالِ |
| 4 a cup of coffee          | _____ | _____ | فَنْجَانُ قَهْوَةٍ     |
| 5 the taste of honey       | _____ | _____ | طَعْمُ الْعَسَلِ       |

### 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

مطار	Cairo	مقهى	Café
القاهرة	Airport	البرامج	Software
ستار بَكس	Starbucks	تصميم	Design

- |                   |       |       |                |
|-------------------|-------|-------|----------------|
| 1 Cairo Airport   | _____ | _____ | مطار القاهرة   |
| 2 Starbucks café  | _____ | _____ | مقهى ستار بَكس |
| 3 software design | _____ | _____ | تصميم البرامج  |
| 4 gas station     | _____ | _____ | محطة بنزين     |



5 the history department

\_\_\_\_\_ \_\_\_\_\_  
قسم التاريخ

6 the ticket office

\_\_\_\_\_ \_\_\_\_\_  
مكتب التذاكر

7 football shoes

\_\_\_\_\_ \_\_\_\_\_  
حذاء كرة القدم

### Unit 21: Answers to Exercise 6

Turn each of the following into an Arabic إضافة phrase. Write the the answers in the blank spaces below. The first phrase is given for reference.

#### Glossary

جهاز	Machine/unit	زيت	oil
فاكس	Fax	خزان	tank
تكييف	air conditioning	بنزين/وقود	gas
تكييف	building	طبيب	physician
مدخل	entrance	جامعة	university
عمارة/مبنى	building	غرفة	room
فلتر/مرشح	filter	اجتماع	meeting

1 a fax machine

\_\_\_\_\_ \_\_\_\_\_  
جهاز فاكس

2 the air conditioning unit

\_\_\_\_\_ \_\_\_\_\_  
جهاز التكييف

3 the building entrance

\_\_\_\_\_ \_\_\_\_\_  
مدخل المبنى

4 oil filter

\_\_\_\_\_ \_\_\_\_\_  
مرشح زيت

5 the gas tank

\_\_\_\_\_ \_\_\_\_\_  
خَزَّانُ البَنْزِينِ

6 the university physician

\_\_\_\_\_ \_\_\_\_\_  
طَبِيبُ الجَامِعَةِ

7 a meeting room

\_\_\_\_\_ \_\_\_\_\_  
غُرْفَةُ إِجْتِمَاعٍ

### 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
فرجينيا	Virginia
الشرق الأوسط	the Middle East region
عمّ	uncle (father's brother)
بنت	girl/daughter
خالة	aunt (mother's sister)
مَكْتَبُ القُبُولِ	the office of admissions
داليا	Dalia

1) What picture?

The family picture

أيّ صورة؟  
صورة \_\_\_\_\_  
صورة العائلة

2) What city?

The city of Chicago

أيّ مدينة؟  
مدينة \_\_\_\_\_  
مدينة شيكاغو

- 3) What state?  
The state of Virginia  
أَيِّ وِلَايَةٍ؟  
\_\_\_\_\_ وِلَايَةٍ  
وِلَايَةُ فِرْجِينِيَا
- 4) What region?  
The Middle East region  
أَيِّ مَنطِقَةٍ؟  
\_\_\_\_\_ مَنطِقَةٍ  
مَنطِقَةُ الشَّرْقِ الأَوْسَطِ
- 5) Whose son?  
My cousin (my uncle's son)  
إِبْنِ مَنْ؟  
\_\_\_\_\_ إِبْنِ  
إِبْنِ عَمِّي
- 6) Whose address?  
The girl's address  
عُنْوَانِ مَنْ؟  
\_\_\_\_\_ عُنْوَانِ  
عُنْوَانِ البِنْتِ
- 7) Whose husband?  
My aunt's husband  
زَوْجِ مَنْ؟  
\_\_\_\_\_ زَوْجِ  
زَوْجِ خَالَتِي
- 8) Which office?  
The office of admissions  
أَيِّ مَكْتَبٍ؟  
\_\_\_\_\_ مَكْتَبِ  
مَكْتَبِ القُبُولِ
- 9) Whose room?  
Dalia's room  
غُرْفَةِ مَنْ؟  
\_\_\_\_\_ غُرْفَةِ  
غُرْفَةِ دَالِيَا

## 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      حَمِيدَةُ سَمَعُهَا ضَعِيفٌ

### Glossary

her hearing

سَمَعُهَا

weak

ضَعِيفٌ

Reading old books

قِرَاءَةُ كُتُبٍ قَدِيمَةٍ

## Glossary

reading

قِرَاءَةٌ

books

كُتُبٌ

old

قديم (m.)

قديمة (f.)

Reading the books is boring

قِرَاءَةُ الْكُتُبِ مُمَلَّةٌ

## Glossary

reading

قِرَاءَةٌ

books

كُتُبٌ

boring

مُملَّةٌ

## Unit 26: To have عِنْدَ، لِ، مَعَ، فِي

## 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:

ي، كِ، كِ، هُ، هَا، كَمَا، هُما، نَا، كُمْ، كُنَّ، هُمْ، هُنَّ

A He has half the land.

نصف الأرض \_\_\_\_\_

لِ + هُوَ (he) = لَهُ

لَهُ نصف الأرض

B She only has her house.

ليس \_\_\_\_\_ إلا بيتها

ليس أها إلا بيتها

C If you have to sell land, you (2nd p. s. m.) have your father's land.

إذا كان لازم تببيع أرض \_\_\_\_ أرض أبوك  
إذا كان لازم تببيع أرض، عِنْدَكَ أرض أبوك

D He has tons of money. (Note: قارون is a historic figure who was exceptionally wealthy).

\_\_\_\_ مال قارون  
عِنْدَهُ 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 يُعطون التاجر شيئاً من إنتاجهم  
الزراعي إذا أرادوا شراء شيءٍ ولم يكن \_\_\_\_ مال  
في الريف كان الناس يُعطون التاجر شيئاً من إنتاجهم  
الزراعي إذا أرادوا شراء شيءٍ ولم يكن عِنْدَهُمْ 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، كِ، هُ، هَا، كُما، هُما، نا، كُم، كُنَّ، هُم، هُنَّ

A She has a beautiful smile.

\_\_\_\_ ابتسامة جميلة  
ل + هي (she) = لَهَا  
لَهَا ابتسامة جميلة

B Rooms that have high windows.

عُرِفَ — شَبَابِيكَ عَالِيَةً  
عُرِفَ لَهَا شَبَابِيكَ عَالِيَةً

C It (non-human) has no effect on him.

لَا أَثَرَ — عَلَيْهِ  
لَا أَثَرَ لَهَا عَلَيْهِ

D He said that his country has youth who are very understanding.

### Glossary

بِلَادِ country

قَالَ إِنَّ — شَبَابًا يَتَحَلَّوْنَ بِتَفْهَمٍ وَاسِعٍ  
قَالَ إِنَّ لِبِلَادِهِ شَبَابًا يَتَحَلَّوْنَ بِتَفْهَمٍ وَاسِعٍ

### 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.

لِلَّهِ فِي خَلْقِهِ شُؤُونَ

b) I have an idea.

— فِكْرَةٌ.  
عِنْدِي فِكْرَةٌ.

c) She has aspirations.

— طَمْوَحَاتٍ.  
لِهَا طَمْوَحَاتٍ.

d) He has a view.

— رُؤْيَةٍ.  
لَهُ رُؤْيَةٍ.

### 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 عندها 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 <u>With whom</u> do you (m.) live?      | تَسْكُنُ _____؟             |
| <u>With whom</u> do you (m.) live?        | مَعَ مَنْ تَسْكُنُ؟         |
| 2 <u>In which</u> university?             | _____ جامعة؟                |
| <u>In which</u> university?               | فِي أَيِّ جَامِعَةٍ؟        |
| 3 <u>Where</u> are you (f.) <u>from</u> ? | أَنْتِ؟ _____               |
| <u>Where</u> are you (f.) <u>from</u> ?   | مِنْ أَيْنَ أَنْتِ؟         |
| 4 <u>How much</u> is this dress?          | هَذَا الْفُسْتَانُ؟ _____   |
| <u>How much</u> is this dress?            | بِكَمْ هَذَا الْفُسْتَانُ؟  |
| 5 <u>How much</u> is a kilo of potatoes?  | كِيلُو الْبَطَاطُسِ؟ _____  |
| How much is a Kilo of potatoes?           | بِكَمْ كِيلُو الْبَطَاطُسِ؟ |

#### 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

how many?	كَمْ؟	American (m.)	أَمْرِيكِيّ
time	مَرَّة	American (f.)?	أَمْرِيكِيَّة
day (m. s.)	يَوْم	idea? (f.)	فِكْرَة
Week (m. s.)	أُسْبُوع		

- 1 How many times? \_\_\_\_\_

كَمْ مَرَّةً؟

(Note: the مَرَّةُ تنوين فتحة diacritic case marking is added to the end of the noun)



- 2 How many days? \_\_\_\_\_  
How many days? كَم يَوْمًا؟
- 3 How many weeks? \_\_\_\_\_  
How many weeks? كَم أُسْبُوعًا؟
- 4 How many Americans (m.)? \_\_\_\_\_  
How many Americans (m.)? كَم أَمْرِيكِيًّا؟
- 5 How many Americans (f.)? \_\_\_\_\_  
How many Americans (f.)? كَم أَمْرِيكِيَّةً؟
- 6 How many ideas? \_\_\_\_\_  
How many ideas? كَم فِكْرَةً؟

### 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.  
أنتِ يا ماجدة؟ \_\_\_\_\_  
مِنَ أَيِّنَ أنتِ يا ماجدة؟  
أنا مِن لُبْنان
- 2 Are you (f.) Syrian? No. I am Lebanese.  
انتِ سورِيَّة؟ \_\_\_\_\_  
هَلِ انتِ سورِيَّة؟  
لا أنا لُبْنانيَّة
- 3 Where is the University of Michigan? In the city of Ann Arbor.  
جامعة ميشيغان؟ \_\_\_\_\_  
أَيِّنَ جامعة ميشيغان؟  
في مدينة أن أربور

4 Who is she? The new professor.

هي \_\_\_\_\_؟

مَن هي؟

الأستاذة الجديدة

5 What do you study at university? Spanish literature.

تَدْرُسُ في الجامعة؟ \_\_\_\_\_

ماذا تَدْرُسُ في الجامعة؟

الأدب الأسباني

6 What is this? Coffee.

هذه \_\_\_\_\_؟

ما هذه؟

قهوة

7 How do we say “bathroom” in Arabic? حَمَّام

نَقول “bathroom” بالعربية؟ \_\_\_\_\_

كَيْفَ نَقول “bathroom” بالعربية؟

حَمَّام

## 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:

	<i>Stem</i>	<i>Meaning</i>
ذَهَبَ	dhahab	past of: to go
ذَهَبْتُ	I went	1st person singular
ذَهَبْتَ	you went	2nd person masculine singular
ذَهَبْتِ	you went	2nd person feminine singular
ذَهَبَ	he went	3rd person masculine singular
ذَهَبَتْ	she went	3rd person feminine singular
ذَهَبْتُمَا	you went	2nd person dual

	<i>Stem</i>	<i>Meaning</i>
ذَهَبَا	they went	3rd person masculine dual
ذَهَبْتَا	they went	3rd person feminine dual
ذَهَبْنَا	we went	1st person plural
ذَهَبْتُمْ	you went	2nd person masculine plural
ذَهَبْتُنَّ	you went	2nd person feminine plural
ذَهَبُوا	they went	3rd person masculine plural
ذَهَبْنَ	they went	3rd person feminine plural
تَكَلَّمْ	takallam	past of: to speak
تَكَلَّمْتُ	I spoke	1st person singular
تَكَلَّمْتَ	you spoke	2nd person masculine singular
تَكَلَّمْتِ	you spoke	2nd person feminine singular
تَكَلَّمَ	he spoke	3rd person masculine singular
تَكَلَّمَتْ	she spoke	3rd person feminine singular
تَكَلَّمْتُمَا	you spoke	2nd person dual
تَكَلَّمَا	they spoke	3rd person masculine dual
تَكَلَّمْتُمَا	they spoke	3rd person feminine dual
تَكَلَّمْنَا	we spoke	1st person plural
تَكَلَّمْتُمْ	you spoke	2nd person masculine plural
تَكَلَّمْتُنَّ	you spoke	2nd person feminine plural
تَكَلَّمُوا	they spoke	3rd person masculine plural
تَكَلَّمْنَ	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:

<i>stem</i>	<i>v</i>	<i>meaning</i>
قَابِلِ qaabil	/u/	present of: to meet
أُقَابِلُ	I meet	1st person singular
تُقَابِلُ	you meet	2nd person masculine singular
تُقَابِلِينَ	you meet	2nd person feminine singular
يُقَابِلُ	he meets	3rd person masculine singular
تُقَابِلُ	she meets	3rd person feminine singular
تُقَابِلَانِ	you meet	2nd person dual
يُقَابِلَانِ	they meet	3rd person masculine dual
تُقَابِلَانِ	they meet	3rd person feminine dual
نُقَابِلُ	we meet	1st person plural
تُقَابِلُونَ	you meet	2nd person masculine plural
تُقَابِلِينَ	you meet	2nd person feminine plural
يُقَابِلُونَ	they meet	3rd person masculine plural
يُقَابِلِينَ	they meet	3rd person feminine plural

Unit 31: Answers to Exercise 5

Conjugate the following verb stem by suffixing all possible subject markers.

<i>stem</i>	<i>v</i>	<i>meaning</i>
سَمِعَ sma <sup>c</sup>	/a/	present of: to hear
أَسْمَعُ	I hear	1st person singular
تَسْمَعُ	you hear	2nd person masculine singular
تَسْمَعِينَ	you hear	2nd person feminine singular
يَسْمَعُ	he hears	3rd person masculine singular
تَسْمَعُ	she hears	3rd person feminine singular
تَسْمَعَانِ	you hear	2nd person dual
يَسْمَعَانِ	they hear	3rd person masculine dual
تَسْمَعَانِ	they hear	3rd person feminine dual
نَسْمَعُ	we hear	1st person plural
تَسْمَعُونَ	you hear	2nd person masculine plural
تَسْمَعْنَ	you hear	2nd person feminine plural
يَسْمَعُونَ	they hear	3rd person masculine plural
يَسْمَعْنَ	they hear	3rd person feminine plural

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.

	أُدْرُسُ	أَسْكُنُ	أَنَا
يَعْمَلُ	يُدْرُسُ	يَسْكُنُ	هُوَ
تَعْمَلُ	تُدْرُسُ	تَسْكُنُ	هِيَ

## Unit 33: Verb patterns أوزان الفعل

### Unit 33: Answers to Exercise 1

Use the chart below to help you replace ل ع ف with the root, ق ب ل (from right to left)<sup>1</sup>:

	الماضي	المضارع
I		
II	قَبَلَ	يُقَبِّلُ
III	قَابَلَ	يُقَابِلُ
IV	أَقْبَلَ	يُقْبِلُ
V	تَقَبَّلَ	يَتَقَبَّلُ
VI	تَقَابَلَ	يَتَقَابَلُ
VII		
VIII		
IX		
X	إِسْتَقْبَلَ	يَسْتَقْبِلُ

### 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 “ف”, “q” with “ق”, and “l” with “ل”; 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: **انْفَعَلَ**.

<sup>1</sup> The search and replace function of a word processor is a fast way of replacing ل ع ف with actual roots.

When done, you should have the 10 forms – without the subject marker – written in Arabic.

	Perfect (الماضي)	Arabic
Form I stem:	fa <sup>°</sup> vl	
	{fa <sup>°</sup> al}	فَعَلَ
	{fa <sup>°</sup> ul}	فَعُلَ
	{fa <sup>°</sup> il}	فَعِلَ
Form II stem:	fa <sup>cc</sup> al	فَعَّلَ
Form III stem:	faa <sup>°</sup> al	فَاعَلَ
Form IV stem:	'af <sup>°</sup> al	أَفْعَلَ
Form V stem:	tafa <sup>cc</sup> al	تَفَعَّلَ
Form VI stem:	tafa <sup>ac</sup> al	تَفَاعَلَ
Form VII stem:	infa <sup>°</sup> al	اِنْفَعَلَ
Form VIII stem:	ifta <sup>°</sup> al	اِفْتَعَلَ
Form IX stem:	if <sup>°</sup> al	اِفْعَلَ
Form X stem:	istaf <sup>°</sup> al	اِسْتَفْعَلَ

### 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.

فَكَرَّرْتُ	I thought	1st person singular
فَكَرَّرْتَ	you thought	2nd person masculine singular
فَكَرَّرْتِ	you thought	2nd person feminine singular
فَكَرَّرَ	he thought	3rd person masculine singular
فَكَرَّرَتْ	she thought	3rd person feminine singular
فَكَرَّرْتُمَا	you thought	2nd person dual

فَكَّرَا	they thought	3rd person masculine dual
فَكَّرَتَا	they thought	3rd person feminine dual
فَكَّرْنَا	we thought	1st person plural
فَكَّرْتُمْ	you thought	2nd person masculine plural
فَكَّرْتُنَّ	you thought	2nd person feminine plural
فَكَّرُوا	they thought	3rd person masculine plural
فَكَّرْنَ	they thought	3rd person feminine plural

### Verb patterns, المَضَارِع, 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 ضمة, and /i/ with a كسرة. For example, Form VII would be written like this, نَفْعِل, without the subject marker. When done, you should have the 10 forms, without the subject marker, written in Arabic.

	Imperfect (المَضَارِع)	Arabic
Form I stem:	fʷl	
	{fʷal}	فَعَل
	{fʷul}	فَعُل
	{fʷil}	فَعِل
Form II stem:	fa <sup>cc</sup> il	فَعَل
Form III stem:	faa <sup>c</sup> il	فَاعِل
Form IV stem:	fʷil	فَعِل
Form V stem:	tafa <sup>cc</sup> al	تَفَعَّل
Form VI stem:	tafaa <sup>c</sup> al	تَفَاعَل
Form VII stem:	nfa <sup>c</sup> il	نَفْعِل
Form VIII stem:	fta <sup>c</sup> il	فَتَعِل
Form IX stem:	fʷall	فَعَل
Form X stem:	stafʷil	سَتَفَعِل



## Unit 34: The perfect, Form I فعل

### Unit 34: Answers to Exercise 1

Conjugate the perfect Form I verb **فَتَحَ** for all possible 13 subjects. See Conjugating the perfect if necessary.

فَتَحْتُ	1st person singular
فَتَحْتَ	2nd person masculine singular
فَتَحْتِ	2nd person feminine singular
فَتَحَ	3rd person masculine singular
فَتَحَتْ	3rd person feminine singular
فَتَحْتُمَا	2nd person dual
فَتَحَا	3rd person masculine dual
فَتَحْتَا	3rd person feminine dual
فَتَحْنَا	1st person plural
فَتَحْتُمْ	2nd person masculine plural
فَتَحْتُنَّ	2nd person feminine plural
فَتَحُوا	3rd person masculine plural
فَتَحْنَ	3rd person feminine plural

### Unit 34: Answers to Exercise 2

Conjugate the perfect Form I verb **كَبُرَ** for all possible 13 subjects. See Conjugating the perfect if necessary.

كَبُرْتُ	1st person singular
كَبُرْتَ	2nd person masculine singular
كَبُرْتِ	2nd person feminine singular
كَبُرَ	3rd person masculine singular
كَبُرَتْ	3rd person feminine singular
كَبُرْتُمَا	2nd person dual
كَبُرَا	3rd person masculine dual

كَبَّرَتَا	3rd person feminine dual
كَبَّرْنَا	1st person plural
كَبَّرْتُمْ	2nd person masculine plural
كَبَّرْتُنَّ	2nd person feminine plural
كَبَّرُوا	3rd person masculine plural
كَبَّرْنَ	3rd person feminine plural

### Unit 34: Answers to Exercise 3

Conjugate the perfect Form I verb سَمِعَ for all possible 13 subjects. See Conjugating the perfect if necessary.

سَمِعْتُ	1st person singular
سَمِعْتَ	2nd person masculine singular
سَمِعْتِ	2nd person feminine singular
سَمِعَ	3rd person masculine singular
سَمِعَتْ	3rd person feminine singular
سَمِعْتُمَا	2nd person dual
سَمِعَا	3rd person masculine dual
سَمِعَتَا	3rd person feminine dual
سَمِعْنَا	1st person plural
سَمِعْتُمْ	2nd person masculine plural
سَمِعْتُنَّ	2nd person feminine plural
سَمِعُوا	3rd person masculine plural
سَمِعْنَ	3rd person feminine plural

### Unit 35: The perfect, Form II (فَعَّلَ)

#### Unit 35: Answers to Exercise 1

Conjugate the perfect Form II verb نَوَّرَ for all possible 13 subjects. See Conjugating the perfect if necessary.

Form II	Perfect (الماضي)	Meaning
fa <sup>cc</sup> al	نَوَّرَ	to turn (lights) on
	نَوَّرْتُ	1st person singular
	نَوَّرْتَ	2nd person masculine singular
	نَوَّرْتِ	2nd person feminine singular
	نَوَّرَ	3rd person masculine singular
	نَوَّرَتْ	3rd person feminine singular
	نَوَّرْتُمَا	2nd person dual
	نَوَّرَا	3rd person masculine dual
	نَوَّرَتَا	3rd person feminine dual
	نَوَّرْنَا	1st person plural
	نَوَّرْتُمْ	2nd person masculine plural
	نَوَّرْتُنَّ	2nd person feminine plural
	نَوَّرُوا	3rd person masculine plural
	نَوَّرْنَ	3rd person feminine plural

### Unit 35: Answers to Exercise 2

Conjugate the perfect Form II verb **وَلَّعَ** for all possible 13 subjects. See Conjugating the perfect if necessary.

Form II	Perfect (الماضي)	Meaning
fa <sup>cc</sup> al	وَلَّعَ	to set fire to
	وَلَّعْتُ	1st person singular
	وَلَّعْتَ	2nd person masculine singular
	وَلَّعْتِ	2nd person feminine singular
	وَلَّعَ	3rd person masculine singular
	وَلَّعَتْ	3rd person feminine singular
	وَلَّعْتُمَا	2nd person dual
	وَلَّعَا	3rd person masculine dual
	وَلَّعَتَا	3rd person feminine dual
	وَلَّعْنَا	1st person plural

وَلَعْتُمْ	2nd person masculine plural
وَلَعْتُنَّ	2nd person feminine plural
وَلَعُوا	3rd person masculine plural
وَلَعْنَ	3rd person feminine plural

### Unit 35: Answers to Exercise 3

Conjugate the perfect Form II verb كَسَرَ for all possible 13 subjects. See Conjugating the perfect if necessary.

Form II	Perfect (الماضي)	Meaning
fa <sup>cc</sup> al	كَسَرَ	to smash
	كَسَرْتُ	1st person singular
	كَسَرْتَ	2nd person masculine singular
	كَسَرْتِ	2nd person feminine singular
	كَسَرَ	3rd person masculine singular
	كَسَرَتْ	3rd person feminine singular
	كَسَرْتُمَا	2nd person dual
	كَسَرَا	3rd person masculine dual
	كَسَرَتَا	3rd person feminine dual
	كَسَرْنَا	1st person plural
	كَسَرْتُمْ	2nd person masculine plural
	كَسَرْتُنَّ	2nd person feminine plural
	كَسَرُوا	3rd person masculine plural
	كَسَرْنَ	3rd person feminine plural

### Unit 36: The perfect, Form III فاعل

#### Unit 36: Answers to Exercise 1

Conjugate the perfect Form III verb نَاولَ for all possible 13 subjects. See Conjugating the perfect if necessary.

Form III	Perfect (الماضي)	Meaning
faa <sup>ca</sup> al	نَاوَلَ	to hand (something to someone)
	نَاوَلْتُ	1st person singular
	نَاوَلْتَ	2nd person masculine singular
	نَاوَلْتِ	2nd person feminine singular
	نَاوَلَ	3rd person masculine singular
	نَاوَلَتْ	3rd person feminine singular
	نَاوَلْتُمَا	2nd person dual
	نَاوَلَا	3rd person masculine dual
	نَاوَلْنَا	3rd person feminine dual
	نَاوَلْنَا	1st person plural
	نَاوَلْتُمْ	2nd person masculine plural
	نَاوَلْتُنَّ	2nd person feminine plural
	نَاوَلُوا	3rd person masculine plural
	نَاوَلْنَ	3rd person feminine plural

### Unit 36: Answers to Exercise 2

Conjugate the perfect Form III verb **حَاوَلَ** (in **حَاوَلَ أَنْ**) for all possible 13 subjects. See Conjugating the perfect if necessary.

Form III	Perfect (الماضي)	Meaning
faa <sup>ca</sup> al	حَاوَلَ أَنْ	to try to (do something)
	حَاوَلْتُ أَنْ	1st person singular
	حَاوَلْتَ أَنْ	2nd person masculine singular
	حَاوَلْتِ أَنْ	2nd person feminine singular
	حَاوَلَ أَنْ	3rd person masculine singular
	حَاوَلَتْ أَنْ	3rd person feminine singular
	حَاوَلْتُمَا أَنْ	2nd person dual
	حَاوَلَا أَنْ	3rd person masculine dual
	حَاوَلْنَا أَنْ	3rd person feminine dual
	حَاوَلْنَا أَنْ	1st person plural

حَاوَلْتُمْ أَنْ	2nd person masculine plural
حَاوَلْتَنَّ أَنْ	2nd person feminine plural
حَاوَلُوا أَنْ	3rd person masculine plural
حَاوَلْنَ أَنْ	3rd person feminine plural

### Unit 36: Answers to Exercise 3

Conjugate the perfect Form III verb **قَاوَمَ** for all possible 13 subjects. See Conjugating the perfect if necessary.

Form III	Perfect (الماضي)	Meaning
faa'al	قَاوَمَ	to resist (someone or something)
	قَاوَمْتُ	1st person singular
	قَاوَمْتَ	2nd person masculine singular
	قَاوَمْتِ	2nd person feminine singular
	قَاوَمَ	3rd person masculine singular
	قَاوَمَتْ	3rd person feminine singular
	قَاوَمْتُمَا	2nd person dual
	قَاوَمَا	3rd person masculine dual
	قَاوَمْنَا	3rd person feminine dual
	قَاوَمْنَا	1st person plural
	قَاوَمْتُمْ	2nd person masculine plural
	قَاوَمْتُنَّ	2nd person feminine plural
	قَاوَمُوا	3rd person masculine plural
	قَاوَمْنَا	3rd person feminine plural

### Unit 37: The perfect, Form IV أَفْعَل

#### Unit 37: Answers to Exercise 1

Conjugate the perfect Form IV verb **أَحْضَرَ** for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form III	Perfect (الماضي)	Meaning
aʕal	أَحْضَرَ	to bring (someone or something)
	أَحْضَرْتُ	1st person singular
	أَحْضَرْتَ	2nd person masculine singular
	أَحْضَرْتِ	2nd person feminine singular
	أَحْضَرَ	3rd person masculine singular
	أَحْضَرَتْ	3rd person feminine singular
	أَحْضَرْتُمَا	2nd person dual
	أَحْضَرَا	3rd person masculine dual
	أَحْضَرَتَا	3rd person feminine dual
	أَحْضَرْنَا	1st person plural
	أَحْضَرْتُمْ	2nd person masculine plural
	أَحْضَرْتُنَّ	2nd person feminine plural
	أَحْضَرُوا	3rd person masculine plural
	أَحْضَرْنَ	3rd person feminine plural

### Unit 37: Answers to Exercise 2

Conjugate the perfect Form IV verb أَخْبَرَ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form III	Perfect (الماضي)	Meaning
aʕal	أَخْبَرَ	to inform (someone about (عن) something)
	أَخْبَرْتُ	1st person singular
	أَخْبَرْتَ	2nd person masculine singular
	أَخْبَرْتِ	2nd person feminine singular
	أَخْبَرَ	3rd person masculine singular
	أَخْبَرَتْ	3rd person feminine singular
	أَخْبَرْتُمَا	2nd person dual

أَخْبِرَ	3rd person masculine dual
أَخْبِرَتَا	3rd person feminine dual
أَخْبِرْنَا	1st person plural
أَخْبِرْتُمْ	2nd person masculine plural
أَخْبِرْتُنَّ	2nd person feminine plural
أَخْبَرُوا	3rd person masculine plural
أَخْبِرْنَ	3rd person feminine plural

### Unit 37: Answers to Exercise 3

Conjugate the perfect Form IV verb أَجْبِرُ for all possible 13 subjects. Write down all 13 possibilities in the blank spaces below. See Conjugating the perfect if necessary.

Form III Perfect (الماضي)

af'al

Form III Perfect (الماضي)	Meaning
أَجْبِرَ	to force (someone into (على) doing something)
أَجْبَرْتُ	1st person singular
أَجْبَرْتَ	2nd person masculine singular
أَجْبَرْتِ	2nd person feminine singular
أَجْبَرَ	3rd person masculine singular
أَجْبَرَتْ	3rd person feminine singular
أَجْبَرْتُمَا	2nd person dual
أَجْبَرَا	3rd person masculine dual
أَجْبَرَتَا	3rd person feminine dual
أَجْبِرْنَا	1st person plural
أَجْبِرْتُمْ	2nd person masculine plural
أَجْبِرْتُنَّ	2nd person feminine plural
أَجْبَرُوا	3rd person masculine plural
أَجْبِرْنَ	3rd person feminine plural



## Unit 38: The perfect, Form V تَفَعَّلَ

### 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.

ج for the first radical,  
م for the second, and  
ع for the third.

تَجَمَّعْتُ	1st person singular
تَجَمَّعْتَ	2nd person masculine singular
تَجَمَّعْتِ	2nd person feminine singular
تَجَمَّعَ	3rd person masculine singular
تَجَمَّعَتْ	3rd person feminine singular
تَجَمَّعْتُمَا	2nd person dual
تَجَمَّعَا	3rd person masculine dual
تَجَمَّعَتَا	3rd person feminine dual
تَجَمَّعْنَا	1st person plural
تَجَمَّعْتُمْ	2nd person masculine plural
تَجَمَّعْتُنَّ	2nd person feminine plural
تَجَمَّعُوا	3rd person masculine plural
تَجَمَّعْنَا	3rd person feminine plural

## Unit 39: The perfect, Form VI تَفَاعَلَ

### 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.

تَسَالَمْتُ	1st person singular
تَسَالَمْتَ	2nd person masculine singular
تَسَالَمْتِ	2nd person feminine singular
تَسَالَمَ	3rd person masculine singular
تَسَالَمَتْ	3rd person feminine singular
تَسَالَمْتُمَا	2nd person dual
تَسَالَمَا	3rd person masculine dual
تَسَالَمَتَا	3rd person feminine dual
تَسَالَمْنَا	1st person plural
تَسَالَمْتُمْ	2nd person masculine plural
تَسَالَمْتُنَّ	2nd person feminine plural
تَسَالَمُوا	3rd person masculine plural
تَسَالَمْنَا	3rd person feminine plural

## Unit 40: The perfect, Form VII اِنْفَعَلَ

### Unit 40: Answers to Exercise 1

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.

اِنْحَرَفْتُ	1st person singular
اِنْحَرَفْتَ	2nd person masculine singular
اِنْحَرَفْتِ	2nd person feminine singular
اِنْحَرَفَ	3rd person masculine singular
اِنْحَرَفَتْ	3rd person feminine singular
اِنْحَرَفْتُمَا	2nd person dual

إِنْحَرَفَا	3rd person masculine dual
إِنْحَرَفَتَا	3rd person feminine dual
إِنْحَرَفْنَا	1st person plural
إِنْحَرَفْتُمْ	2nd person masculine plural
إِنْحَرَفْتُنَّ	2nd person feminine plural
إِنْحَرَفُوا	3rd person masculine plural
إِنْحَرَفْنَ	3rd person feminine plural

#### 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.

إِنْعَكَسْتُ	1st person singular
إِنْعَكَسْتَ	2nd person masculine singular
إِنْعَكَسْتِ	2nd person feminine singular
إِنْعَكَسَ	3rd person masculine singular
إِنْعَكَسَتْ	3rd person feminine singular
إِنْعَكَسْتُمَا	2nd person dual
إِنْعَكَسَا	3rd person masculine dual
إِنْعَكَسَتَا	3rd person feminine dual
إِنْعَكَسْنَا	1st person plural
إِنْعَكَسْتُمْ	2nd person masculine plural
إِنْعَكَسْتُنَّ	2nd person feminine plural
إِنْعَكَسُوا	3rd person masculine plural
إِنْعَكَسْنَ	3rd person feminine plural

## Unit 41: The perfect, Form VIII اِفْتَعَلَ

### 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:

ق for the first radical,  
ن for the second, and  
ع for the third.

اِفْتَعَلْتُ	1st person singular
اِفْتَعَلْتَ	2nd person masculine singular
اِفْتَعَلْتِ	2nd person feminine singular
اِفْتَعَلَ	3rd person masculine singular
اِفْتَعَلَتْ	3rd person feminine singular
اِفْتَعَلْتُمَا	2nd person dual
اِفْتَعَلَا	3rd person masculine dual
اِفْتَعَلَا	3rd person feminine dual
اِفْتَعَلْنَا	1st person plural
اِفْتَعَلْتُمْ	2nd person masculine plural
اِفْتَعَلْتُنَّ	2nd person feminine plural
اِفْتَعَلُوا	3rd person masculine plural
اِفْتَعَلْنَ	3rd person feminine plural

### 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:

ز for the first radical,  
ح for the second, and  
م for the third.

ازدَحَمْتُ	1st person singular
إزدَحَمْتَ	2nd person masculine singular
ازدَحَمْتِ	2nd person feminine singular
ازدَحَمَّ	3rd person masculine singular
ازدَحَمَّتْ	3rd person feminine singular
ازدَحَمْتُمَا	2nd person dual
ازدَحَمَّا	3rd person masculine dual
ازدَحَمْتَا	3rd person feminine dual
ازدَحَمْنَا	1st person plural
ازدَحَمْتُمْ	2nd person masculine plural
ازدَحَمْتُنَّ	2nd person feminine plural
ازدَحَمُوا	3rd person masculine plural
ازدَحَمْنَ	3rd person feminine plural

### 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.

إصْطَدَمْتُ	1st person singular
إصْطَدَمْتَ	2nd person masculine singular
إصْطَدَمْتِ	2nd person feminine singular
إصْطَدَمَّ	3rd person masculine singular
إصْطَدَمَّتْ	3rd person feminine singular
إصْطَدَمْتُمَا	2nd person dual
إصْطَدَمَّا	3rd person masculine dual
إصْطَدَمْتَا	3rd person feminine dual
إصْطَدَمْنَا	1st person plural

اِصْطَدَمْتُمْ	2nd person masculine plural
اِصْطَدَمْتُنَّ	2nd person feminine plural
اِصْطَدَمُوا	3rd person masculine plural
اِصْطَدَمْنَ	3rd person feminine plural

## Unit 42: The perfect, Form IX اِفْعَلْ

### Unit 42: Answers to 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	اِخْضَرَ
b) ز ر ق	اِزْرَقَ
c) ص ف ر	اِصْفَرَ

## Unit 43: The perfect, Form X اِسْتَفْعَلْ

### Unit 43: Answers to Exercise 1

Conjugate the perfect Form X by adding the appropriate subject markers. 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.

اِسْتَخْدَمْتُ	1st person singular
اِسْتَخْدَمْتَ	2nd person masculine singular
اِسْتَخْدَمْتِ	2nd person feminine singular
اِسْتَخْدَمَ	3rd person masculine singular
اِسْتَخْدَمَتْ	3rd person feminine singular
اِسْتَخْدَمْتُمَا	2nd person dual
اِسْتَخْدَمَا	3rd person masculine dual
اِسْتَخْدَمْتُمَا	3rd person feminine dual

اِسْتَخْدَمْنَا	1st person plural
اِسْتَخْدَمْتُمْ	2nd person masculine plural
اِسْتَخْدَمْتُنَّ	2nd person feminine plural
اِسْتَخْدَمُوا	3rd person masculine plural
اِسْتَخْدَمْنَ	3rd person feminine plural

### 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.

ث for the first radical,  
م for the second, and  
ر for the third.

اِسْتَثْمَرْتُ	1st person singular
اِسْتَثْمَرْتَ	2nd person masculine singular
اِسْتَثْمَرْتِ	2nd person feminine singular
اِسْتَثْمَرَ	3rd person masculine singular
اِسْتَثْمَرَتْ	3rd person feminine singular
اِسْتَثْمَرْتُمَا	2nd person dual
اِسْتَثْمَرَا	3rd person masculine dual
اِسْتَثْمَرْتُمَا	3rd person feminine dual
اِسْتَثْمَرْنَا	1st person plural
اِسْتَثْمَرْتُمْ	2nd person masculine plural
اِسْتَثْمَرْتُنَّ	2nd person feminine plural
اِسْتَثْمَرُوا	3rd person masculine plural
اِسْتَثْمَرْنَ	3rd person feminine plural

## Unit 44: Noun-verb paradigm chart

### Unit 44: Answers to Exercise 1

For Form I, find the perfect – الماضي – and imperfect – المضارع – of the following six roots.

ف ت ح	ف ر ح		
ن ص ر	ض ر ب		
ح س ن	ح س ب		
Root	Perfect	Imperfect	
ن ص ر	نَصَرَ	يَنْصُرِب	
ض ر ب	ضَرَبَ	يَضْرِب	
ف ت ح	فَتَّحَ	يَفْتَح	
ف ر ح	فَرِحَ	يَفْرَح	
ح س ن	حَسَّنَ	يَحْسُن	
ح س ب	حَسِبَ	يَحْسِب	

### Unit 44: Answers to Exercise 2

For Form I, find the gerund – المصدر – of the following 12 roots.

Root	Form I	Gerund
خ ط ر	فَعَلَ	خَطَرٌ
د ر س	فَعَلَ	دَرَسٌ
ل غ ز	فُعِلَ	لُغِزٌ
ش ع ر	فِعِلَ	شِعِرٌ
خ ر ب	فَعَالَ	خَرَابٌ
ن د م	فَعَالَةٌ	نَدَامَةٌ
ك ت ب	فِعَالَةٌ	كِتَابَةٌ
ط ل ع	فُعُولٌ	طُلُوعٌ
ب ط ل	فُعُولَةٌ	بُطُولَةٌ



ل ق م	فُعَلَة	لُقْمَة
خ د م	فُعَلَة	خِدْمَة
غ س ل	فُعَلَة	عَسَلَة

#### Unit 44: Answers to Exercise 3

Fill in the blanks.

<i>Gerund</i>	<i>Imperfect</i>	<i>Perfect</i>	<i>Form</i>
المصدر	المُضارع	الماضي	الوزن
الاشْتِهَارُ بِـ	يَشْتَهَرُ بِـ	اِشْتَهَرَ بِـ	Form VIII اِفْتَعَلَ
الاهْتِمَامُ بِـ	يَهْتَمُّ بِـ	اهْتَمَّ بِـ	Form VIII اِفْتَعَلَ

#### 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.

خ ض ر	ز ر ق	ص ف ر
ح م ر	س م ر	
ب ي ض	س و د	

<i>The root</i>	<i>The perfect</i>	<i>The imperfect</i>	<i>The gerund</i>	<i>The active participle</i>
الأصل	الماضي	المُضارع	المصدر	اسم الفاعل
ح م ر	اِحْمَرَّ	يَحْمَرُّ	اِحْمِرَار	مُحْمَرٌّ
خ ض ر	اِحْضَرَّ	يَخْضَرُّ	اِحْضِرَار	مُخْضَرٌّ
ز ر ق	اِزْرَقَ	يَزْرَقُ	زُرْقَة	مُزْرَقٌ
ص ف ر	اِصْفَرَّ	يَصْفَرُّ	صُفْرَة/اِصْفِرَار	مُصْفَرٌّ
س و د	اِسْوَدَّ	يَسْوَدُّ	سَوَاد	مُسْوَدٌّ
ب ي ض	اِبْيَضَّ	يَبْيِضُّ	بَيَاض	مُبْيِضٌّ
س م ر	اِسْمَرَ	يَسْمَرُ	سَمْرَة	مُسْمَرٌّ

## Unit 48: Verb types (sound, hamzated, doubled, weak radicalled)

Unit 48: Verb types (sound, hamzated, doubled, weak radicalled)

### Unit 48: Answers to Exercise 1

The following verb, أَحَبَّ, is doubled (مضعّف). Conjugate the perfect and imperfect Form IV verb أَحَبَّ for the subjects identified in the table below. The first answer is filled out as an example.

المضارع	الماضي	الضمير
المجزوم	المرفوع	
لم يُحِبَّ	يُحِبُّ	هو
لم يُحِبُّوا	يُحِبُّونَ	هُم
لم تُحِبَّ	تُحِبُّ	هي
لم تُحِبَّ	تُحِبُّ	أنتَ
لم تُحِبُّوا	تُحِبُّونَ	أنتم
لم تُحِبِّي	تُحِبِّينَ	أنتِ
لم أُحِبَّ	أُحِبُّ	أنا
لم أُحِبُّوا	أُحِبُّونَ	
لم تُحِبِّني	تُحِبِّينِي	
لم تُحِبِّنا	تُحِبِّينَانِي	

### Unit 48: Answers to Exercise 2

The following verb, أَعْطَى, is final weak radicalled (ناقص). Conjugate the perfect and imperfect Form IV verb أَعْطَى for all possible 13 subjects.

المضارع	الماضي	الضمير
يُعْطِي	أَعْطَى	أنا
أَعْطَى	أَعْطَيْتُ	أنتَ
تُعْطِي	أَعْطَيْتَ	أنتِ
تُعْطِينِ	أَعْطَيْتِ	هو
يُعْطِي	أَعْطَى	هي
تُعْطِي	أَعْطَتْ	أنثما
تُعْطِيَانِ	أَعْطَيْتُمَا	

يُعْطِيَانِ	أَعْطَا	هُمَا
تُعْطِيَانِ	أَعْطَا	هُمَا
نُعْطِي	أَعْطَيْنَا	نَحْنُ
تُعْطُونَ	أَعْطَيْتُمْ	أَنْتُمْ
تُعْطِينَ	أَعْطَيْتُنَّ	أَنْتُنَّ
يُعْطُونَ	أَعْطَوْا	هُمْ
يُعْطِينَ	أَعْطَيْنَ	هُنَّ

## 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: سَجَّلَ، كُتِبَ، تَرَكَ.

- 1 The father left the keys in the room on the table.

تَرَكَ الأبُ المفاتيحَ في العُرْفَةِ على الطاولة  
تُرِكَتْ المفاتيحُ في العُرْفَةِ على الطاولة

- 2 I wrote the report yesterday.

كُتِبَ التقريرُ أمس  
كُتِبَ التقريرُ أمس

- 3 The team scored a goal in the fifth minute of the match/game.

سَجَّلَ الفريقُ هدفاً في الدقيقة الخامسة من المباراة  
سُجِّلَ هدفٌ 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 طَرْقاً عَلَى الْبَابِ  
سُمِعَ طَرْقٌ عَلَى الْبَابِ

- b) The storm destroyed many houses and uprooted trees on the coast.

حَطَّمَتِ الْعَاصِفَةُ بَيْوتاً كَثِيرَةً وَاقْتَلَعَتْ أَشْجَاراً عَلَى السَّاحِلِ  
حُطِّمَتْ بَيْوتٌ كَثِيرَةٌ وَاقْتُلِعَتْ أَشْجَاراً عَلَى السَّاحِلِ

- c) The inspector checked the cargo on the ship before it was unloaded.

عَايَنَ الْمُفْتَشُّ الْبَضَاعَةَ عَلَى السَّفِينَةِ قَبْلَ تَنْزِيلِهَا  
عَوِيْنَةُ الْبَضَاعَةِ عَلَى السَّفِينَةِ قَبْلَ تَنْزِيلِهَا

This page intentionally left blank

# INDEX

- 'idafa phrases
  - and adjectives, see 'idafa-adjective phrases
  - in comparison to English, 145–149
  - meanings generated from, 143–144
  - morphology of, 141–142
  - rules of, 142
  - syntax of, 141, 144–145
  - types of, 141
  - word order in, see 'idafa phrases, syntax of
- 'idafa-adjective phrases
  - agreement in, 159
  - definite article in, 159
  - word order in, 159
- adjectival noun, 62
- adverbials
  - and case, 171
  - as first term of an 'idafa, 172–180
  - and subordinating conjunctions, 171, 173
  - عِنْدَ, 167–169
  - بَعْدَ, 169–171
  - قَبْلَ, 171–173
  - أَمَامَ, 173–174
  - وَرَاءَ, 174–180
  - فَوْقَ, 175
  - تَحْتَ, 176
  - قُرْبَ, 176
  - جَانِبَ, 176
  - وَقْتَ, 177
  - سَاعَةَ, 177
- adverbs, marked by accusative case, 250
- agreement
  - of adjectives with dual nouns, 127–132
  - of adjectives with human vs nonhuman nouns, 121, 136–140
  - of adjectives with nouns, 120–140
  - of adjectives with plural nouns, 132–136
  - of adjectives with singular nouns, 122–127
  - and case, 120–121
  - and gender, 134–140
  - grammatical categories contributing to, 27
  - verb-subject, 245
    - gender, 245
    - number, 245
    - word order, 245
  - see also noun-adjective phrases
- case marking, 39, 48–60
  - by diacritics, 50–51
  - by letters
    - accusative case, 52
    - genitive case, 52
    - nominative case, 51
  - overview, 57–58
- case names
  - accusative, 44
  - genitive, 44
  - nominative, 44
- charts, noun-verb paradigm, 240–242
- colours, 209
- computational linguistics, 3
- copula, absence of, 3
- counting, see numbers and counting
- definite articles
  - and the 'idafa, 161
  - and the 'idafa-adjective phrase, 159

- effect on word count, 3
  - with nouns and adjectives, 161
- definiteness, 103–105
  - rule of, 104
  - see also indefiniteness
- demonstratives, 37, 74–88
  - with dual human nouns, 75–76
  - with dual non-human nouns, 85–87
  - with plural human nouns, 77–78, 77–81, 78–81
  - with plural non-human, 87–88
  - with singular human nouns, 74
  - with singular non-human, 82–85
- diacritics
  - definition, 8
  - first term of an 'idafa, 22–23
  - marking case, 21–22, 48–51
  - definiteness/indefiniteness, 22
  - marking mood, 23–24
- dictionaries, Arabic, 241
  
- Form I, 214
- Form II, 218
- Form III, 220
- Form IV, 223
- Form V, 227
- Form VI, 229
- Form VII, 231
- Form VIII, 233
- Form IX, 237
- Form X, 238
  
- gender
  - human nouns, 68–89
  - non-human nouns, 68
  - and nouns
    - feminine dual, 99–101
    - feminine plural, 100–101
    - feminine singular, 98–101
    - masculine dual, 75–76
    - masculine plural, 78–79
    - masculine singular, 98
- genitive case, 44
  - second term in an 'idafa is in the, 143
- gerund, 65–66
- grammatical categories, 4–5
  
- hamza, as character in the alphabet, 7
- have, to, 178–184
  - عِنْدَ, 179–181
  - لِ, 181
  - مَعَ, 181
  - فِي, 181
  
- indefiniteness
  - rules of, 104
  - see also definiteness
- inter-digitization, see plurals, broken, 93
  
- letters, 8–11
  - shape of, 10–11
  
- mood, 203–205
- mood markers
  - imperfect verbs, 203–206
  - see also diacritics, marking mood
- mood markings, see diacritics, marking mood
- mood names, imperfect verbs, 205
- morphology, 6
  
- negation
  - nominal sentences, 190
  - past tense sentences, 190
  - present tense sentences, 190
- noun types, 283–304
- noun-adjective phrases, 120–121
  - agreement, 120–121, 122–140
  - word order, 120
- nouns
  - dual human, 75–78
  - human vs non-human, 89–106
    - agreement of adjectives with, 121, 136–140
  - demonstratives, 37, 81, 82–88
  - plural human, 78–81
  - singular human, 71–75
- number
  - human nouns, 69–70
  - non-human nouns, 69–70
- numbers and counting, 107–108
  
- passive vocalization
  - imperfect tense, 256–257
  - perfect tense, 254–255
- passive voice, 251–253
  - steps in transformation of, 252–253
- phonology, 8
- plurals
  - broken, 93, 98, 101
  - sound, 96–97, 102–103, 133, 136, 138–139
- prepositions, 158–166
  - pronominal suffixation, 29, 158
  - and verbs, 158
  - فِي, 158–160
  - عَلَى, 160–161

- مِنْ, 161–162  
 إِلَى, 162–163  
 بِ, 163–164  
 لَ, 165  
 مَعَ, 165–166  
 pronominal suffixation, 2, 29–32, 34–35, 158  
 pronouns, 29–33  
   freestanding, 32–35  
   suffixed, see pronominal suffixation  
 pronouns, effect on word count, 3  
 possessive  
   pronouns, 30  
   pronouns suffix, 34–35  
   see the 'idafa phrase, 143
- questions  
   how many, 191  
   what, 185  
   where, 186  
   who, 186  
   yes-no, 185  
 هَل, 185  
 مَا, 185  
 مَاذَا, 185  
 كَيْفَ, 185  
 أَي, 186  
 مِمَّن, 186  
 أَيْنَ, 186  
 بِكَيْفٍ, 186  
 كَيْمَ, 187
- relative adjectives, 62–63
- sentence, 109–119  
   constituents of, 109  
   nominal, 115–119  
   verbal, 109–115  
 sound, 93, 101  
 stem, 204  
 subject markers, 2  
   effect on word count, 3  
   imperfect verbs, 199  
     dual, 200  
     plural, 201–202  
     singular, 199–200  
   perfect verbs, 195  
     dual, 196  
     plural, 196–197  
     singular, 199
- substantive nouns, 63–64  
 syntactic functions, 3  
   case markings, 6, 23, 57–58, 60, 101–103  
   case names, 60  
   object of a verb, 40  
   object of preposition, 40  
   subject of verb, 40
- tashkeel*, see diacritics
- tense  
   and time, 243  
   types of, 192
- time  
   and participles, 243  
   and tense, 243
- verb forms, 208  
   triliteral, 193–194
- verb patterns  
   quadriliteral root, 193  
   triliteral root, 193
- verbs  
   ‘Hamzated,’ 247  
   imperfect tense  
     and future time, 243  
     and present time, 243  
   imperfect verb  
     mood, 203–26  
     plural, 199  
     singular, 199–202  
     subject markers  
       dual, 200  
   and mood, 194  
   neutral “it,” 193  
   object suffix, 246  
   perfect tense  
     and future time, 243  
     and past time, 243  
   perfect verb  
     subject markers  
       gender, 196–197  
       plural, 196–197  
       singular, 195  
   and syllabic structure rules, 247  
   with two objects, 246  
   voice: active and passive, 193  
   weak radicalled, 247, 248  
   voice: active and passive, 193
- white space in written language, 1, 3, 8, 10  
 word boundaries, 1–3  
 word count, 3  
 writing system, 7