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# Arabic Verb Tenses

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Jane Wightwick and Mahmoud Gaafar

هم، هم

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، جَلَسْتَن

تَفْعَل، تَفْعَل

تَفْعَلان، تَفْعَلان

، كُنْتُ، كُنْتُ

كُنْتُمْ، كُنْتُمْ

أَنْتِ، أَنْتِ

، هم، هم

، جلس،

، جَلَسْتَن

تَفْعَل، تَفْعَل

تَفْعَلان، تَفْعَلان

، هو، هو

هما، هما

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**Jane Wightwick and Mahmoud Gaafar**



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# Contents

- Preface vii  
Basic terminology ix

## **I** ROOTS, NONVERBAL SENTENCES, AND PRONOUNS 1

- 1** Word roots 3  
    3-letter (triliteral) roots 3  
    4-letter (quadriliteral) roots 11
- 2** Nonverbal sentences and pronouns 13  
    Expressing “to be” in the present tense 13  
    Subject pronouns 17  
    The dual 19  
    Plural of nonhumans 21  
    Attached pronouns 23  
    Expressing “to have” 26

- 3** Forming questions 32  
    Yes/no questions 32  
    Question words 35

## **II** PAST TENSE 37

- 4** Regular basic verbs and sentence structure 39  
    Past tense formation and uses 39  
    Word order and singular/plural agreement 47  
    Forming the past tense negative with لا 50  
    Changes to the object of verbs 52

## **5 Doubled verbs in the past tense 55**

Past tense formation 55

Common basic doubled verbs 56

## **6 Weak verbs in the past tense 60**

Assimilated verbs 60

Hollow verbs 62

Defective verbs 72

## **7 Hamzated verbs in the past tense 79**

General rules for writing *hamza* 79

Past tense formation 79

## **8 Dual verbs in the past tense 83**

Past tense verb and subject order with the dual 84

The dual as the object or predicate of كان 85

### **III**

## **PRESENT/FUTURE TENSE 87**

### **9 Regular basic verbs 89**

Present tense formation 89

Forming the negative with لا 96

### **10 Expressing the future 99**

سَوْفَ and سَ 99

Questions about the future 102

### **11 Doubled verbs in the present tense 104**

Present tense formation 104

Common basic doubled verbs 106

### **12 Weak verbs in the present tense 108**

Assimilated verbs 108

Hollow verbs 111

Defective verbs 121

### **13 Hamzated verbs in the present tense 129**

Present tense formation 129

Common *hamzated* verbs in the present tense 129

### **14 Dual verbs in the present tense 132**

Referring to couples 133

Present tense verb and subject order with the dual 134

**IV****FORMS OF THE VERB 135****15 Forms II, III, and IV 137**

Form II يُفَعِّلُ 137

Form III يُفَاعِلُ 143

Form IV يُفْعِلُ 146

**16 Forms V and VI 150**

Form V يَتَفَعَّلُ 150

Form VI يَتَفَاعَلُ 154

**17 Forms VII, VIII, and X 156**

Form VII يَنْفَعِلُ 156

Form VIII يَفْتَعِلُ 158

Form X يَسْتَفَعِلُ 160

**18 Irregular verbs in the derived forms 164**

Doubled verbs in the derived forms 164

Weak verbs in the derived forms 169

Hamzated verbs in the derived forms 181

**V****MOODS OF THE VERB AND VERBAL NOUNS 185****19 The subjunctive 187**

Formation of the subjunctive 187

Uses of the subjunctive 189

**20 The jussive 195**

Formation of the jussive: Regular verbs 195

Uses of the jussive 197

Irregular verbs in the jussive 199

**21 The imperative 209**

Formation of the imperative 209

Negative commands 213

**22 The verbal noun 216**

Forming verbal nouns: Basic verbs 216

Forming verbal nouns: Derived verbs 217

Uses of verbal nouns 219

**23 Unusual verbs 225**

Doubly weak verbs 225

ليس (not to be) 235

Quadrilateral verbs 238

**24 Compound tenses and conditional sentences 243**

Past perfect كان + فَعَلَ 243

Past continuous كان + يَفْعَل 245

Conditional sentences 246

**25 The passive 250**

Past passive 250

Present passive 252

**26 Review 256**

Answer key 261

# Preface

The richness of Arabic is based on its system of word roots, and nowhere is this more evident than in the verb system. Arabic tenses can be characterized as narrow but very deep. For while Arabic has only two basic tenses (past and present/future), the verb system encompasses a huge variety of types and variations within these tenses.

*Practice Makes Perfect: Arabic Verb Tenses* is perfect for all beginning and intermediate students who have a solid grasp of the Arabic script or for more advanced students who are in need of a good review workbook. It promotes the confident use of Arabic verbs through clear explanations and examples followed by extensive practice exercises. It is an invaluable aid for all learners who want to advance more quickly and is particularly useful for independent study.

The book is divided into six main parts:

- ◆ **Part I: Roots, nonverbal sentences, and pronouns.** It may seem odd to start a book about verb tenses without any verbs or tenses! However, Part I provides a very important grounding in the basics of Arabic word roots and pronouns, together with nonverbal sentences that express the equivalent of the English verbs “to be” and “to have.” You will find the subsequent parts of the book fall into place much more easily after completing this introductory part.
- ◆ **Part II: Past tense.** The second part covers the complete conjugation in the past (or *perfect*) tense of all verbs types, both regular and irregular, together with sections on word order and use of the dual.
- ◆ **Part III: Present/future tense.** The third part covers the complete conjugation of regular and irregular verbs types in the present (or *imperfect*) tense, together with a section on using this tense to talk about the future.
- ◆ **Part IV: Forms of the verb.** The fourth part deals with the eight significant derived forms of the verb—the very important and commonly-used variations to the verbal root that modify the meaning of verbs. Both the past and present tenses of the derived forms are covered.
- ◆ **Part V: Moods of the verb and verbal nouns.** The fifth part concentrates on the “moods” of the verb—the *subjunctive*, the *jussive* and the *imperative*. Also included in this part are the important verbal nouns that are formed from verbs and often used in place of a second verb.
- ◆ **Part VI: Other aspects of verbs.** The sixth part looks at unusual and very irregular verbs, compound tenses, and the conditional and passive verbs.



Each part provides concise but complete explanations and ample exercises. An answer key is also provided. This will be especially useful to learners who are studying independently.

Every effort has been made to limit the range of additional vocabulary, and to organize material in such a way that key words are naturally absorbed. In this way, your understanding of the learning points and exercises will not be hampered by the inclusion of large amounts of unfamiliar vocabulary. In Part I almost all of the vocabulary needed for the exercises is given in the book. For subsequent parts much of the vocabulary is recycled, but there may be instances when you will need to use a dictionary to look up words unfamiliar to you.

*Practice Makes Perfect: Arabic Verb Tenses* is an excellent tool for the self-learner or a companion for any classroom-based textbook, as well as a source of reference for both students and teachers of Arabic. We hope you find it a valuable resource in your learning.

# Basic terminology

Here is a brief explanation of some of the more common grammatical terms found in this text.

**Compound tense:** A tense made by combining two different verbs.

**Conjugation:** Changing the verb to agree with the subject, for example, أُرْوِدُ (*I visit*), يَزُورُ (*he visits*).

**Derived form:** Variation of the Arabic verbal root that modifies meaning.

**Doubled verb:** A verb that has the same second and third root letter.

**Dual:** Used in Arabic when referring to *two* people or things.

**Hamzated verb:** A verb that has *hamza* (ء) as one of the root letters.

**Imperative:** A *mood*, or variation, of the present tense verb used for commands or instructions.

**Irregular verb:** A verb that varies from the normal patterns.

**Jussive:** A *mood*, or variation, of the present tense verb used in certain structures.

**Noun:** A word naming a person, object or idea, for example, بَيْت (*house*), وُلْد (*boy*), حُرِّيَّة (*freedom*).

**Passive:** A verb where the subject undergoes the action of the verb rather than carries out the action, for example, حُمِلَتْ (*she was carried*), يُسْتَخْدَم (*it is used*).

**Past tense:** A verb form showing something has happened in the past.

**Plural:** Used in Arabic when referring to *three or more* people or things.

**Present/future tense:** A verb form showing something is happening now, routinely or in the future.

**Pronoun:** A word replacing a noun, for example, هِيَ (*she*), أَنَا (*I*), أَنْتَ (*you*).

**Quadrilateral verb:** A verb with a 4-letter root, for example, تَرْجَمُ/يُتَرْجَم (*to translate*)

**Regular verb:** A verb that consistently follows the normal patterns.

**Root:** The sequence of (usually three) Arabic letters that carry the underlying meaning of a word, for example, ش/ر/ب (*to drink*), ح/م/ل (*to carry*).

**Subjunctive:** A *mood*, or variation, of the present tense verb used after certain particles (short words).

**Tense:** The tense of a verb tells you when the action takes place.

**Verb:** A word describing an action or a state of being, for example, **نَهَبْنَا** (*we came*), **يَزُور** (*he visits*), **سَأَكُونُ** (*I will be*).

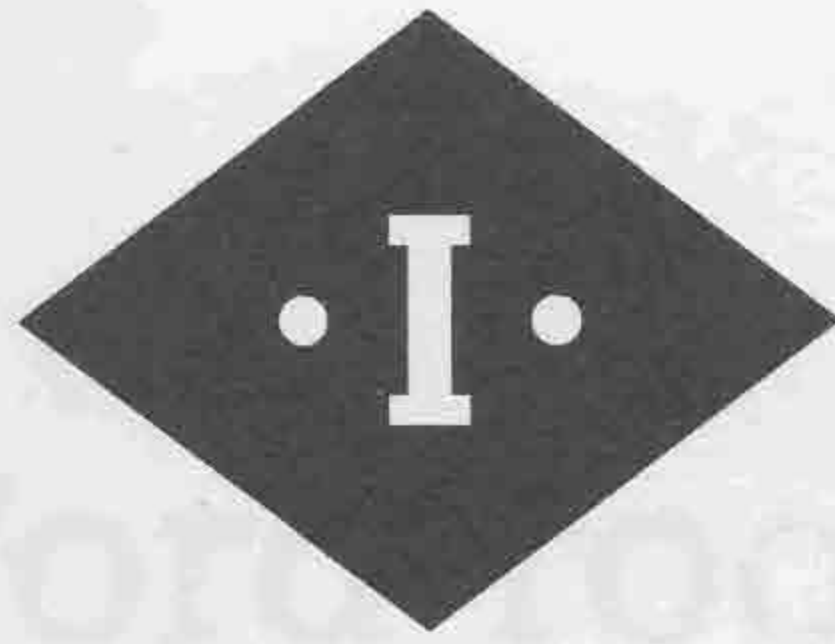
**Verb endings:** What you add to the *end* of the verb stem to get the proper conjugation, for example, **نَهَبْتُ** (*I went*).

**Verbal noun:** A noun formed from a verb describing a state or action, for example, **سِبَاحَةٌ** (*swimming*), **تَدْرِيسٌ** (*teaching*), **اجْتِمَاعٌ** (*meeting*).

**Verb prefixes:** What you add to the *beginning* of the verb stem to get the proper conjugation, for example, **يَذْهَبُ** (*he goes*).

**Verb stem:** The part of the verb to which endings and prefixes are added, for example, **شَرِبَ** (*drank*), **نَهَبَ** (*went*).

**Weak verb:** A verb that has **و** or **ي** as one of the root letters.



# ROOTS, NONVERBAL SENTENCES, AND PRONOUNS

## 3-letter (trilateral) roots

A knowledge of Arabic in general, and its verb system in particular, requires an

The Arabic language is based on “roots” that link words of related meanings. A knowledge of these roots, together with the role played by gender and plural, is essential to understanding Arabic verb tenses and patterns.

Part I provides a grounding in the basics of Arabic word roots and also introduces the Arabic pronouns, genders, and plurals, together with nonverbal sentences that express the equivalent of the English verbs “to be” and “to have.” You will find the subsequent parts of the book fall into place much more easily after completing this introductory part.

Most Arabic words, and especially Arabic verbs, have a root sequence of three letters. This sequence can appear in a variety of word patterns, all connected with the general meaning:

to eat — أَكَلَ  
making machine — مَكِينَةٌ  
making someone — مَكِينٌ

Associated words may have additional letters and words inserted between them, before, or after the root letters but the sequence of the letters within the root does not change.

## Regular roots

Regular Arabic roots consist of three distinct stable consonants. The majority of Arabic consonants are stable and produce regular root sequences when combined with two other stable consonants. Some of the most common are in the following list (read columns right to left):

to leave	ذَهَبَ	to follow	تَبِعَ	to march	سَلَكَ
to remove	زَعَمَ	to gather	جَمَعَ	to call	دَعَا
to move	حَرَّكَ	to burn	حَرَقَ	to happen	وَجَّهَ
to carry	حَمَلَ	to work	عَمِلَ	to intend	أَعَدَّ
to study	دَرَسَ	to grow up	كَبُرَ	to appear	ظَهَرَ
to go	سَلَكَ	to finish	وَجَّهَ	to be	كَانَ

# Word roots

1

## 3-letter (trilateral) roots

A knowledge of Arabic in general, and its verb system in particular, requires an understanding of the root system integral to the language.

General meaning patterns are associated with a sequence of (usually three) root consonants, for example (reading the Arabic root from right to left):

to sit	ج/ل/س
to wash	غ/س/ل
to find	و/ج/د

Most Arabic words, and almost all Arabic verbs, have a root sequence at their heart. This sequence can appear in a variety of word patterns, all associated with the general meaning:

he sits	يَجْلِس
washing machine	غَسَّالَة
finding/existence	وُجُود

Associated words may have additional letters and vowels inserted between, before, or after the root letters but the sequence of the letters within the root does not change.

## Regular roots

Regular Arabic roots consist of three distinct stable consonants. The majority of Arabic consonants are stable and produce regular root sequences when combined with two other stable consonants. Some of the most common are in the following list (read columns right to left):

to leave	ت/ر/ك	to follow	ت/ب/ع	to search	ب/ح/ث
to reserve	ح/ج/ز	to gather	ج/م/ع	to sit	ج/ل/س
to move	ح/ر/ك	to burn	ح/ر/ق	to happen	ح/د/ث
to carry	ح/م/ل	to save/ memorize	ح/ف/ظ	to attend	ح/ض/ر
to study	د/ر/س	to come in	د/خ/ل	to go out	خ/د/ج
to go	ذ/ه/ب	to mention	ذ/ك/ر	to push/pay	د/ف/ع

to dance	ر/ق/ص	to draw	ر/س/م	to return	ر/ج/ع
to travel	س/ف/ر	to plant	ز/ر/ع	to ride	ر/ك/ب
to reside/ to live	س/ك/ن	to fall	س/ق/ط	to steal	س/ر/ق
to thank	ش/ك/ر	to drink	ش/ر/ب	to hear	س/م/ع
to hit	ض/ر/ب	to laugh	ض/ح/ك	to make	ص/ن/ع
to appear	ظ/ه/ر	to request	ط/ل/ب	to cook	ط/ب/خ
to work	ع/م/ل	to learn	ع/ل/م	to know	ع/ر/ف
to do	ف/ع/ل	to open	ف/ت/ح	to wash	غ/س/ل
to cut	ق/ط/ع	to kill	ق/ت/ل	to understand	ف/ه/م
to write	ك/ت/ب	to close	ق/ف/ل	to jump	ق/ف/ز
to wear	ل/ب/س	to break	ك/س/ر	to hate	ك/ر/ه
to own	م/ل/ك	to hold	م/س/ك	to play	ل/ع/ب
to land/descend	ه/ب/ط	to look	ن/ظ/ر	to stay/go down	ن/ز/ل
				to escape	ه/ر/ب

EXERCISE

1.1

Give the general meaning for the following common regular roots.

EXAMPLE

to sit ج/ل/س

- ١ د/ر/س
- ٢ ك/ت/ب
- ٣ ف/ت/ح
- ٤ ن/ظ/ر
- ٥ ل/ب/س
- ٦ ك/س/ر
- ٧ ح/م/ل
- ٨ ذ/ه/ب
- ٩ س/م/ع
- ١٠ ش/ر/ب
- ١١ ع/م/ل
- ١٢ ق/ت/ل
- ١٣ ف/ع/ل
- ١٤ غ/س/ل
- ١٥ ف/ه/م

## EXERCISE

## 1.2

Write the three Arabic letters that make up the root conveying these general meanings.

EXAMPLE

د/خ/ل to come in

- \_\_\_\_\_ to reside/live ١
- \_\_\_\_\_ to cook ٢
- \_\_\_\_\_ to close ٣
- \_\_\_\_\_ to know ٤
- \_\_\_\_\_ to return ٥
- \_\_\_\_\_ to jump ٦
- \_\_\_\_\_ to play ٧
- \_\_\_\_\_ to go out ٨
- \_\_\_\_\_ to draw ٩
- \_\_\_\_\_ to fall ١٠
- \_\_\_\_\_ to hit ١١
- \_\_\_\_\_ to appear ١٢
- \_\_\_\_\_ to laugh ١٣
- \_\_\_\_\_ to request ١٤
- \_\_\_\_\_ to make ١٥

## EXERCISE

## 1.3

All the following verbs express something "I did," using the verb ending تُ (-tu). Decide the meaning of each, using the list of regular roots to help you.

EXAMPLE

I cooked طَبَخْتُ

- \_\_\_\_\_ ١ دَرَسْتُ
- \_\_\_\_\_ ٢ جَلَسْتُ
- \_\_\_\_\_ ٣ خَرَجْتُ
- \_\_\_\_\_ ٤ عَمِلْتُ
- \_\_\_\_\_ ٥ فَتَحْتُ
- \_\_\_\_\_ ٦ لَبِسْتُ
- \_\_\_\_\_ ٧ شَرِبْتُ
- \_\_\_\_\_ ٨ قَفَلْتُ
- \_\_\_\_\_ ٩ ضَحِكْتُ
- \_\_\_\_\_ ١٠ كَسَرْتُ

Identify the root of these words, using the English meanings and the list of verbs in the "Regular roots" section earlier in this chapter.

EXAMPLE

to open مفتاح (key) ف/ت/ح

- \_\_\_\_\_ (school) مَدْرَسَة ١
- \_\_\_\_\_ (books) كُتُب ٢
- \_\_\_\_\_ (I teach) أَعَلِّم ٣
- \_\_\_\_\_ (clothes) مَلَابِس ٤
- \_\_\_\_\_ (researcher) بَاحِث ٥
- \_\_\_\_\_ (runway/landing strip) مَهَبَط ٦
- \_\_\_\_\_ (porter) حَمَّال ٧
- \_\_\_\_\_ (we listened) اسْتَمَعْنَا ٨
- \_\_\_\_\_ (illustrator) رَسَّام ٩
- \_\_\_\_\_ (mosque) جَامِع ١٠
- \_\_\_\_\_ (he waits) يَنْتَظِر ١١
- \_\_\_\_\_ (house/home) مَنَزَل ١٢
- \_\_\_\_\_ (agriculture) زِرَاعَة ١٣
- \_\_\_\_\_ (effective) فَعَّال ١٤
- \_\_\_\_\_ (kings) مُلُوك ١٥

## Irregular roots

Irregular roots do not consist of three distinct stable consonants; instead, they fall into three categories:

- ◆ *Doubled roots*: where the second and third root letters are the same
- ◆ *Weak roots*: where one of the three root letters is و or ي
- ◆ *Hamzated roots*: where one of the root letters is *hamza* (ء)

## Doubled roots

Doubled roots have the same second and third root letters; for example:

to reply	ر/د/د
to think/believe	ظ/ن/ن



The second and third root letters are sometimes written as one with a *shadda* (ّ) and sometimes written separately:

he replied	رَدَّ
I replied	رَدَدْتُ
we think	نَظُنُّ
you (masc.) thought	ظَنَنْتَ

The rules for how to write doubled roots are reasonably straightforward and are summarized in Chapters 5, 11, and 18.

Common doubled roots include:

to bathe	ح/م/م	to finish	ت/م/م	to broadcast/ spread	ب/ث/ث
to cause	س/ب/ب	to reply	ر/د/د	to show/prove	د/ل/ل
to join	ض/م/م	to smell	ش/م/م	to doubt	ش/ك/ك
to repeat	ك/ر/ر	to cut	ق/ص/ص	to count	ع/د/د
to pass by	م/ر/ر	to stretch/extend	م/د/د	to turn	ل/ف/ف

EXERCISE

1.5

Identify the doubled root of these words from the preceding list.

EXAMPLE

to bathe ح/م/م (bathroom) حَمَّام

- \_\_\_\_\_ ١ سَبَب (reason)
- \_\_\_\_\_ ٢ رَدَّ (reply/response)
- \_\_\_\_\_ ٣ دَلِيل (guide)
- \_\_\_\_\_ ٤ تَكَرَّر (repetition)
- \_\_\_\_\_ ٥ لَفَّ (rotation)
- \_\_\_\_\_ ٦ مِقْصَص (scissors)
- \_\_\_\_\_ ٧ اِنْضِمَام (annexation)
- \_\_\_\_\_ ٨ عَدَد (number)
- \_\_\_\_\_ ٩ مَمَرَّ (corridor)
- \_\_\_\_\_ ١٠ تَشَكُّك (skepticism)

## Weak roots

Roots with و or ي as one of the root letters are by far the largest irregular category. The letters و and ي are unstable, or “weak.” They can change from a consonant to a vowel sound, or even disappear entirely, depending on the word pattern into which the root is put.

The و or ي can be any of the three root letters, and are subdivided as follows:

- ◆ *Assimilated*: with و or ي as the first root letter
- ◆ *Hollow*: with و or ي as the second root letter
- ◆ *Defective*: with و or ي as the third root letter

Common weak roots include:

Assimilated		Hollow		Defective	
to arrive	و/ص/ل	to say	ق/و/ل	to complain	ش/ك/و
to describe	و/ص/ف	to visit	ز/و/ر	to request	ر/ج/و
to find	و/ج/د	to return	ع/و/د	to appear	ب/د/و
to put/place	و/ض/ع	to stand up	ق/و/م	to buy	ش/ر/ي
to fall	و/ق/ع	to go round	د/و/ر	to finish	ن/ه/ي
to stop/stand	و/ق/ف	to sell	ب/ي/ع	to give	ع/ط/ي
to give birth	و/ل/د	to shout/cry out	ص/ي/ح	to weep/cry	ب/ك/ي
to wake up	ي/ق/ظ	to fly	ط/ي/ر	to meet	ل/ق/ي
to be certain	ي/ق/ن	to increase	ز/ي/د	to run	ج/ر/ي
				to sing	ع/ن/ي
				to walk	م/ش/ي

### EXERCISE

## 1.6

Decide which category of weak root the following fall into and then give their general meaning.

EXAMPLE

و/ج/د *assimilated; to find*

- \_\_\_\_\_ ١ ز/و/ر
- \_\_\_\_\_ ٢ و/ص/ل
- \_\_\_\_\_ ٣ م/ش/ي
- \_\_\_\_\_ ٤ ق/و/ل
- \_\_\_\_\_ ٥ ي/ق/ظ
- \_\_\_\_\_ ٦ ط/ي/ر
- \_\_\_\_\_ ٧ ر/ج/و
- \_\_\_\_\_ ٨ و/ض/ع
- \_\_\_\_\_ ٩ ع/ط/ي
- \_\_\_\_\_ ١٠ ص/ي/ح
- \_\_\_\_\_ ١١ ع/ن/ي
- \_\_\_\_\_ ١٢ و/ل/د

## EXERCISE

## 1.7

Write the weak root that conveys these general meanings.

EXAMPLE

ط/ي/ر to fly

- \_\_\_\_\_ to walk ١
- \_\_\_\_\_ to arrive ٢
- \_\_\_\_\_ to sell ٣
- \_\_\_\_\_ to describe ٤
- \_\_\_\_\_ to return ٥
- \_\_\_\_\_ to run ٦
- \_\_\_\_\_ to finish ٧
- \_\_\_\_\_ to meet ٨
- \_\_\_\_\_ to request ٩
- \_\_\_\_\_ to stand up ١٠
- \_\_\_\_\_ to wake up ١١
- \_\_\_\_\_ to increase ١٢
- \_\_\_\_\_ to buy ١٣
- \_\_\_\_\_ to complain ١٤
- \_\_\_\_\_ to fall ١٥

## EXERCISE

## 1.8

Identify the weak root of these words from the earlier list of common weak roots.

EXAMPLE

ن/ه/ي (ending) نهاية to finish

- \_\_\_\_\_ ١ شَكْوَى (complaint)
- \_\_\_\_\_ ٢ اِشْتَرَيْتُ (I bought)
- \_\_\_\_\_ ٣ وَضَعَ (position)
- \_\_\_\_\_ ٤ وُجُودَ (existence)
- \_\_\_\_\_ ٥ طَائِرَةٌ (airplane)
- \_\_\_\_\_ ٦ أُغْنِيَةٌ (song)
- \_\_\_\_\_ ٧ يَبْدُو (it seems)

- \_\_\_\_\_ ٨ مَوْلُود (born)
- \_\_\_\_\_ ٩ دَائِرَةٌ (circle)
- \_\_\_\_\_ ١٠ قُمْنَا (we stood up)
- \_\_\_\_\_ ١١ يَقِين (certainty)
- \_\_\_\_\_ ١٢ مَجْرَى (channel)

## Hamzated roots

*Hamza* (ء) is a “half” letter; it is pronounced as a glottal stop. *Hamzated* roots have *hamza* as one of the root letters; for example:

to begin	ء/د/ء
to eat	ء/ك/ل
to ask	س/ء/ل

The *hamza* can be written in a variety of ways: by itself on the line (ء); carried by an *alif* (أ); carried by *yā'* (ي/ئ); or carried by *wāw* (ؤ). For example:

he ate	أَكَلَ
questions	أَسْئَلَةٌ
beginning	بَدَأَ
we feed	نُؤَكِّلُ

Common *hamzated* roots include:

to eat	ء/ك/ل	to begin	ء/د/ء
to read	ء/ر/ق	to ask	س/ء/ل
to command	ء/م/ر	to take	ء/خ/ذ
to be slow	ء/ط/ب	to hope	ء/م/ل
to be fed up	س/ء/م	to be brave/dare	ء/ر/ج
		to fill	ء/ل/م

### EXERCISE

## 1.9

Write the hamzated root that conveys these general meanings.

EXAMPLE ء/م/ل to hope

- \_\_\_\_\_ to be fed up ١
- \_\_\_\_\_ to read ٢
- \_\_\_\_\_ to begin ٣
- \_\_\_\_\_ to fill ٤

- \_\_\_\_\_ to ask ٥
- \_\_\_\_\_ to command ٦
- \_\_\_\_\_ to be slow ٧
- \_\_\_\_\_ to take ٨
- \_\_\_\_\_ to eat ٩
- \_\_\_\_\_ to be brave/dare ١٠

EXERCISE

1-10

All the following verbs express something "we did," using the verb ending نا (-nā).  
Decide the meaning of each verb, using the earlier list of hamzated roots to help you.

EXAMPLE

we ate أَكَلْنَا

- \_\_\_\_\_ ١ أَخَذْنَا
- \_\_\_\_\_ ٢ قَرَأْنَا
- \_\_\_\_\_ ٣ أَمَلْنَا
- \_\_\_\_\_ ٤ سَأَلْنَا
- \_\_\_\_\_ ٥ بَدَأْنَا
- \_\_\_\_\_ ٦ سَيَّمْنَا
- \_\_\_\_\_ ٧ أَمَرْنَا
- \_\_\_\_\_ ٨ بَطُونَا
- \_\_\_\_\_ ٩ مَلَأْنَا
- \_\_\_\_\_ ١٠ جَرُونَا

## 4-letter (quadrilateral) roots

Although the vast majority of Arabic words are based on roots of three letters, there are a few four-letter roots, or quadrilaterals. A quadrilateral root sequence can consist of four different root letters:

- \_\_\_\_\_ to translate ت/د/ج/م
- \_\_\_\_\_ to roll د/ح/د/ج
- \_\_\_\_\_ to adorn ز/خ/ر/ف

It can consist of a repeated pair of consonants, often onomatopoeic (sounding as they mean):

to mutter	ت/م/ت/م
to gargle	غ/د/غ/ر
to chatter	ث/د/ث/ر
to hum	د/ن/د/ن
to crackle	ط/ق/ط/ق
to shake	ز/ل/ز/ل

EXERCISE

1.11

Give the general meaning for the following quadrilateral roots.

EXAMPLE

to gargle غ/د/غ/ر

- \_\_\_\_\_ ١ ز/خ/ر/ف
- \_\_\_\_\_ ٢ ت/م/ت/م
- \_\_\_\_\_ ٣ ط/ق/ط/ق
- \_\_\_\_\_ ٤ د/ح/ر/ج
- \_\_\_\_\_ ٥ د/ن/د/ن
- \_\_\_\_\_ ٦ ز/ل/ز/ل
- \_\_\_\_\_ ٧ ث/ر/ث/ر
- \_\_\_\_\_ ٨ ت/ر/ج/م

EXERCISE

1.12

Follow the pattern in the example to produce similar quadrilateral verbs using the roots in the preceding list.

EXAMPLE

(yudandin) يُدِنُّ he hums

- \_\_\_\_\_ he translates ١
- \_\_\_\_\_ he mutters ٢
- \_\_\_\_\_ he shakes ٣
- \_\_\_\_\_ he gargles ٤
- \_\_\_\_\_ he rolls ٥
- \_\_\_\_\_ he crackles ٦
- \_\_\_\_\_ he chatters ٧
- \_\_\_\_\_ he adorns ٨

# Nonverbal sentences and pronouns

2

## Expressing “to be” in the present tense

Every English sentence has a verb. There are many simple sentences in English that use the verb “to be” (*am, are, is*) that often do not require a verb at all in Arabic. This type of sentence is referred to as *جُملة إسمية (nominal or nonverbal)*:

I (am) in the garden. أنا في الحديقة.

Shukri (is) with me. شكري معي.

In addition, there is no direct equivalent of the indefinite article (*a/an*), turning an English sentence such as “I am an accountant” into simply “I accountant”:

I (am an) accountant. أنا مُحاسب.

Nadia (is an) engineer. نادية مهندسة.

The word *هناك (there)* can also be used in nonverbal sentences to mean “there is” or “there are”:

There (is an) airplane on the runway. هناك طائرة على المهبط.

There (are) clothes in the drawer. هناك ملابس في الدرج.

### EXERCISE

#### 2-1

Use the following words to create nonverbal sentences that match the English prompts.

Nadia نادية	we نحنُ	أنا ا
books كُتُب	a chair كُرسيّ	شكري Shukri
school مدرّسة	my house بيتي	سيّارة car
town مدينة	garden حديقة	جامع mosque
في in	there هناك	أمريكا America
next to بجانب	under تحت	على on
		أمام in front of

EXAMPLE

نحنُ في المدرسة. We are in the school.

\_\_\_\_\_ We are in the garden. ١

\_\_\_\_\_ Nadia is in America. ٢

\_\_\_\_\_ Shukri is in my house. ٣

\_\_\_\_\_ There is a mosque in the town. ٤

\_\_\_\_\_ The school is next to the mosque. ٥

\_\_\_\_\_ I am in the school. ٦

\_\_\_\_\_ There is a chair in the garden. ٧

\_\_\_\_\_ The books are on the chair. ٨

\_\_\_\_\_ My house is in America. ٩

\_\_\_\_\_ Shukri is in front of the car. ١٠

\_\_\_\_\_ There are books in the car. ١١

\_\_\_\_\_ I am next to Shukri. ١٢

EXERCISE

2.2

Your Arabic-speaking friends are giving you inaccurate information, so each time you have to correct their statements. Follow the prompts to give the corrected statement. Pay attention to which part of the information (in parentheses) needs correcting.

EXAMPLE

شكري في الحديقة. (نادية) لا، نادية في الحديقة.

شكري في الحديقة. (مدرسة) لا، شكري في المدرسة.

\_\_\_\_\_ ١ نادية في البيت. (شكري)

\_\_\_\_\_ ٢ نادية في البيت. (الجامع)

\_\_\_\_\_ ٣ الكُتُب في السيَّارة. (المَلابِس)

\_\_\_\_\_ ٤ الكُتُب في السيَّارة. (تَحْت)

\_\_\_\_\_ ٥ هُنَاكَ مَلابِس على الكرسيِّ. (كُتُب)

\_\_\_\_\_ ٦ هُنَاكَ مَلابِس على الكرسيِّ. (تَحْت)

\_\_\_\_\_ ٧ نادية في أمريكا. (أنا)

\_\_\_\_\_ ٨ نادية في أمريكا. (الكُوَيْت)

\_\_\_\_\_ ٩ نحن أمام الجامع. (المدرسة)

\_\_\_\_\_ ١٠ نحن أمام الجامع. (بجانب)

\_\_\_\_\_ ١١ الملبس على الكرسيِّ. (تَحْت)



١٢ الملابس على الكرسيّ. (بجانب)

١٣ هناك كرسيّ في الحديقة. (ملابس)

١٤ هناك كرسيّ في الحديقة. (السيّارة)

## Gender

Arabic has masculine and feminine gender. Nouns referring to females or those ending with the special feminine ending *tā' marbūṭa* (ة) are almost always feminine. Other nouns are almost always masculine. The *tā' marbūṭa* is pronounced “-a”: مَدِينَة (*madīna*, city), or “-at” when followed directly by another noun with the meaning “of”: مَدِينَة بَيْرُوت (*madīnat bayrūt*, the city of Beirut).

Adjectives (for example, large, slow, short, expensive, tall) and descriptions (for example, jobs) change when referring to feminine people or things, also usually by adding *tā' marbūṭa*: مُهَنْدِس (*muhandis*, male engineer)/ مُهَنْدِسَة (*muhandisa*, female engineer).

Shukri is an engineer.	شُكْرِي مُهَنْدِس.
Nadia is an engineer.	نَادِيَة مُهَنْدِسَة.
My father is tall.	أَبِي طَوِيل.
My mother is tall.	أُمِّي طَوِيلَة.

Common adjectives include:

small	صَغِير	large/big	كَبِير
short	قَصِير	tall/long	طَوِيل
old	قَدِيم	new	جَدِيد
light	خَفِيف	heavy	ثَقِيل
fast	سَرِيع	slow	بَطِيء
closed	مَقْفُول	open	مَفْتُوح
broken	مَكْسُور	strange	غَرِيب
clean	نَظِيف	beautiful	جَمِيل

### EXERCISE

### 2.3

Write the feminine form and the meaning of the adjectives listed.

EXAMPLE

سَرِيع سَرِيعَة *fast*

١ ثَقِيل

٢ مَقْفُول

٣ صَغِير

٤ جَدِيد

٥ قَصِير

٦ غَرِيب

٧ كَبِير

- ٨ قديم \_\_\_\_\_
- ٩ مفتوح \_\_\_\_\_
- ١٠ نظيف \_\_\_\_\_
- ١١ جميل \_\_\_\_\_
- ١٢ طويل \_\_\_\_\_
- ١٣ خفيف \_\_\_\_\_
- ١٤ بطيء \_\_\_\_\_
- ١٥ مكسور \_\_\_\_\_

EXERCISE

2.4

You find some assorted items in a drawer. Describe the items you find, following the prompts and making the adjective feminine, if necessary.

EXAMPLE

كِتَاب (book) / ثقيل

هناك كتاب ثقيل في الدُّرَج. (There's a heavy book in the drawer.)

- ١ مِفْتَاح (key) / صغير \_\_\_\_\_
- ٢ مَحْفَظَة (wallet) / خفيف \_\_\_\_\_
- ٣ قَلَم (pen) / قصير \_\_\_\_\_
- ٤ مِسْطَرَة (ruler) / طويل \_\_\_\_\_
- ٥ خَاتِم (ring) / جميل \_\_\_\_\_
- ٦ نَظَّارَة (pair of glasses) / قديم \_\_\_\_\_
- ٧ صَوْرَة (picture) / كبير \_\_\_\_\_
- ٨ سَاعَة (clock, watch) / مكسور \_\_\_\_\_
- ٩ قَفَّاز (glove) / نظيف \_\_\_\_\_
- ١٠ حَشْرَة (insect) / غريب \_\_\_\_\_

Here are some more adjectives that can be applied to people:

busy	مَشْغُول
energetic	نَشِيط
clever	نَكِي
hard-working	مُجْتَهِد
nervous	عَصْبِي
afraid (of)	خَائِف مِّن
patient	صَبُور

Nadia is Shukri's twin. They look alike and share the same characteristics and profession.  
Rewrite the sentences about Shukri to refer to Nadia.

EXAMPLE

شُكْرِي طَوِيل. نَادِيَةَ طَوِيلَةَ.

- ١ شُكْرِي نَشِيطٌ.
- ٢ شُكْرِي سَرِيعٌ.
- ٣ شُكْرِي خَفِيفَ الْوِزْنِ. ("light of weight")
- ٤ شُكْرِي مَشْغُولٌ دَائِمًا.
- ٥ شُكْرِي ذَكِيٌّ جِدًّا.
- ٦ شُكْرِي مُهَنْدِسٌ.
- ٧ شُكْرِي مُجْتَهِدٌ فِي الْعَمَلِ.
- ٨ شُكْرِي عَصَبِيٌّ.
- ٩ شُكْرِي خَائِفٌ مِنَ الْحَشْرَاتِ.
- ١٠ شُكْرِي صَبُورٌ مَعَ الْأَطْفَالِ.

## Subject pronouns

A pronoun can take the place of a person, a thing, or an idea. A subject pronoun is the equivalent of the English "I, he, we" (as opposed to the object pronouns like me, him, us, etc.). There are 12 subject pronouns in Arabic, with separate pronouns for masculine, feminine, singular, plural, and dual (used when referring to two people), giving a total of five equivalents of the English "you" and three equivalents of "they."

The singular and plural subject pronouns are:

Singular		Plural	
I	أَنَا	we	نَحْنُ
you (masc.)	أَنْتَ	you (masc. pl.)	أَنْتُمْ
you (fem.)	أَنْتِ	you (fem. pl.)	أَنْتُنَّ
he/it (masc.)	هُوَ	they (masc.)	هُمْ
she/it (fem.)	هِيَ	they (fem.)	هُنَّ

Note that all the people in a group need to be female to use the plural feminine. If the group is mixed gender, then the masculine is used. (The dual is covered separately later in this chapter.)

## EXERCISE

## 2.6

Give the plural of these singular pronouns.

EXAMPLE

أنا نَحْنُ

١ هِيَ

٢ أَنْتِ

٣ هُوَ

٤ أَنْتَ

Give the singular of these plural pronouns.

EXAMPLE

هُمْ هُوَ

٥ أَنْتُمْ

٦ نَحْنُ

٧ هُنَّ

٨ أَنْتُنَّ

## EXERCISE

## 2.7

Change the subjects in these sentences to a suitable pronoun.

EXAMPLE

شكري خَائِفٌ مِنَ الْحَشْرَاتِ. هُوَ خَائِفٌ مِنَ الْحَشْرَاتِ.

١ نادية مشغولة دائماً.

٢ الأطفال في البيت.

٣ أبي مهندس.

٤ السيارة بجانب البيت.

٥ الجامع في وَسَطِ (center of) المدينة.

٦ أمِّي طويلة وجميلة.

٧ أنا وأبي في الحديقة.

٨ المَمَرُّ طویل.

٩ نادية وسامية وسميرة في المدرسة.

١٠ أبي وأمِّي وأخي في أمريكا.

Sometimes a noun and a pronoun are used together for clarity:

Ahmed (he) is my father.

أحمد هو أبي.

This woman (she) is my sister.

هذه المرأة هي أختي.

This is my house.

هذا هو بيتي.

EXERCISE

2.8

Fill in the correct pronouns in these sentences.

EXAMPLE

شكري هو أخي.

- ١ نادية \_\_\_\_\_ أختي.
- ٢ سمير \_\_\_\_\_ أبي.
- ٣ هذا الرجل \_\_\_\_\_ المدير.
- ٤ ابنة أحمد \_\_\_\_\_ المهندسة.
- ٥ هذه المرأة \_\_\_\_\_ أمي.
- ٦ شكري ونادية وسارة \_\_\_\_\_ أطفال سمير.
- ٧ هذا \_\_\_\_\_ بيت أمي.
- ٨ هذه \_\_\_\_\_ سيارة المدير.
- ٩ الأطفال \_\_\_\_\_ في الحديقة.
- ١٠ البنات (the girls) \_\_\_\_\_ في المدرسة.

## The dual

The dual is particular to Arabic and expresses the concept of “you two” or “they both.” Whenever two people or things are referred to, a dual pronoun, noun, or verb should be used rather than the singular or plural. In general, the dual is characterized by a final *ā* (-ā) or *ān* (-ān). The exception is *نحن* (*we*) and its relevant verb parts, which don't change with the dual.

## Dual nouns and adjectives

Nouns and adjectives are made dual by adding *ān* (-ān) to the singular:

a boy	وَلَدٌ
two boys	وَلَدَانِ
a tall boy	وَلَدٌ طَوِيلٌ
two tall boys	وَلَدَانِ طَوِيلَانِ
the bag	الحَقِيْبَةُ
the two bags	الحَقِيْبَتَانِ
the large bag	الحَقِيْبَةُ الكَبِيْرَةُ
the two large bags	الحَقِيْبَتَانِ الكَبِيْرَتَانِ

## EXERCISE

2.9

Make these nouns and adjectives dual.

EXAMPLE

المدينة المدينتان

- ١ خاتم \_\_\_\_\_
- ٢ المهندس \_\_\_\_\_
- ٣ المهندس المشغول \_\_\_\_\_
- ٤ جامع \_\_\_\_\_
- ٥ جامع كبير \_\_\_\_\_
- ٦ مَمَرٌ طويل \_\_\_\_\_
- ٧ القلم الجديد \_\_\_\_\_
- ٨ الحديقة الجميلة \_\_\_\_\_

## Dual pronouns

Dual pronouns are formed by adding *alif* (ا) to the masculine plural and are used to refer to two people or things (of any gender):

you (two) أَنْتُمَا

they (both) هُمَا

## EXERCISE

2.10

Change these sentences to refer to two people or things.

EXAMPLE

هو مهندس. هما مهندسان.

- ١ هي مشغولة. \_\_\_\_\_
- ٢ أَنْتِ مُجْتَهِدٌ. \_\_\_\_\_
- ٣ هي طويلة وجميلة. \_\_\_\_\_
- ٤ هو خائف من الحشرات. \_\_\_\_\_
- ٥ أَنْتِ بِنْتٌ ذَكِيَّةٌ. \_\_\_\_\_
- ٦ أَنْتِ وَوَلَدٌ طَوِيلٌ. \_\_\_\_\_
- ٧ هو بيت قديم. \_\_\_\_\_
- ٨ هي سيارَة سريعة. \_\_\_\_\_

# Plural of nonhumans

Arabic plurals are categorized as:

- ◆ *Human* (for example, أطفال [children], مهندسون [engineers]), or
- ◆ *Nonhuman*, anything else: things, ideas, and so on (for example, كُتُب [books], سيارات [cars], أسباب [reasons]).

Nonhuman plurals are *grammatically feminine singular* in Arabic. This is very important in terms of Arabic grammar. Every time you refer to a nonhuman plural, you need to think of it as a feminine singular. It does not matter if the original nonhuman singular word was masculine or feminine, the plural will *always* be grammatically feminine singular. The plurals are reserved for humans only. It is as if in English we referred to children or engineers as they, but books or ideas as she.

Nonhuman plurals use:

- ◆ *Feminine singular pronouns*: الكُتُب (هي) على الكرسي. (The books [they] are on the chair.)
- ◆ *Feminine singular adjectives*: الملابس نظيفة. (The clothes are clean.)
- ◆ *Feminine singular demonstratives* (this/that): هذه السيارات سريعة. (These cars are fast.)
- ◆ *Feminine singular verbs*: رَجَعَت الشاحنات إلى المصنع. (The trucks returned to the factory.)

## EXERCISE

### 2.11

Change the sentences to refer to the plural, using the following list of plural nouns to help you.

picture/pictures صورة/صُور

clock/clocks ساعة/ساعات

insect/insects حشرة/حشرات

town/towns مدينة/مدن

house/houses بيت/بيوت

book/books كتاب/كُتُب

key/keys مفتاح/مفاتيح

bag/bags حقيبة/حقائب

pen/pens قلم/أقلام

ring/rings خاتم/خواتم

EXAMPLE

هذا الكتاب ثقيل. هذه الكُتُب ثقيلة.

١ الخاتم جميل.

٢ المدينة مشهورة.

٣ هذه السيارة جديدة.

٤ الحشرة صغيرة وسريعة.

٥ هذا البيت قديم.

٦ المفتاح الصغير تحت الملابس.

٧ هذه الحقيبة مفتوحة.

٨ هناك مدينة كبيرة في الجنوب (the south).

٩ هذا هو المفتاح.

- ١٠ هذه هي الحَقِيبة.
- ١١ هذا هو قَلَم شكري.
- ١٢ هذه هي ساعة أُمِّي.

EXERCISE

2.12

Write these sentences in Arabic.

EXAMPLE

الصُّور قديمة. The pictures are old.

١ The houses are beautiful.

٢ The keys are heavy.

٣ The pictures are large.

٤ These bags are light.

٥ These clocks are old.

٦ These are the houses.

٧ These are the pens.

٨ These are my mother's rings.

٩ These are Shukri's keys.

١٠ The towns are small in the south.

١١ The cars are new in this street.



There are beautiful pictures in my house. ١٢

There are old houses in this town. ١٣

There are strange insects in the drawer. ١٤

## Attached pronouns

Arabic attached pronouns are the equivalent of both the English object pronouns (*me, him, us, etc.*) and also of the possessive pronouns (*my, his, our, etc.*). As the name suggests, they “attach” themselves to the end of a noun or verb, rather than being separate words like the subject pronouns.

I ate the fish. أَكَلْتُ السَّمَك.

I ate it. أَكَلْتُهُ.

This is Salma's house. هَذَا هُوَ بَيْتُ سَلْمَى.

This is her house. هَذَا هُوَ بَيْتِهَا.

We heard the boys. سَمِعْنَا الْوَلَدَ.

We heard them. سَمِعْنَاهُمْ.

The attached pronoun meaning “my” is *ي* (-ī). This changes to *ني* (-nī) when attached to a verb with the meaning “me”:

house/my house بَيْتٌ/بَيْتِي

pens/my pens أَقْلَامٌ/أَقْلَامِي

he heard/he heard me سَمِعَ/سَمِعَنِي

she mentioned/she mentioned me ذَكَرَتْ/ذَكَرْتَنِي

All the other attached pronouns remain the same whether attached to a verb or a noun.

The singular and plural attached pronouns are:

Singular		Plural	
my/me	يْ، نِي	our/us	نَا
your/you (masc.)	كَ	your/you (pl. masc.)	كُم
your/you (fem.)	كِ	your/you (pl. fem.)	كُنَّ
his/him/its/it (masc.)	هُ	their/them (masc.)	هُم
her/its/it (fem.)	هَا	their/them (fem.)	هُنَّ

As with the subject pronouns, dual attached pronouns are formed by adding *alif* (ا) to the masculine plural and are used to refer to two people (of any gender):

your/you (two) كُمَا

their/them (both) هُمَا

Write the verbs and nouns with the correct attached pronouns.

EXAMPLE

... + (he heard) سَمِعَ

(he heard her/it) هِيَ = سَمِعَهَا

(he heard you) أَنْتَ = سَمِعَكَ

... + (house) بَيْت

(my house) أَنَا = بَيْتِي

(our house) نَحْنُ = بَيْتُنَا

**Note:** Except for "my," a final vowel, in this case *damma*, is included on the noun before the attached pronoun: بَيْتِي = my house; بَيْتُهُ = his house; بَيْتُنَا = our house.

... + (she understood) فَهَمَّتْ

\_\_\_\_\_ = نحن ١

\_\_\_\_\_ = هم ٢

\_\_\_\_\_ = أنتِ ٣

\_\_\_\_\_ = هو ٤

\_\_\_\_\_ = أنتم ٥

\_\_\_\_\_ = هما ٦

\_\_\_\_\_ = أنا ٧

\_\_\_\_\_ = هنَّ ٨

... + (key) مِفْتَاح

\_\_\_\_\_ = أنا ٩

\_\_\_\_\_ = أنتِ ١٠

\_\_\_\_\_ = هنَّ ١١

\_\_\_\_\_ = هي ١٢

\_\_\_\_\_ = هو ١٣

\_\_\_\_\_ = هم ١٤

\_\_\_\_\_ = أنتم ١٥

\_\_\_\_\_ = نحن ١٦

سَمِعْتُ (I heard) + ...

- \_\_\_\_\_ = ١٧ هو
- \_\_\_\_\_ = ١٨ أَنْتِ
- \_\_\_\_\_ = ١٩ هم
- \_\_\_\_\_ = ٢٠ هي
- \_\_\_\_\_ = ٢١ أَنْتِ
- \_\_\_\_\_ = ٢٢ هُنَّ
- \_\_\_\_\_ = ٢٣ أَنْتُمْ
- \_\_\_\_\_ = ٢٤ أَنْتُمْ

شاحنات (trucks) + ...

- \_\_\_\_\_ = ٢٥ هي
- \_\_\_\_\_ = ٢٦ أَنْتُمْ
- \_\_\_\_\_ = ٢٧ هم
- \_\_\_\_\_ = ٢٨ نحن
- \_\_\_\_\_ = ٢٩ أَنْتِ
- \_\_\_\_\_ = ٣٠ أَنَا
- \_\_\_\_\_ = ٣١ هُمَا
- \_\_\_\_\_ = ٣٢ هُنَّ

EXERCISE

2.14

Shorten the following sentences, using an attached pronoun. (Remember that nonhuman plurals are feminine singular.)

EXAMPLE

I ate the apple. أَكَلْتُ التُّفَّاحَةَ.  
(I ate it.) أَكَلْتُهَا.

١ أَكَلْنَا السَّمَكَ. We ate the fish.

٢ طَبَخْتَ الأَرْزَ. You (masc.) cooked the rice.

٣ بَدَأَتِ العَمَلَ. She started the work.

٤ سَمِعَ الصَّوْتِ. He heard the sound.

٥ مَسَكْتُ الأَقْلَامِ. You (fem.) held the pens.

٦ غَسَلْتُ المَلَابِسِ. I washed the clothes.

٧ قَفَلْنَ البَابِ. They (fem.) closed the door.

٨ فَهَمْتُ المُدَرِّسِينَ. I understood the teachers.

٩ دَرَسْتُمُ اللُّغَةَ العَرَبِيَّةَ. You (masc. pl.) studied the Arabic language.

١٠ وَجَدَ المَفَاتِيحَ. He found the keys.

١١ سَمِعَتِ البَنَاتِ. She heard the girls.

١٢ تَبِعْنَا شُكْرِي وَنَادِيَا. We followed Shukri and Nadia.

## Expressing “to have”

Arabic does not have a direct equivalent of the verb “to have.” The prepositions لِ (to/for) or عِنْدَ (at) are two of several prepositions used to express the concept, and a verb is not necessarily needed at all.

Shukri has a new washing machine. لَشُكْرِي غَسَّالَةٌ جَدِيدَةٌ.  
“to Shukri (is a) new washing machine”

My friend has a house in America. عِنْدَ صَدِيقِي بَيْتٌ فِي أَمْرِيكَا.  
“at my friend (is a) house in America”

The children have many books. لِلْأَطْفَالِ كُتُبٌ كَثِيرَةٌ.  
“to the children (are) many books”

The grocer has fresh figs today. عِنْدَ البَقَّالِ تِينٌ طَارِجٌ الْيَوْمِ.  
“at the grocer (are) fresh figs today”

**Note:** Arabic words such as لِ consisting of a single consonant are always written joined to the following word. In addition, when لِ is joined to ال (al-), the combination becomes لِل (lil-).

Describe what everyone has by using the prompts with the preposition لِ or عِنْدَ.

EXAMPLE

شُكْرِي/بَيْت صَغِير/الْجَنُوب

لِشُكْرِي بَيْت صَغِير فِي الْجَنُوب. / عِنْدَ شُكْرِي بَيْت صَغِير فِي الْجَنُوب.

١ نَادِيَة/بَيْت جَمِيل/الْمَدِينَة

٢ أُمِّي/خَوَاتِم كَثِيرَة/الدَّرَج

٣ صَدِيقِي/سَيَّارَة سَرِيعَة/الشَّارِع

٤ الْمُدْرَسَة/مَكْتَب صَغِير/الْمَدْرَسَة

٥ ابْن أُخْتِي/شَجَرَة (tree) طَوِيلَة / الْحَدِيقَة

٦ الْبِنْت/مَلَابِس نَظِيفَة/الدَّرَج

٧ أَحْمَد/صَدِيق/أَمْرِيكَا

٨ الْمُدِير/صُورَة جَمِيلَة/الْمَكْتَب

٩ الرِّجْل/نَظَّارَة/السَّيَّارَة

١٠ الْمَلِك/طَائِرَة كَبِيرَة/الْمَطَار (airport)

١١ الرِّسَام/سَاعَة قَدِيمَة/الصَّالَة (hall)

١٢ هَذَا الْوَلَد/حَشْرَة غَرِيبَة/الصَّنْدُوق (box)

## عند/لِ + attached pronouns

Attached pronouns, as discussed earlier in this chapter, can be added to ل or عند, to produce the meanings such as “I have,” “you have,” and “he has.” The final *fatha* of عند is removed when the attached pronoun ي is added:

I have a pain in my leg.      عِنْدِي أَلَمٌ فِي رِجْلِي.

He has a brother in Kuwait.      عِنْدَهُ أَخٌ فِي الْكُوَيْتِ.

We have fresh figs today.      عِنْدَنَا تِينٌ طَازِجٌ الْيَوْمَ.

### EXERCISE

## 2-16

Write the combinations and say what they mean.

EXAMPLE

we have عِنْدَنَا = نحن + عند

1 عِنْدَ + هِيَ =

2 عِنْدَ + هُمْ =

3 عِنْدَ + أَنْتِ =

4 عِنْدَ + هُوَ =

5 عِنْدَ + أَنْتُمْ =

6 عِنْدَ + أَنْتِ =

7 عِنْدَ + أَنَا =

8 عِنْدَ + هُنَّ =

9 عِنْدَ + هُمَا =

10 عِنْدَ + أَنْتُنَّ =

The construction **عِنْدَ + attached pronoun** is commonly used even when the subject is mentioned:

Salma has (“Salma, at her”) an apartment in Beirut.      سَلَمَى عِنْدَهَا شَقَّةٌ فِي بَيْرُوتِ.

The children have (“the children, at them”) a large room.      الْأَطْفَالُ عِنْدَهُمْ غُرْفَةٌ كَبِيرَةٌ.

## EXERCISE

## 2.17

Fill in عند with the correct attached pronoun to complete these sentences.

EXAMPLE

أحمد عنده شقة في لندن.

١ نادية \_\_\_\_\_ ثلاثة أطفال.

٢ سمير \_\_\_\_\_ ألم في رجله.

٣ أخي \_\_\_\_\_ بيت بجانب النهر.

٤ المدرسون \_\_\_\_\_ غرفة خاصة (private) في المدرسة.

٥ البقال \_\_\_\_\_ تين طازج اليوم.

٦ أبي وأمي \_\_\_\_\_ سيارة قديمة.

٧ المديرية \_\_\_\_\_ مكتب خاص.

٨ البنات \_\_\_\_\_ دراجات جديدة.

The preposition ل becomes لي (*lī*) when the attached pronoun ي is added:

I have a small apartment.

لي شقة صغيرة.

I have a sister in Beirut.

لي أخت في بيروت.

When the other attached pronouns are added, the vowel changes from *kasra* to *fatha* (from *li-* to *la-*):

They have three dogs.

لهم ثلاثة كلاب.

She has a gold ring.

لها خاتم ذهبي.

You (masc.) have a broken bicycle.

لك دراجة مكسورة.

We have a son whose name ("his name") is Hatim.

لنا ابن اسمه حاتم.

## EXERCISE

## 2.18

Write the combinations and say what they mean.

EXAMPLE

we have لنا = نحن + ل

١ ل + هي =

٢ ل + هم =

٣ ل + أنت =

٤ ل + هو =

٥ ل + أنتم =

٦ ل + أَنْتَ =

٧ ل + أَنَا =

٨ ل + هُنَّ =

٩ ل + هُمَا =

١٠ ل + أَنْتُمْ =

EXERCISE

2.19

How do you express these in Arabic using the preposition ل?

EXAMPLE لَنَا ثلاثة أطفال. We have three children.

١ They (masc.) have three houses. ١

٢ I have a sister in America. ٢

٣ You (fem.) have a beautiful garden. ٣

٤ We have a broken watch in the drawer. ٤

٥ She has a brother whose name is Shukri. ٥

٦ He has a sister whose name is Nadia. ٦

٧ They (masc.) have a strange picture in the hall. ٧

٨ They (dual) have a large apartment. ٨

٩ You (masc.) have a fast car. ٩

١٠ I have a very slow car. ١٠

١١ They (fem.) have a small office in the school. ١١

١٢ You (dual) have a clever son! ١٢



## Other ways of expressing “to have”

Other prepositions used to express “to have” are:

- ◆ **لَدَى** (*ladā*) “at/by”: when attached pronouns are added to **لَدَى**, the combination starts with **لَدَيْ** (*laday-*).

We have a small problem.

لَدَيْنَا مُشْكَلَةٌ صَغِيرَةٌ.

- ◆ **مَعَ** (*maʿa*) “with”: usually used to talk about things you have *with* you.

She has candles and matches (with her).

مَعَهَا شَمُوعٌ وَكَبْرِيتٌ.

### EXERCISE

## 2·20

Rewrite the sentences to refer to the subject in parentheses.

EXAMPLE

مَعَهُ مِفْتَاحُ السَّيَّارَةِ. (نحن) مَعَنَا مِفْتَاحُ السَّيَّارَةِ.

١ مَعَهُ كِتَابٌ نَادِيَةٌ. (أنت)

٢ لَدَيْنَا تِينٌ طَارِجٌ الْيَوْمَ. (أنتم)

٣ لَدَيْهَا مَكْتَبٌ صَغِيرٌ فِي الْمَصْنَعِ. (نحن)

٤ مَعَهُمْ شَمُوعٌ كَثِيرَةٌ. (هو)

٥ لَدَيْهَا شَقَّةٌ جَمِيلَةٌ فِي وَسْطِ الْمَدِينَةِ. (أنت)

٦ مَعِيَ مِفْتَاحُ الشَّقَّةِ. (هن)

٧ مَعَهُ ثَلَاثُ دُولَارَاتٍ. (أنا)

٨ لَدَيْكَ ابْنَةٌ ذَكِيَّةٌ وَمُجْتَهِدَةٌ. (أنتما)

٩ لَدَيْكُمْ خَوَاتِمٌ جَمِيلَةٌ. (هي)

١٠ مَعَكَ الْأَقْلَامُ وَالْكَتُبُ. (أنتم)

# Forming questions

## Yes/no questions

In English, verbs change when put into a question: “*She went to the bank.*” but “*Did she go to the bank?*” In Arabic there is no such change. Verbs do not have a question form.

The marker **هَلْ** can be put in front of a statement to make it into a question (with the answer yes [نَعَمْ] or no [لا]):

She went to the bank.

ذَهَبَتْ إِلَى الْبَنْكِ.

Did she go to the bank?

هَلْ ذَهَبَتْ إِلَى الْبَنْكِ؟

The mosque is close to the airport.

الْجَامِعُ قَرِيبٌ مِنَ الْمَطَارِ.

Is the mosque close to the airport?

هَلْ الْجَامِعُ قَرِيبٌ مِنَ الْمَطَارِ؟

He lives in Beirut.

يَسْكُنُ فِي بَيْرُوتِ.

Does he live in Beirut?

هَلْ يَسْكُنُ فِي بَيْرُوتِ؟

### EXERCISE

### 3.1

Make these statements into questions using **هَلْ**.

EXAMPLE

البنك قريب من بيت أحمد. هل البنك قريب من بيت أحمد؟

١ هي مهندسة.

٢ هو في المدرسة.

٣ الكرسي في الحمام.

٤ لشريف سيارة جديدة.

٥ الأقلام بجانب الكتب.

٦ المُدير في المَكْتَب.

٦ المدير في المكتب.

٧ هي مُهندِسة.

٧ هي مهندسة.

٨ هُنَاكَ حَديقَة جميلة في وَسَط المدينة.

٨ هناك حديقة جميلة في وسط المدينة.

٩ وَجَدْتُ نَاديَة المَفتَاح.

٩ وجدت نادي المفتاح.

١٠ عِنْدَهُم أَطفَال.

١٠ عندهم أطفال.

١١ أَكَل شَكري السَّمَك.

١١ أكل شكري السمك.

١٢ يَسْكُن شَريف في شَقَّة صغيرة.

١٢ يسكن شريف في شقة صغيرة.

EXERCISE

3-2

Your friend is telling you about her son, who has just moved and found a new job. You are very curious and are interrogating her about all the details. Ask questions following the prompts.

EXAMPLE

هل لَهُ مَكْتَبٌ كَبِيرٌ؟ has large office?

١ lives near your house?

٢ has small apartment?

٣ the apartment new?

٤ has children?

٥ has car?

has garden? ٦

apartment near office? ٧

office in center of town? ٨

your son engineer? ٩

hardworking? ١٠

always very busy? ١١

his manager patient? ١٢

An alternative question marker is **أ**. This is written joined to the following word:

He is a grocer. هو بَقَّال.

Is he a grocer? أهو بَقَّال؟

The city is far from here. المدينة بَعِيدَة من هنا.

Is it far from here? أَهِيَ بَعِيدَة من هنا؟

The question marker **أ** rather than **هَل** should be used for negative questions:

He doesn't live in Damascus. لا يَسْكُن في دِمَشَق.

Doesn't he live in Damascus? أَلَا يَسْكُن في دِمَشَق؟

EXERCISE

3.3

Make these statements into questions using **أ**.

EXAMPLE هذا القلم مكسور. أهذا القلم مكسور؟

١ أنت المهندس الجديد.

٢ هن ممرضات.

٣ هي في الحديقة.

٤ لا يسكن في بيروت.

- ٥ أنتِ مَعِي. \_\_\_\_\_
- ٦ هذا بَيْتِكَ. \_\_\_\_\_
- ٧ هذه الحَقِيبة ثَقِيلة. \_\_\_\_\_
- ٨ أَنْتُمْ مُحَاسِبُونَ. \_\_\_\_\_

## Question words

Question words usually come first in Arabic, as they do in English.

Where do you (masc.) live?	أَيْنَ تَسْكُنُ؟
How did she find the apartment?	كَيْفَ وَجَدَتِ الشَّقَّةَ؟
Why did you (fem.) go to the school?	لِمَاذَا نَهَبْتَ إِلَى الْمَدْرَسَةِ؟
where?	أَيْنَ؟
when?	مَتَى؟
how?	كَيْفَ؟
why?	لِمَاذَا؟
who?	مَنْ؟
what? + noun	مَا؟
what? + verb	مَاذَا؟
which? masc./fem.	أَيُّ/أَيَّةَ؟

### EXERCISE

### 3.4

Ask questions following the prompts.

EXAMPLE

نَهَبَ شُكْرِي إِلَى الْجَامِعَةِ. (Shukri went to the university.)

لِمَاذَا نَهَبَ إِلَى الْجَامِعَةِ؟ why

كَيْفَ نَهَبَ إِلَى الْجَامِعَةِ؟ how

وَجَدَتْ نَادِيَةَ خَاتِمَهَا. (Nadia found her ring.)

\_\_\_\_\_ where ١

\_\_\_\_\_ how ٢

\_\_\_\_\_ when ٣

فَتَحُوا الصَّنَدُوقَ. (They opened the box.)

\_\_\_\_\_ how ٤

\_\_\_\_\_ why ٥

\_\_\_\_\_ where ٦

يُدْرُس شَرِيفُ التَّارِيخَ. (Sharif is studying history.)

why ٧

in which university ٨

أَكَلَ أَحْمَدُ فِي مَطْعَمٍ. (Ahmed ate in a restaurant.)

what ٩

when ١٠

where ١١

with whom (masc.) ١٢

EXERCISE

3.5

Decide on the correct question word to fill each gap. You will need to look at the answer following the question to confirm.

EXAMPLE

أَيْنَ نَهَبْتُ؟ نَهَبْتُ إِلَى السُّوقِ.

١ \_\_\_\_\_ هذا؟ هذا كتاب.

٢ \_\_\_\_\_ هذا الولد؟ هذا أخي.

٣ \_\_\_\_\_ نَهَبَ أَحْمَدُ إِلَى وَسْطِ الْمَدِينَةِ؟ نَهَبَ بِالسَّيَّارَةِ.

٤ \_\_\_\_\_ الأولاد؟ هم في الحديقة.

٥ أَنْتَ مَنْ \_\_\_\_\_ بَلَدًا؟ أَنَا مِنْ سُورِيَا.

٦ مَنْ \_\_\_\_\_ مَدِينَةٍ؟ مِنْ رِمَشَقِ.

٧ أَنْتَ مُهَنْدِسٌ؟ لَا، أَنَا مُدْرِّسٌ.

٨ أَكَلَ شَكْرِي صَبَاحًا؟ أَكَلَ الْخُبْزَ وَالْفُولَ.

٩ رَجَعْتُ نَادِيَةً مِنْ أَمْرِيكَ؟ رَجَعْتُ أَمْسَ مَسَاءً.

١٠ \_\_\_\_\_ يَسْكُنُ هُنَا؟ لِأَنَّ الشَّقَّةَ قَرِيبَةً مِنْ وَسْطِ الْمَدِينَةِ.



## PAST TENSE

Arabic has only two main tenses:

- ◆ Past (or perfect) tense: الماضي
- ◆ Present/future (or imperfect) tense: المضارع

Other verbal moods and time references are formed with modifications and additional markers, or with a combination of the two main tenses. It can be easier to study the past tense first, since it shows the root of the verb more clearly.\*

The past tense is formed by adding subject endings to a past tense stem. The past tense stem of basic regular verbs is formed with the three root letters, usually separated by *fathahat*:

كَلَّمَ	كَتَبَ
كَتَبْتُ	كَتَبْتَ
كَتَبْنَا	كَتَبْتُمْ

Some past tense stems have *hamza* at the second vowel:

دَرَسْتُ	دَرَسْتُمْ
دَرَسْنَا	دَرَسْتُمْ
لَعَبْتُ	لَعَبْتُمْ

and a few have *kasra* at the second vowel:

كَبُرْتُ	كَبُرْتُمْ
كَبُرْنَا	كَبُرْتُمْ
صَغُرْتُ	صَغُرْتُمْ

\*In Part I of this book, Arabic words used in the exercises were translated. In Part II and subsequent parts, it is not possible to include a translation for all the additional words. You may sometimes need to use a dictionary. However, we have strived to use high-frequency vocabulary that should be largely familiar to those learning Arabic.

# Regular basic verbs and sentence structure

•4•

Strictly speaking, the Arabic language does not have “regular” and “irregular” verbs, just many different categories of verb that largely behave predictably within their type. However, Arabic verbs based on roots of three different, stable consonants are generally called “regular,” with other types termed “irregular.”

## Past tense formation and uses

Basic verbs (also called form I) constructed from regular roots are the simplest type of verb. Nonbasic or “derived” forms of the verb are covered in Part IV of this book.

The past tense is formed by adding subject endings to a past tense “stem.” The past tense stem of basic regular verbs is formed with the three root letters, usually separated by *fatha(a)*:

sat	جَلَسَ
washed	غَسَلَ
went out	خَرَجَ

Some past tense stems have *kasra* as the second vowel:

drank	شَرِبَ
understood	فَهِمَ
played	لَعِبَ

and a few have *damma* as the second vowel:

was/became large	كَبُرَ
was/became small	صَغُرَ



Endings are added to the stem to show the subject of the verb. The simplest of the endings is a final *fatha* showing that the subject is هُوَ (he/it, or third person masculine singular): جَلَسَ (he sat); فَهَمَّ (he understood). The other singular and plural past tense endings are shown in the following table. The subject endings for the dual are covered in Chapter 8.

PAST TENSE ENDING	EXAMPLE	
SINGULAR		
I أَنَا	تُ	جَلَسْتُ I sat
you (masc.) أَنْتَ	تَ	جَلَسْتَ you (masc.) sat
you (fem.) أَنْتِ	تِ	جَلَسْتِ you (fem.) sat
he/it (masc.) هُوَ	ـَ	جَلَسَ he/it (masc.) sat
she/it (fem.) هِيَ	تْ	جَلَسَتْ she/it (fem.) sat
PLURAL		
we نَحْنُ	نَا	جَلَسْنَا we sat
you (masc. pl.) أَنْتُمْ	تُمْ	جَلَسْتُمْ you (masc. pl.) sat
you (fem. pl.) أَنْتُنَّ	تُنَّ	جَلَسْتُنَّ you (fem. pl.) sat
they (masc.) هُمْ	ـُوا*	جَلَسُوا they (masc.) sat
they (fem.) هُنَّ	نَ	جَلَسْنَ they (fem.) sat

\*Pronounced -ū, for example جَلَسُوا *jalasū*. The final *alif* is a spelling convention and is silent.

The past tense is used to talk about completed actions. خَرَجَ means both “he went out” and “he has gone out”; كَتَبْتُ means “I wrote” and “I have written.” In other words, there is no equivalent of the English “has/have gone out,” “has/have written,” or “has/have washed.”

Separate pronouns are not usually needed with an Arabic verb since the ending indicates the subject. However, pronouns are sometimes used for clarity or emphasis.

We washed the clothes yesterday.	غَسَلْنَا الْمَلَابِيسَ أَمْسَ.
She cooked lunch for us.	طَبَخَتْ الْغَدَاءَ لَنَا.
Have you (masc.) understood the instructions?	هَلْ فَهِمْتَ التَّعْلِيمَاتِ؟
Did they carry the bags?	هَلْ حَمَلُوا الْحَقَائِبَ؟
No, we carried them.	لَا، نَحْنُ حَمَلْنَاهَا.
Did Sami drink the juice?	هَلْ شَرِبَ سَامِي الْعَصِيرَ؟
Sami went out so I drank all the juice.	خَرَجَ سَامِي فَشَرِبْتُ أَنَا كُلَّ الْعَصِيرِ.

## EXERCISE

## 4.1

Write the correct part of the verb in the past tense to match the subject in parentheses, and add its meaning in English.

EXAMPLE

we sat جَلَسْنَا (نحن) جَلَسَ

- \_\_\_\_\_ ١ جَلَسَ (أنا)
- \_\_\_\_\_ ٢ غَسَلَ (نحن)
- \_\_\_\_\_ ٣ فَهِمَ (هو)
- \_\_\_\_\_ ٤ كَتَبَ (أنتِ)
- \_\_\_\_\_ ٥ حَمَلَ (أنتن)
- \_\_\_\_\_ ٦ خَرَجَ (هم)
- \_\_\_\_\_ ٧ كَبُرَ (هي)
- \_\_\_\_\_ ٨ لَعِبَ (أنتِ)
- \_\_\_\_\_ ٩ طَبَخَ (أنتم)
- \_\_\_\_\_ ١٠ فَهِمَ (هنّ)

## EXERCISE

## 4.2

Write the correct Arabic verb to match the English.

EXAMPLE

خَرَجْتَ you (masc.) went out

- \_\_\_\_\_ I went out ١
- \_\_\_\_\_ he cooked ٢
- \_\_\_\_\_ you (masc.) washed ٣
- \_\_\_\_\_ you (fem.) carried ٤
- \_\_\_\_\_ we understood ٥
- \_\_\_\_\_ she drank ٦
- \_\_\_\_\_ they (fem.) sat ٧
- \_\_\_\_\_ you (masc. pl.) wrote ٨
- \_\_\_\_\_ they (masc.) became bigger ٩
- \_\_\_\_\_ you (fem. pl.) played ١٠

At a party, everyone drank something different. Write sentences using the prompts and the following additional vocabulary.

a cup of tea فنجان شاي

a cup of coffee فنجان قهوة

a glass of milk كوب حليب

a glass of water كوب ماء

orange juice عصير برتقال

apple juice عصير تفاح

lemon juice عصير ليمون

pomegranate juice عصير رمان

cola كولا

EXAMPLE

(I drank a cup of coffee.) شربتُ فنجان قهوة. I/cup of coffee

he/glass of milk ١

you (masc.)/cup of tea ٢

she/pomegranate juice ٣

we/apple juice ٤

you (fem.)/a glass of water ٥

they (masc.)/cola ٦

they (fem.)/lemon juice ٧

you (masc. pl.)/orange juice ٨

## Past tense stems of regular roots

Here are the past tense stems of regular roots introduced in Part I. Pay special attention to those that have *kasra* as the second vowel of the stem.

left	تَرَكَ	followed	تَبَعَ	searched	بَحَثَ
reserved	حَجَزَ	gathered	جَمَعَ	sat	جَلَسَ
attended	حَضَرَ	burned	حَرَقَ	happened	حَدَثَ
went out	خَرَجَ	carried	حَمَلَ	saved/memorized	حَفِظَ

pushed/paid	دَفَعَ	studied	دَرَسَ	came in	دَخَلَ
returned	رَجَعَ	went	ذَهَبَ	mentioned	ذَكَرَ
rode	رَكِبَ	danced	رَقَصَ	drew	رَسَمَ
fell	سَقَطَ	stole	سَرَقَ	planted	زَرَعَ
drank	شَرِبَ	heard	سَمِعَ	resided	سَكَنَ
hit	ضَرَبَ	laughed	ضَحِكَ	made	صَنَعَ
appeared	ظَهَرَ	requested	طَلَبَ	cooked	طَبَخَ
worked	عَمِلَ	learned/found out	عَلِمَ	knew	عَرَفَ
did	فَعَلَ	opened	فَتَحَ	washed	غَسَلَ
cut	قَطَعَ	killed	قَتَلَ	understood	فَهِمَ
wrote	كَتَبَ	closed	قَفَلَ	jumped	قَفَزَ
wore	لَبَسَ	broke	كَسَرَ	hated	كَرِهَ
went down	نَزَلَ	held	مَسَكَ	played	لَعِبَ
escaped	هَرَبَ	descended	هَبَطَ	looked	نَظَرَ

EXERCISE

4.4

What do these Arabic verbs mean?

EXAMPLE

they looked نَظَرُوا

1. ضَرَبْتُ \_\_\_\_\_
2. لَبَسْتُ \_\_\_\_\_
3. نَزَلْنَا \_\_\_\_\_
4. بَحَثْتُ \_\_\_\_\_
5. قَفَزْتُمْ \_\_\_\_\_
6. تَرَكَنْ \_\_\_\_\_
7. سَرَقُوا \_\_\_\_\_
8. كَرِهْتُ \_\_\_\_\_
9. هَرَبْنَا \_\_\_\_\_
10. ضَحِكْتُ \_\_\_\_\_
11. فَعَلْتُ \_\_\_\_\_
12. هَبَطَ \_\_\_\_\_
13. مَسَكْتُ \_\_\_\_\_
14. طَلَبْتُنَّ \_\_\_\_\_
15. حَجَرْتُمْ \_\_\_\_\_

EXERCISE

4.5

Leila had a busy day yesterday. What did she do? Write sentences using the prompts.

EXAMPLE

(She drank orange juice.) شَرِبَتْ عَصِيرَ بُرْتُقَالٍ drank/orange juice

- \_\_\_\_\_ drank/a cup of coffee ١
- \_\_\_\_\_ washed/the clothes ٢
- \_\_\_\_\_ drew/a picture ٣
- \_\_\_\_\_ cooked/the lunch ٤
- \_\_\_\_\_ played/tennis ٥
- \_\_\_\_\_ wrote/an e-mail ٦
- \_\_\_\_\_ rode/her bicycle ٧
- \_\_\_\_\_ went/the park ٨

EXERCISE

4.6

Now pretend you are Leila, and write the sentences from Exercise 4.5 again.

EXAMPLE

(I drank orange juice.) شَرِبْتُ عَصِيرَ بُرْتُقَالٍ

- \_\_\_\_\_ ١
- \_\_\_\_\_ ٢
- \_\_\_\_\_ ٣
- \_\_\_\_\_ ٤
- \_\_\_\_\_ ٥
- \_\_\_\_\_ ٦
- \_\_\_\_\_ ٧
- \_\_\_\_\_ ٨

EXERCISE

4.7

Write the correct Arabic verb to match the English.

EXAMPLE

لَعِبْتُ I played

- \_\_\_\_\_ they (masc.) drank ١
- \_\_\_\_\_ she rode ٢

- ٣ I requested \_\_\_\_\_
- ٤ you (fem.) sat \_\_\_\_\_
- ٥ we entered \_\_\_\_\_
- ٦ he fell \_\_\_\_\_
- ٧ she carried \_\_\_\_\_
- ٨ he stole \_\_\_\_\_
- ٩ you (masc.) returned \_\_\_\_\_
- ١٠ he resided \_\_\_\_\_
- ١١ they (fem.) danced \_\_\_\_\_
- ١٢ you (masc. pl.) reserved \_\_\_\_\_

EXERCISE

4.8

Now choose one of the verbs you created in Exercise 4.7 to fill in the blanks in the following sentences.

EXAMPLE

لَعِبْتُ التَّنِيسَ مَعَ صَدِيقِي.

- ١ القصر من الباب الأمامي. \_\_\_\_\_
- ٢ متى \_\_\_\_\_ من المطعم؟
- ٣ أختي ذَرَّاجَتها الجديدة. \_\_\_\_\_
- ٤ على المَسْرَح الكبير. \_\_\_\_\_
- ٥ الأولاد \_\_\_\_\_ عصير البرتقال.
- ٦ الخيمة على ظهرها. \_\_\_\_\_
- ٧ المفاتيح من المدير. \_\_\_\_\_
- ٨ هل لنا ثلاثة مقاعد؟ \_\_\_\_\_
- ٩ أخي من فوق الحصان. \_\_\_\_\_
- ١٠ اللصّ ساعتِي الذهبية. \_\_\_\_\_
- ١١ الوزير في الشقّة الواسعة. \_\_\_\_\_
- ١٢ هل \_\_\_\_\_ في الحديقة بعد الظهر يا نادية؟

## Attached pronouns with verbs

There are few things to note when adding attached pronouns to verbs, or *verb + preposition* combinations:

1. The final silent *alif* of the masculine plural is not included before an attached pronoun:

They (masc.) drank the juice. شَرِبُوا العَصِيرَ.

They (masc.) drank it. شَرِبُوهُ.

They (masc.) reserved the seats. حَجَزُوا المقَاعِدَ.

They (masc.) reserved them. حَجَزُوها.

2. In a *verb + preposition* combination, the attached pronoun should be added to the preposition and not to the verb itself:

We returned from the restaurant. رَجَعْنَا مِنَ المَطْعَمِ.

We returned from it. رَجَعْنَا مِنْهُ.

I searched for the boys. بَحَثْتُ عَنِ الأولَادِ.

I searched for them. بَحَثْتُ عَنْهُمْ.

The prepositions *إلى ilā (to)* and *على alā (on)* become *إليـ ilay-* and *عليـ alay-* before an attached pronoun:

I went to the school. نَهَبْتُ إِلَى المَدْرَسَةِ.

I went to it. نَهَبْتُ إِلَيْهَا.

Nadia sat on her spectacles. جَلَسْتُ نَادِيَةً عَلَى نَظَّارَتِهَا.

Nadia sat on them. جَلَسْتُ نَادِيَةً عَلَيْهَا.

3. The *ḍamma* of the attached pronouns *هُ*, *هُمْ*, and *هُنَّ* changes to *kasra* when following the sound *i*, *ī* or *ay*:

We danced in the street. رَقَصْنَا فِي الشَّارِعِ.

We danced in it. رَقَصْنَا فِيهِ.

Did you (fem.) drink the juice? هَلْ شَرِبْتِ العَصِيرَ؟

Did you drink it? هَلْ شَرِبْتِيهِ؟

I sat on the chair. جَلَسْتُ عَلَى الكُرْسِيِّ.

I sat on it. جَلَسْتُ عَلَيْهِ.

The teacher looked at the boys. نَظَرَ المَدْرَسَ إِلَى الأولَادِ.

The teacher looked at them. نَظَرَ المَدْرَسَ إِلَيْهِمْ.

(Note: Refer to the section "Attached pronouns" in Chapter 2 for more explanation.)

Shorten these sentences using attached pronouns.

EXAMPLE

لَعِبْتُ مَعَ صَدِيقِي. لَعِبْتُ مَعَهُ.

- ١ دَخَلُوا الْقَصْرَ.
- ٢ بَحَثْنَا عَنِ الْمَفَاتِيحِ.
- ٣ سَرَقُوا سَاعَتِي الذَّهَبِيَّةَ.
- ٤ زَهَبْنَا إِلَى الْمَكْتَبِ.
- ٥ رَقَضْتُ عَلَى الْمَسْرَحِ الْكَبِيرِ.
- ٦ الْأَوْلَادُ شَرَبُوا عَصِيرَ الْبَرْتَقَالِ.
- ٧ مَتَى رَجَعْتُمْ مِنَ الْمَطْعَمِ؟
- ٨ هَلْ جَلَسْتَ عَلَى النَّظَّارَةِ؟
- ٩ خَرَجْتَ الْحَشْرَاتِ مِنَ الشَّجَرَةِ.
- ١٠ خَرَجُوا مِنَ الْبَيْتِ.
- ١١ رَجَعْتُ إِلَى أَصْدِقَائِي.
- ١٢ جَلَسُوا عَلَى الْأَرْضِ.
- ١٣ نَظَرْتُ إِلَى الْبَنَاتِ.
- ١٤ رَسَمُوا هَذِهِ الصُّورَةَ الْجَمِيلَةَ.
- ١٥ سَمِعْنَا عَنْ هَذَا الشَّخْصِ.
- ١٦ الرِّجَالُ حَمَلُوا الْحَقِييبَةَ الثَّقِيلَةَ.

## Word order and singular/plural agreement

In Arabic the verb can come before or after the subject. This is largely a matter of emphasis and/or formality. If the subject is first, it is often preceded by *إِنَّ* in written Arabic. *إِنَّ* is not directly translatable, but comes close to the archaic English “verily.”

My sister rode her bicycle.

رَكَبَتْ أُخْتِي دَرَّاجَتَهَا. / (إِنَّ) أُخْتِي رَكَبَتْ دَرَّاجَتَهَا.

The thief stole my watch.

سَرَقَ اللَّصُّ سَاعَتِي. / (إِنَّ) اللَّصُّ سَرَقَ سَاعَتِي.

Mona cooked the vegetables.

طَبَخَتْ مَنَى الْخُضَارِ. / (إِنَّ) مَنَى طَبَخَتْ الْخُضَارِ.



إِنَّ Rewrite the sentences using

EXAMPLE

كَسَرَ الْوَلَدَ سَاعَتِي. إِنَّ الْوَلَدَ كَسَرَ سَاعَتِي.

١ دَخَلَ شُكْرِي الْغُرْفَةَ.

٢ دَفَعَتْ أُمِّي ثَمَنَ الْفِسْتَانِ.

٣ قَفَزَ الْحِصَانُ مِنْ فَوْقِ السِّيَاجِ (the fence).

٤ دَرَسَتْ ابْنَتِي اللُّغَةَ الْعَرَبِيَّةَ.

٥ شَرِبَ الْوَلَدَ عَصِيرَ الْبُرْتُقَالِ.

٦ خَرَجَتِ الْحَشْرَاتُ مِنَ الشَّجَرَةِ.

٧ ذَهَبَ الْمُدِيرُ إِلَى مَكْتَبِهِ.

٨ طَبَخَتْ لَيْلَى الْغَدَاءَ.

٩ سَرَقَ اللَّصُّ الْحَقِيْبَةَ.

١٠ تَرَكْتُ نَادِيَةَ الْمَفَاتِيحِ عَلَى الْمَائِدَةِ.

If a verb comes after a plural subject, it will also be plural:

The boys drank the orange juice.

(إِنَّ) الْأَوْلَادَ شَرَبُوا عَصِيرَ الْبُرْتُقَالِ.

The thieves stole my watch.

(إِنَّ) اللَّصُوصَ سَرَقُوا سَاعَتِي.

The (female) nurses entered the hospital.

(إِنَّ) الْمَرَضَاتِ دَخَلْنَ الْمُسْتَشْفَى.

However, if the verb is placed *before* a plural subject, it will be *singular*. Look again at the preceding sentences, this time with the verb placed first:

شَرِبَ الْأَوْلَادُ عَصِيرَ الْبُرْتُقَالِ.

سَرَقَ اللَّصُوصُ سَاعَتِي.

دَخَلَتِ الْمَرَضَاتُ الْمُسْتَشْفَى.

The verb is now either masculine or feminine singular, depending on the gender of the subject, but not plural.

## EXERCISE

## 4.11

Change these sentences to put the verb first.

EXAMPLE

إِنَّ الأَوْلَادَ دَخَلُوا الغُرْفَةَ. دَخَلَ الأَوْلَادُ الغُرْفَةَ.

١ إِنَّ الأَوْلَادَ شَرَبُوا العَصِيرَ.

٢ إِنَّ البَنَاتَ خَرَجْنَ مِنَ البَيْتِ.

٣ اللُّصُوصُ فَتَحُوا الشُّبَاكَ.

٤ كُلُّ أَصْدِقَائِي (my friends) رَقَصُوا فِي الحَفْلَةِ.

٥ إِنَّ المُدْرِّسَاتِ حَضَرْنَ الإِجْتِمَاعَ.

٦ الأَطْفَالُ رَسَمُوا صُورَةً جَمِيلَةً لِلْمُدْرِّسَةِ.

٧ الطَّالِبَاتُ (female students) دَخَلْنَ الجَامِعَةَ.

٨ إِنَّ الرِّجَالَ عَمِلُوا حَتَّى السَّاعَةِ التَّاسِعَةِ مَسَاءً.

Any second or subsequent verb after the subject will be plural:

singular verb + subject + plural verb

The actors went in and sat down in the theater.

دَخَلَ المُمَثِّلُونَ وَجَلَسُوا فِي المَسْرَحِ.

The girls opened the door and looked at the plane.

فَتَحَتِ البَنَاتُ البَابَ وَنَظَرْنَ إِلَى الطَّائِرَةِ.

## EXERCISE

## 4.12

Write the correct part of the past tense verb in parentheses to complete the sentences.

EXAMPLE

حَمَلَ (حمل) الرِّجَالُ الكُتُبَ الثَّقِيلَةَ وَذَهَبُوا (ذهب) إِلَى المَكْتَبَةِ.

١ \_\_\_\_\_ (جلس) المُمَثِّلُونَ وَ \_\_\_\_\_ (حفظ) المَسْرُوحِيَّةَ.

٢ \_\_\_\_\_ (خرج) البَنَاتُ وَ \_\_\_\_\_ (لعب) فِي الحَدِيقَةِ.

٣ \_\_\_\_\_ (سمع) أَصْدِقَائِي قِصَّتِي وَ \_\_\_\_\_ (ضحك).

- ٤ \_\_\_\_\_ (فتح) اللُّصُوصُ الشُّبَّانُكَ وَ \_\_\_\_\_ (سرق) الأُمُوالُ كُلَّها.
- ٥ \_\_\_\_\_ (ركب) الطَّالِبَاتُ القِطارَ وَ \_\_\_\_\_ (ذهب) إلى الجَامِعة.
- ٦ \_\_\_\_\_ (سقط) الأَوْلادُ مِنَ السِّيَّاحِ وَ \_\_\_\_\_ (جرح) رُؤُوسَهُم (their heads).
- ٧ \_\_\_\_\_ (ذهب) اللّاعِبُونَ إلى المَلْعَبِ وَ \_\_\_\_\_ (لبس) الشُّورت.
- ٨ \_\_\_\_\_ (دفع) الأَطْفالُ ثَمَنَ اللُّعْبِ وَ \_\_\_\_\_ (رجع) بها إلى البَيت.
- ٩ \_\_\_\_\_ (دخل) الجارات (female neighbors) المَطْبَخَ وَ \_\_\_\_\_ (طبخ) الغداءَ مَعاً.
- ١٠ \_\_\_\_\_ (ترك) النّاسُ الفُنْدُوقَ وَ \_\_\_\_\_ (رقص) في الشّارِع.

## Forming the past tense negative with ما

There are two ways of forming a past tense negative:

1. ما + past tense verb
2. لَمْ + modified present tense verb

The second method will be covered in Chapter 20 in the section "Past tense negative with لَمْ."

The simplest way of expressing a past tense negative is by adding ما (not) directly in front of a past tense verb. This produces the meaning of "didn't . . ." or "hasn't/haven't . . .":

- I didn't drink/haven't drunk the juice.      ما شَرِبْتُ العَصِيرَ.
- We didn't hear/haven't heard about this person here.      ما سَمِعْنَا عَن هَذَا الشَّخْصِ هُنَا.
- Nadia didn't cook/hasn't cooked the vegetables.      ما طَبَخَتْ نَادِيَةَ الخُضارِ.

### EXERCISE

### 4.13

Make these sentences and questions negative using ما.

EXAMPLE

فَهَمْتُ التَّعْلِيمات. ما فَهَمْتُ التَّعْلِيمات.

١ رَكِبْتُ الطَّائِرَةَ أَمْسَ.

٢ سَمِعُوا عَن هَذِهِ المَدِينَةِ.

٣ لِمَاذَا حَضَرْتَ هَذَا الإِجْتِمَاعَ؟

٤ حَفِظْنَا المَسْرُحِيَّةَ كُلَّها.

٥ خَرَجْتُ أُمِّي مِنْ عُرْفَتِهَا الْيَوْمَ.

٦ إِنَّ الطَّالِبَاتِ دَرَسْنَ الْفَرَنْسِيَّةَ السَّنَةَ الْمَاضِيَةَ.

٧ خَرَقْتُ الْخِطَابَاتِ وَالصُّورَ.

٨ لِمَاذَا تَرَكَتُمُ الْمَطْعَمَ؟

٩ طَلَبْتُ فَنْجَانَ قَهْوَةَ.

١٠ الْوَالِدَاتُ جَلَسُوا عَلَى الْأَرْضِ.

EXERCISE

4.14

Everyone is trying to help organize a family reunion, but only some things have been completed. Use the additional vocabulary and the prompts to make sentences.

flowers زُهُور

invitations دَعَوَات

hall صَالَة

قَائِمَة مَطْعَم

band فِرْقَة

falafel فَلَافِل

suit بَدَلَة

bread خُبْز

EXAMPLE

Nadia: reserve hall ✓/write invitations ✗ حَجَرْتُ نَادِيَةَ الصَّالَةِ وَلَكِنْ مَا كَتَبْتُ الدَّعَوَاتِ.

(Nadia reserved the hall but she didn't write the invitations.)

Shukri: reserve band ✓/search for his suit ✗ ١

Nadia's mother: go to market ✓/cook falafel ✗ ٢

Nadia's father: wash car ✓/pay for (the price of) the flowers ✗ ٣

Nadia's uncle (عَمِّ): write menu ✓/order (request) bread ✗ ٤

The children: draw the pictures ✓/memorize their play ✗ ٥

Now imagine you are asking questions about how the party arrangements are coming along. Look at Exercise 4.14 and write two questions and answers for each person. Use attached pronouns in your answers, as in the example.

EXAMPLE

Nadia هل حَجَرَتْ نادية الصالة؟ نعم، حَجَرْتُهَا.

(Did Nadia reserve the hall? Yes, she reserved it.)

هل كَتَبَت الدَّعَوَات؟ لا، ما كَتَبْتُهَا.

(Did she write the invitations? No, she didn't write them.)

Shukri ١

Nadia's mother ٢

Nadia's father ٣

Nadia's uncle ٤

The children ٥

## Changes to the object of verbs

Arabic has a system of grammatical case endings, largely confined to formal, religious and literary Arabic. Generally these case endings are written as additional final vowel marks and can stay on the peripheries of awareness, at least until the fundamentals are well established. However, from time to time the case endings affect the main spelling, and these instances need to be registered at an earlier stage. One of these instances concerns the *object* of verbs. The *subject* (الفاعل) of a verb is the person or thing that carries out an action and the *object* (المفعول به) is the person or thing that "receives" the action of a verb. In the sentence "Adel drank the juice," "Adel" is the subject and "the juice" is the object.

## Alif tanwīn

The object of a verb is grammatically *accusative*. If an Arabic noun is *accusative indefinite* (i.e., meaning *a/an* or *some*) and does not end in *tā' marbūṭa* (ة), it will usually be written with an additional *alif tanwīn* (أ pronounced *-an*). Compare the same sentences with definite and indefinite objects:

I wrote a letter to my mother.

كَتَبْتُ خِطَاباً لِأُمِّي.

I wrote the letter to my mother.

كَتَبْتُ الْخِطَابَ لِأُمِّي.

We didn't attend a meeting in the school yesterday.

مَا حَضَرْنَا إِجْتِمَاعاً فِي الْمَدْرَسَةِ أَمْسَ.

We didn't attend the school meeting yesterday

مَا حَضَرْنَا إِجْتِمَاعَ الْمَدْرَسَةِ أَمْسَ.

The children drew (some) pictures for the party

رَسَمَ الْأَطْفَالُ صُوراً لِلْحَفْلَةِ.

The children drew their pictures for the party.

رَسَمَ الْأَطْفَالُ صُورَهُمْ لِلْحَفْلَةِ.

Sameh cooked (some) delicious fish.

طَبَخَ سَامِحٌ سَمَكاً لَذِيذاً.

Sameh cooked the delicious fish.

طَبَخَ سَامِحٌ السَّمَكَ اللَّذِيذَ.

### EXERCISE

### 4-16

Translate the English into Arabic, using alif tanwīn where necessary.

EXAMPLE

حَجَرْتُ مِقْعَداً. I reserved a seat.

حَجَرْتُ الْمِقْعَدَ. I reserved the seat.

1 Did you (masc.) reserve a seat on the train? ١

2 My son drank (some) milk. ٢

3 The thieves stole my bag... ٣

4 ...and they stole a beautiful ring. ٤

5 Sameh carried a large bag. ٥

6 I carried the heavy books. ٦

7 We ordered (some) bread... ٧

8 ...but we didn't order the fish. ٨

## Sound masculine plural as the object of a verb

The sound masculine plural (SMP) is used for some groups of males (or of mixed gender). It is generally formed by adding **ون** to the singular word: **مُهَنْدِس/مُهَنْدِسُون** (*engineer/engineers*). This ending changes to **ين** when the SMP is the *object* of a verb whether definite or indefinite:

The engineers (subject) went to the tower.	ذَهَبَ المهندسون إلى البُرج.
We followed the engineers (object) to the tower.	تَبَعْنَا المهندسين إلى البُرج.
Some clowns (subject) jumped onto the stage.	قَفَزَ مُهَرَّجُونَ على المَسْرَح.
The boy drew some clowns (object) in his picture.	رَسَمَ الْوَلَدُ مُهَرَّجِينَ في صورته.

### EXERCISE

4.17

Put these sentences in the correct order.

EXAMPLE

إلى/المهندسون/المصنّع/ذَهَبَ ذَهَبَ المهندسون إلى المصنّع.

(The engineers went to the factory.)

١ القطار/رَكِبَ/المسافرون

٢ في/اللاعبين/سَمِعْنَا/الحديقة

٣ صالة/دَخَلَ/الوصول/الطيارون

٤ الممثلين/خطابي/ذَكَرْتُ/في

٥ الغداء/تَرَكَتُ/بعدَ/هل/الطباخين؟

٦ سوق/البقالون/خَرَجَ/الخضار/من

٧ الدرس/جَلَسَ/بعدَ/المدرّسون

٨ المدربين/لماذا/شَكَرَ/ما/اللاعبون؟

# Doubled verbs in the past tense

5

## Past tense formation

Doubled verbs have the same second and third root letters. There is a straightforward rule that you can apply to doubled verbs in all tenses to know whether second and third letters are written separately, or written together with a *shadda* (◌◌):

- ◆ If the pattern for regular verbs requires a *sukūn* (◌◌) over the third root letter, the doubled root letters are written separately:

(regular verb) I went	ذَهَبْتُ
(doubled verb) I answered/replied	رَدَدْتُ

- ◆ If the pattern for regular verbs requires a *vowel* over the third root letter, the doubled root letters are written together:

(regular verb) he went	ذَهَبَ
(doubled verb) he answered/replied	رَدَّ

The following table shows the complete past tense for the doubled verb رَدَّ (replied):

PAST TENSE ENDING	EXAMPLE		
SINGULAR			
I أَنَا	رَدَدْتُ	تُ	I answered/replied
you (masc.) أَنْتَ	رَدَدْتَ	تَ	you (masc.) answered/replied
you (fem.) أَنْتِ	رَدَدْتِ	تِ	you (fem.) answered/replied
he/it (masc.) هُوَ	رَدَّ	ـَ	he/it (masc.) answered/replied
she/it (fem.) هِيَ	رَدَّتْ	تْ	she/it (fem.) answered/replied
PLURAL			
we نَحْنُ	رَدَدْنَا	نَا	we answered/replied
you (masc. pl.) أَنْتُمْ	رَدَدْتُمْ	تُمْ	you (masc. pl.) answered/replied
you (fem. pl.) أَنْتُنَّ	رَدَدْتُنَّ	تُنَّ	you (fem. pl.) answered/replied
they (masc.) هُمْ	رَدَدُوا	وَا	they (masc.) answered/replied
they (fem.) هُنَّ	رَدَدْنَ	نَ	they (fem.) answered/replied



Translate these questions and sentences into Arabic.  
(Notice that "I answered/replied to" is رَدَدْتُ عَلَى.)

EXAMPLE

رَدَدْتُ عَلَى رسالتك. I answered your letter.

Did you (masc.) answer the telephone? ١

---

He answered his mother. ٢

---

We replied to the letter. ٣

---

Why didn't she answer yesterday? ٤

---

Did you (masc. pl.) reply to the invitation? ٥

---

When did you (fem.) reply to the manager? ٦

---

I replied yesterday. ٧

---

They (fem.) didn't answer the (female) teacher. ٨

---

## Common basic doubled verbs

Common basic doubled verbs include:

believed/thought

ظَنَّ

broadcast/spread

بَيَّنَّ

replied/answered

رَدَّ

proved/guided

دَلَّ

had suspicions/doubted

شَكَّ

finished/was completed

تَمَّ

included/joined

ضَمَّ

smelled

شَمَّ

cut

قَصَّ

counted

عَدَّ

stretched/extended

مَدَّ

went around/wrapped

لَفَّ

passed

مَرَّ

When the doubled root is written separately in the past, the vowel over the second root letter is usually *fatha*, but can be *kasra* (as it can be for regular verbs). All of the verbs in the preceding list are voweled with *fatha* except شَمَّ (*smelled*):

I replied رَدَدْتُ

I counted عَدَدْتُ

I smelled شَمِمْتُ

EXERCISE

5.2

Write the correct Arabic verb to match the English.

EXAMPLE

ظَنَنْتُ I believed

\_\_\_\_\_ they (masc.) counted ١

\_\_\_\_\_ he cut ٢

\_\_\_\_\_ I had suspicions ٣

\_\_\_\_\_ it (masc.) finished/was completed ٤

\_\_\_\_\_ she went around ٥

\_\_\_\_\_ it (masc.) broadcast ٦

\_\_\_\_\_ we smelled ٧

\_\_\_\_\_ you (masc.) guided/proved ٨

\_\_\_\_\_ they (fem.) included ٩

\_\_\_\_\_ you (fem.) believed ١٠

\_\_\_\_\_ I extended ١١

\_\_\_\_\_ you (fem. pl.) passed ١٢

EXERCISE

5.3

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

We smelled the scent of the flowers. شَمِمْنَا رَائِحَةَ الزُّهُورِ.

The fox smelled the scent of the barbecue. \_\_\_\_\_ ١

The building of the tower was completed a year ago. \_\_\_\_\_ ٢

The queen cut the red ribbon. \_\_\_\_\_ ٣

٤ هل \_\_\_\_\_ المال في مكتب المدير؟ Did you (masc.) count the money in the manager's office?

٥ \_\_\_\_\_ لي يده. He extended his hand to me.

٦ \_\_\_\_\_ إلى المعبد. We guided her to the temple.

٧ \_\_\_\_\_ في هذا الصَّرَاف مُنذُ سِنِينَ. They (fem.) have had suspicions about this cashier for years.

٨ في البداية \_\_\_\_\_ أنني سائح. In the beginning they (masc.) thought that I was a tourist.

٩ لماذا \_\_\_\_\_ حَوْلَ المِيدَانِ ثلاثَ مَرَّاتٍ؟ Why did you (masc. pl.) go around the square three times?

١٠ ما \_\_\_\_\_ على الهاتف. I didn't answer the phone.

١١ ما \_\_\_\_\_ المُدَرِّبَ لِلْفَرِيقِ. The coach didn't include me in the team.

١٢ \_\_\_\_\_ الضُّيُوفَ على المَطْعَمِ و \_\_\_\_\_ رائحةَ الطَّعامِ. The guests passed by the restaurant and smelled the food.

EXERCISE

5.4

Make the subject plural in these sentences and adjust the verb if necessary. (Remember that the verb remains singular if it comes before a plural subject.)

EXAMPLE

الضُّيُوفُ شَمَّ رائحةَ الطَّعامِ. الضُّيُوفُ شَمُّوا رائحةَ الطَّعامِ.

١ المهندسُ مرَّ على البُرْجِ. \_\_\_\_\_

٢ لماذا ما رَدَدْتُ؟ \_\_\_\_\_

٣ بَنَّتْ المَحَطَّةُ هذا الخَبَرَ أَمْسَ. \_\_\_\_\_

٤ هل شَكَّكَتِ في الطَّبَّاحِ؟ \_\_\_\_\_

٥ قَصَّتْ البِنْتُ الزُّهورَ في الحديقةِ. \_\_\_\_\_

٦ ما مرَّتْ الطَّائِرَةُ فوقَ أسبانيا. \_\_\_\_\_

٧ عَدَدْتُ الضُّيُوفَ عِنْدَ البابِ. \_\_\_\_\_

٨ لَفَّ الولدُ حَوْلَ الحديقةِ وَعَدَّ الشَّجَرَ. \_\_\_\_\_

## EXERCISE

## 5.5

Fawzi Abu Sha'ra is the king's barber. The strange story of how he became a barber was broadcast yesterday. Underline all the doubled verbs you can find in the text.

EXAMPLE

بَثَّ التِّلِفِيزِيُونُ أَمْسَ جِوَاراً.

بَثَّ التِّلِفِيزِيُونُ أَمْسَ جِوَاراً (an interview) مَعَ فَوْزِي أَبُو شَعْرَةَ حَلَّاقِ الْمَلِكِ:

”قِصَّتِي هِيَ أَنَّنِي شَكَّكْتُ وَأَنَا طِفْلٌ أَنْ عِنْدِي مَرَضٌ حَاطِرٌ (a serious illness) لِأَنَّني فِي يَوْمٍ مِنَ الْأَيَّامِ شَمِمْتُ رَائِحَةَ غَرِيبَةٍ عَلَى وَسَادَتِي (my pillow) فِي الصَّبَاحِ، ثُمَّ وَجَدْتُ شَعْرِي كُلَّهُ عَلَى الْوِسَادَةِ وَفِي رَأْسِي عَدَدْتُ ثَلَاثَ شَعْرَاتٍ فَقَط. أَنَا عَدَدْتُهَا بِنَفْسِي!

مَرَزْتُ مَعَ أَبِي عَلَى الْمُسْتَشْفِيَّاتِ وَلَفَفْتُ مَعَ أُمِّي عَلَى كُلِّ الْأَطِبَّاءِ (the doctors) وَلَكِنَّهُمْ رَدُّوا ”لَا أَمَل!“ ظَنَنْتُ أَنَّنِي سَأَعِيشُ حَيَاتِي (I would live my life) كُلَّهَا بِثَلَاثِ شَعْرَاتٍ فَقَط.

وَجَدَنِي الْمَلِكُ وَأَنَا تَحْتَ شَجَرَةٍ فِي الْحَدِيقَةِ فَمَدَّ يَدَهُ نَحْوِي، وَذَهَبْنَا إِلَى الْقَصْرِ وَضَمَّنِي إِلَى الْعُمَّالِ (workers). ثُمَّ قَصَصْتُ شَعْرَ الْمَلِكِ مَرَّةً وَيَعِدُ ذَلِكَ أَصْبَحْتُ (I became) حَلَّاقَهُ الْخَاصَّ. قِصَّتِي هِيَ دَلِيلٌ عَلَى أَنَّ الْحَيَاةَ غَرِيبَةٌ!

## EXERCISE

## 5.6

You are telling a friend about Fawzi's story. Change the text in Exercise 5.5 from قِصَّتِي (my story) to قِصَّتَهُ (his story).

EXAMPLE

بَثَّ التِّلِفِيزِيُونُ أَمْسَ جِوَاراً مَعَ فَوْزِي أَبُو شَعْرَةَ حَلَّاقِ الْمَلِكِ. قِصَّتُهُ هِيَ أَنَّهُ شَكَّ وَهُوَ طِفْلٌ...

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# Weak verbs in the past tense

Weak verbs are those that have either **و** or **ي** as one of their root letters. In Arabic, these two letters are unstable, sometimes representing the consonant sounds *w* and *y*, and sometimes the long vowel sounds *oo* and *ee*. It is this tendency to transform from a consonant to a vowel sound that makes these letters unstable or “weak.”

When **و** or **ي** appear as one of the root letters of a verb, the consonant sound can change to a long vowel in some patterns, to a short vowel in others, and occasionally drop out altogether.

Weak verbs are divided into three main categories, depending on which root letter is weak:

- ◆ *Assimilated*: the first root is weak; for example **و/ص/ل** (*to arrive*)
- ◆ *Hollow*: the second root is weak; for example **ق/و/ل** (*to say*)
- ◆ *Defective*: the third root is weak; for example **م/ش/ي** (*to walk*)

Some of the most common Arabic verbs are weak, and so it is important to master the various patterns.

## Assimilated verbs

Assimilated verbs have **و** or **ي** appearing as their first root letter. In practice, the overwhelming majority of assimilated verbs have **و** as their first root letter, with only a couple of common verbs having **ي** as the first root.

In the past tense, basic (form I) assimilated verbs behave entirely regularly because the weak letter is the initial sound of the verb and so keeps its full consonantal value:

they found	وَجَدُوا	he arrived	وَصَلَ
		we described	وَصَفْنَا

Common basic assimilated verbs in the past tense include:

promised	وَعَدَ	arrived	وَصَلَ
fell	وَقَعَ	described	وَصَفَ
stood up	وَقَفَ	found	وَجَدَ
gave birth	وَلَدَ	put/placed	وَضَعَ
was/became dry	يَبَسَ	jumped	وَتَبَّ
was/became certain	يَقِنَ	inherited	وَرِثَ
		weighed	وَزَنَ

## EXERCISE

## 6.1

Write the correct Arabic verb to match the English.

EXAMPLE

وَرِثُوا they (masc.) inherited

- \_\_\_\_\_ they (masc.) described ١
- \_\_\_\_\_ I promised ٢
- \_\_\_\_\_ she gave birth ٣
- \_\_\_\_\_ you (masc.) arrived ٤
- \_\_\_\_\_ we weighed ٥
- \_\_\_\_\_ he fell ٦
- \_\_\_\_\_ she stood up ٧
- \_\_\_\_\_ you (fem.) put ٨
- \_\_\_\_\_ they (fem.) jumped ٩
- \_\_\_\_\_ it (fem.) became dry ١٠
- \_\_\_\_\_ we arrived ١١
- \_\_\_\_\_ you (masc. pl.) inherited ١٢

## EXERCISE

## 6.2

What has everyone found? Your entire family has been searching for your house keys. Everyone has found something. Fill in the blanks with the correct part of the verb وَجَدَ.

EXAMPLE

(My mother found my book.) وَجَدَتْ أُمِّي كِتَابِي.

- ١ \_\_\_\_\_ أَبِي قَلَمِي.
- ٢ \_\_\_\_\_ أُخْتِي خَاتَمِي.
- ٣ \_\_\_\_\_ أَخِي سَاعَتِي.
- ٤ \_\_\_\_\_ جَدَّتِي قِلَادَتِي.
- ٥ كَلْبِي \_\_\_\_\_ جُورْبِي.
- ٦ أَطْفَالِي \_\_\_\_\_ مِعْطَفِي وَقُبْعَتِي وَجِرَامِي.
- ٧ بَنَاتِ عَمِّي \_\_\_\_\_ حَقِييبَتِي.
- ٨ أَنَا \_\_\_\_\_ مَفَاتِيحِي!

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

The train arrived on time. وَصَلَ القِطَارُ فِي مَوْعَدِهِ.

The grocer weighed the cheese and olives. البَقَّالُ الجُبْنَ والزَّيْتُونَ. \_\_\_\_\_ ١

Did you (masc.) find the gold ring? الخَاتِمَ الذَّهَبِيَّ؟ هل \_\_\_\_\_ ٢

Her grandmother promised her an expensive present. جَدَّتْهَا بِهَدِيَّةٍ غَالِيَةٍ. \_\_\_\_\_ ٣

I inherited this farm from my father. هذه المَزْرَعَةُ عَنْ أَبِي. \_\_\_\_\_ ٤

The rider fell off the horse. الفَارِسُ مِنْ فَوْقِ الحِصَانِ. \_\_\_\_\_ ٥

The flowers became dry in the sun. الزَهْرُورُ فِي الشَّمْسِ. \_\_\_\_\_ ٦

The boys described the features of the thief. مَلَامِحَ اللِّصِّ. إِنَّ الأَوْلَادَ \_\_\_\_\_ ٧

We stood in front of the ticket window. أَمَامَ شُبَّكَ التَّدَاكِرِ. \_\_\_\_\_ ٨

Where did you (fem.) put my ticket? تَذَكَّرْتِي؟ \_\_\_\_\_ ٩

My cow didn't give birth to a calf today. بَقَّرْتِي عِجلاً اليَوْمِ. ما \_\_\_\_\_ ١٠

## Hollow verbs

Hollow verbs have *و* or *ي* as their second, or middle, root letter. Hollow verbs often seem to have only two root letters, but this is because the middle root has changed into a long or short vowel, creating a "hollow" center.

he said قَالَ

I sold بَعْتُ

In the past tense, basic hollow verbs follow rules similar to those for doubled verbs:

- ◆ If the pattern for regular verbs requires a vowel over the third root letter, as with "he," "she," and "they" (masc.), a long *ā* (aa) appears instead of the middle root letter.

he said قَالَ

she visited زَارَتْ

they sold باعوا

- ◆ If the pattern for regular verbs requires a *sukūn* (°) over the third root letter, the middle root letter changes to a short vowel in hollow verbs; almost always to *u* (°) for verbs with *و* as the second root and *i* (°) for verbs with *ي*.

I said قُلْتُ

we visited زُرْنَا

you (masc. pl.) sold بَعْتُمْ

root = ب/ي/ع	root = ق/و/ل
he sold	he said
she sold	she said
they (masc.) sold	they (masc.) said
I sold	I said
you (masc.) sold	you (masc.) said
you (fem.) sold	you (fem.) said
we sold	we said
you (masc. pl.) sold	you (masc. pl.) said
you (fem. pl.) sold	you (fem. pl.) said
they (fem.) sold	they (fem.) said

EXERCISE

6.4

Write out the past tense conjugation for these hollow verbs, following the two preceding examples.

EXAMPLE

he visited زَارَ

root = ز/و/ر (visit)

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## Common hollow verbs in the past tense

Basic hollow verbs in the past tense with و as the second root letter include:

said	قال
visited	زار
returned	عاد
fasted	صام
stood up	قام
went round/turned	دار
melted	ذاب
wandered	طاف

Basic hollow verbs with ي as the second root letter include:

sold	باع
shouted	صاح
flew	طار
inclined/leaned	مال
increased	زاد
became	صار

Fill in the gaps with the correct part of the past tense hollow verb.

EXAMPLE

نحن عُدنا (عاد) من رحلتنا أمس.

١ أنا \_\_\_\_\_ (قال) هذا الكلام أكثر من مرّة.

٢ \_\_\_\_\_ (ذاب) الثلج في الربيع.

٣ يا نادية، هل \_\_\_\_\_ (زار) أمك في المستشفى؟

٤ \_\_\_\_\_ (طار) الحمامة فوق البحيرة.

٥ \_\_\_\_\_ (زار) الملك المصنّع الجديد.

٦ إنّ الديوك \_\_\_\_\_ (صاح) فجر اليوم.

٧ المسلمون \_\_\_\_\_ (صام) في شهر رمضان.

٨ هل أنتم \_\_\_\_\_ (باع) السيارة؟

٩ إنّ الأسعار \_\_\_\_\_ (زاد) هذا العام.

١٠ الطالبات \_\_\_\_\_ (قام) حين دخلت المدرسة.

Noura has written you an e-mail telling you about her vacation with her friends. Yesterday they visited the old city, and she bought a small rug (بساط صغير) in a carpet shop.

تحياتي من هذه المدينة الجميلة!

زُرنا صباح أمس المدينة القديمة. طُفنا حول أسوارها ودُرنا حتّى وصلنا إلى باب السوق.

وجَدنا بساطاً صغيراً في دُكان. أنا كان عندي بساط مثله ولكنني بَعْتُهُ لابنة عمّي.

فَمِلْتُ على البائع وقلتُ له "ما تَمَن البساط؟". قال البائع "مئة جُنيه" ولكن بعد ساعة باعَ البساط لنا بخمسين.

عُدنا إلى الفُنْدُق في المساء وقلنا للمدير إننا زِدنا شخصاً لأنّ أخي وصلَ إلى الفندق وصِرنا الآن ستّة

بدلاً من خمسة.

مع حُبّي،

نورا.

Imagine you are forwarding the e-mail to another friend. Rewrite it, changing it from the first person ("I" and "we") to the third person ("she" and "they").

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## كان (was/were)

Probably the most important hollow verb is the verb “to be.” Although it is not usually necessary in Arabic to include the verb “to be” in simple present tense sentences, a verb *is* required in the past tense:

Nadia is busy. نادية مشغولة.

Nadia was busy. كانت نادية مشغولة.

I am in Ahmed's house. أنا في بيت أحمد.

I was in Ahmed's house. كنت في بيت أحمد.

Is my son with you? هل ابني معكم؟

Was my son with you? هل كان ابني معكم؟

The root of the verb is ك/و/ن so it behaves like the hollow verb ق/و/ل (to say):

root = ك/و/ن

he was كان

she was كانت

they (masc.) were كانوا

I was كنت

you (masc.) were كنت

you (fem.) were كنت

we were	كُنَّا
you (masc. pl.) were	كُنْتُمْ
you (fem. pl.) were	كُنْتُنَّ
they (fem.) were	كُنَّ

Notice that "we" and "they (fem.\*)" are written with a *shadda* over the *nūn*:

كُنَّا = نا + كُنَّا  
كُنَّ = نَ + كُنَّ

EXERCISE

6.7

Put these sentences into the past tense.

EXAMPLE

أنا في وَسَطَ المدينة. كُنْتُ في وَسَطَ المدينة.

- ١ نَحْنُ في مِصرَ.
- ٢ شُكْرِي في المَكْتَبَةِ.
- ٣ سَمِيرَةَ في بَيْتِهَا.
- ٤ أنا أَمَامَ البَنْكِ.
- ٥ هل أَنْتِ مَشْغُولَةٌ؟
- ٦ هم مَعَ المُدْرَسِ.
- ٧ الفِئْرَانِ تَحْتَ المَائِدَةِ.
- ٨ هُنَّ في الحَدِيقَةِ.
- ٩ البُحِيرَةُ هَادِئَةٌ.
- ١٠ أَنْتِ المَدِيرِ.
- ١١ الرِّسَالَةُ طَوِيلَةٌ.
- ١٢ السِّيَّارَاتِ في الشَّارِعِ.
- ١٣ أَيْنَ أَنْتُمْ؟
- ١٤ البِقَالُونَ في سَوَاقِ الخُضَارِ.
- ١٥ هل أَنْتِ في المَدْرَسَةِ؟

When **كان** is followed by information (الخَبَر [news], grammatically called the predicate), this is treated as if it were the object (see the section “Changes to the object of verbs” in Chapter 4.) In other words, if the predicate is indefinite and does not end in *tā' marbūṭa* (ة), it will need to be written with the additional *alif tanwīn* (أ).

He is a cook.	هو طَبَّاح.
He was a cook.	كَانَ طَبَّاحًا.
The door is open.	الباب مَفْتُوح.
The door was open.	كَانَ الباب مَفْتُوحًا.
Are you (masc.) busy?	هل أَنْتَ مَشْغُول؟
Were you busy?	هل كُنْتَ مَشْغُولًا؟

Likewise, the sound masculine plural will change from **ون** to **ين**:

We are cooks.	نَحْنُ طَبَّاحُونَ.
We were cooks.	كُنَّا طَبَّاحِينَ.
They are engineers in Iraq.	هم مهندسون في العراق.
They were engineers in Iraq.	كانوا مهندسين في العراق.

EXERCISE

6.8

You are asking your friend a lot of questions about his recent vacation. Follow the prompts and form the questions, agreeing the adjective or adding *alif tanwīn* if necessary.

EXAMPLE

(Was the apartment large?) الشُّقَّة/كبير هل كانت الشُّقَّة كبيرة؟

١ الشُّقَّة/جديد

٢ الرِّحْلَة/قصير

٣ السيَّارة/سريع

٤ المنظر/جميل

٥ حَقِيبتك/خفيف

٧ ابنك/صبور

٨ البحر/هادي

٩ الطقس/حار

١٠ أنت/سعيد

EXERCISE

6.9

Now your friend is answering all your questions in Exercise 6.8, but he's not very happy. Every answer is negative! Write your friend's answers to the questions.

EXAMPLE

(No, the apartment wasn't large at all!) لا، ما كانت الشقة كبيرة إطلاقاً!

- ١ \_\_\_\_\_
- ٢ \_\_\_\_\_
- ٣ \_\_\_\_\_
- ٤ \_\_\_\_\_
- ٥ \_\_\_\_\_
- ٦ \_\_\_\_\_
- ٧ \_\_\_\_\_
- ٨ \_\_\_\_\_
- ٩ \_\_\_\_\_
- ١٠ \_\_\_\_\_

## Using كان to express “there was/were”

The verb كان (or the feminine كَانَتْ) can be placed in front of the phrase هناك (*there is/are*) to express “there was” or “there used to be”:

There is a dog in the garden. هناك كلب في الحديقة.

There was a dog in the garden. كان هناك كلب في الحديقة.

There is a school near the river. هناك مدرسة بجانب النهر.

There was a school near the river. كَانَتْ هناك مدرسة بجانب النهر.

There are many problems with this project. هناك مشاكل كثيرة في هذا المشروع.

There were many problems with this project. كانت هناك مشاكل كثيرة في هذا المشروع.

### EXERCISE

## 6·10

You visited a small town yesterday. What was it like? Describe the town using the prompts.

EXAMPLE

حديقة / متحف X

كَانَتْ هناك حديقة ولكن ما كان هناك متحف.

(There was a park but there wasn't a museum.)

١ سينما / مسرح X

٢ بنك / مكتب البريد X

٣ محلات كثيرة / سوق X

٤ جامع / كنيسة X

٥ مدرسة / جامعة X

٦ محطة أتوبيس / محطة قطار X

## Using كان to express “had/used to have”

The verb كان can also be placed in front of the phrases used to express “to have,” producing a past tense meaning:

I have a pain in my leg. عِنْدِي أَلَمٌ فِي رِجْلِي.

I had a pain in my leg. كَانَ عِنْدِي أَلَمٌ فِي رِجْلِي.

We have a house in the Red Sea. لَدَيْنَا بَيْتٌ فِي الْبَحْرِ الْأَحْمَرِ.

We used to have a house in the Red Sea. كَانَ لَدَيْنَا بَيْتٌ فِي الْبَحْرِ الْأَحْمَرِ.

They have three dogs. لَهُمْ ثَلَاثَةُ كِلَابٍ.

They used to have three dogs. كَانَ لَهُمْ ثَلَاثَةُ كِلَابٍ.

The grocer has fresh figs today. عِنْدَ الْبَقَّالِ تِينٌ طَازِجٌ الْيَوْمَ.

The grocer had fresh figs yesterday. كَانَ عِنْدَ الْبَقَّالِ تِينٌ طَازِجٌ أَمْسَ.

He has (with him) the key to the car. مَعَهُ مِفْتَاحُ السَّيَّارَةِ.

He had (with him) the key to the car. كَانَ مَعَهُ مِفْتَاحُ السَّيَّارَةِ.

### EXERCISE

## 6-11

Your friend is asking questions about you and your family, but his information is completely out of date. Correct your friend, using the prompts.

EXAMPLE

هل عِنْدَكُمْ شَقَّةٌ فِي الْقَاهِرَةِ؟ (السَّنَةُ الْمَاضِيَةُ) لَا، كَانَ عِنْدَنَا شَقَّةٌ فِي الْقَاهِرَةِ السَّنَةَ الْمَاضِيَةَ.

١ هل عِنْدَكُمْ كِلَابٌ؟ (السَّنَةُ الْمَاضِيَةُ)

٢ هل لَدَيْكُمْ دَرَّاجَةٌ مَكْسُورَةٌ؟ (الشَّهْرُ الْمَاضِي)

٣ هل عِنْدَكَ أَلَمٌ فِي رِجْلِكَ؟ (الْأُسْبُوعُ الْمَاضِي)

٤ هل عِنْدَ الْبَقَّالِ تِينٌ طَازِجٌ؟ (يَوْمَ السَّبْتِ الْمَاضِي)

٥ هل لَكُمْ سَيَّارَةٌ سَرِيْعَةٌ؟ (مُنْذُ سَنَةٍ)



٦ هل لصديقك بيت في البحر الأحمر؟ (مُنذُ سنَّين)

٧ هل لدى أمك شجرة طويلة في الحديقة؟ (مُنذُ ثلاثِ سنين)

٨ هل معك صُورُ اليوم؟ (أمس)

## Defective verbs

Defective verbs have *و* or *ي* as their third or final root letter. Basic (form I) defective verbs fall into one of three models, depending on the root and the vowelizing of the verbal stem.

- ◆ *Model 1*: *و* as the final root letter
- ◆ *Model 2*: *ي* as the final root letter and *fatha* as the second vowel of the past tense stem
- ◆ *Model 3*: *ي* as the final root letter and *kasra* as the second vowel of the past tense stem

Many common verbs are defective and so it is important to master the different models.

### Defective verbs: Model 1

In the past tense, defective verbs with *و* often behave regularly. The main exceptions are the parts of the verb for *هو* (*he/it*), *هي* (*she/it*), and *هم* (*they*).

root = ش/ك/و	
he complained	شَكَا
she complained	شَكَتْ
they (masc.) complained	شَكَوْا
I complained	شَكَوْتُ
you (masc.) complained	شَكَوْتَ
you (fem.) complained	شَكَوْتِ
we complained	شَكَوْنَا
you (masc. pl.) complained	شَكَوْتُمْ
you (fem. pl.) complained	شَكَوْتُنَّ
they (fem.) complained	شَكَوْنَ

Write out the past tense conjugation for these verbs, following the preceding example.

EXAMPLE

he requested رَجَا

root = ر/ج/و (to request) ١

1. رَجَا

2. رَجَا

3. رَجَا

4. رَجَا

5. رَجَا

6. رَجَا

7. رَجَا

8. رَجَا

9. رَجَا

10. رَجَا

root = د/ع/و (to invite/to summon) ٢

1. دَعَا

2. دَعَا

3. دَعَا

4. دَعَا

5. دَعَا

6. دَعَا

7. دَعَا

8. دَعَا

9. دَعَا

10. دَعَا

Another verb that follows the same pattern is بَدَا (appeared/seemed; root = د/و/ب).

Fill in the blanks with the correct verb in the past tense.

EXAMPLE

أنا شَكَوْتُ (شكا) من الخدمة.

- ١ نَحْنُ \_\_\_\_\_ (دعا) صديقنا على العشاء.
- ٢ هل أَنْتُمْ \_\_\_\_\_ (شكا) للمُدير؟
- ٣ أنا \_\_\_\_\_ (رَجَا) من النُّزلاء الإِمْتِنَاع من التَّدخين (refrain from smoking).
- ٤ \_\_\_\_\_ (بدا) عَلَيْهِم التَّعب من العَمَل.
- ٥ هُمْ \_\_\_\_\_ (شكا) من حَرارة المَكْتَب.
- ٦ لِمَاذَا ما \_\_\_\_\_ (دعا) المَدير للحَفلة يا نادية؟
- ٧ \_\_\_\_\_ (رَجَا) المَدْرَسَة من الأَوْلاد السُّكوت في الفَصَل.
- ٨ إِنَّ المَرَضَات \_\_\_\_\_ (شكا) للطَّيب.
- ٩ \_\_\_\_\_ (بدا) على أَبِي عَلامات الغَضَب (signs of anger).
- ١٠ \_\_\_\_\_ (دعا) الطَّبَّاخون أَصْدِقائهم على الغَداء.

## Defective verbs: Model 2

Model 2 defective verbs have *ي* as the final root letter and *fatha* as the second vowel of the past tense stem. They are similar to model 1, except the part of the verb for *هو* (*he/it*) is written with a final *alif maqṣūra* (*ى*) and the *و* is replaced with *ي* in the regular parts of the verb.

root = م/ش/ي

he walked مَشَى

she walked مَشَتْ

they (masc.) walked مَشَوْا

I walked مَشَيْتُ

you (masc.) walked مَشَيْتَ

you (fem.) walked مَشَيْتِ

we walked مَشَيْنَا

you (masc. pl.) walked مَشَيْتُمْ

you (fem. pl.) walked مَشَيْتُنَّ

they (fem.) walked مَشَيْنَ

Write out the past tense conjugation for these verbs, following the preceding example.

EXAMPLE

he threw رَمَى

root = ر/م/ي (to throw) ١

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

root = ب/ك/ي (to cry/to weep) ٢

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the correct part of the past tense verb in parentheses to complete the sentences.

EXAMPLE

نحن جَرِينَا (جرى) إلى الحديقة.

- ١ أنا \_\_\_\_\_ (مشى) فوق الجسر.
- ٢ لماذا أنتم \_\_\_\_\_ (جرى) من البيت؟
- ٣ ما \_\_\_\_\_ (رمى) أحمد القميص القديم.
- ٤ لماذا \_\_\_\_\_ (بكى) في المدرسة يا سَميرة؟
- ٥ \_\_\_\_\_ (رمى) القُرود (the monkeys) الموز و \_\_\_\_\_ (جرى) إلى الشجرة.
- ٦ ما \_\_\_\_\_ (جرى) نادية في سباق الأمّهات (the mothers' race).
- ٧ نحن \_\_\_\_\_ (بكى) في نهاية الفيلم.
- ٨ هم \_\_\_\_\_ (مشى) في الصّحراء لِمدّة طويلة.
- ٩ الأمّهات \_\_\_\_\_ (بكى) في المطار.
- ١٠ \_\_\_\_\_ (جرى) الأولاد وراء السيّارة و \_\_\_\_\_ (رمى) عليها الزُّهور.

### Defective verbs: Model 3

Model 3 defective verbs have *ي* as the final root letter but *kasra* as the second vowel of the past tense stem. This affects the way the past tense is conjugated. Although the pattern is largely regular, take note of how the *ي* drops out in the part of the verb for *هم* (they).

root = ن/س/ي

he forgot

نَسِيَ

she forgot

نَسِيَتْ

they (masc.) forgot

نَسُوا

I forgot

نَسَيْتُ

you (masc.) forgot

نَسَيْتَ

you (fem.) forgot

نَسَيْتِ

we forgot

نَسِينَا

you (masc. pl.) forgot

نَسَيْتُمْ

you (fem. pl.) forgot

نَسَيْتُنَّ

they (fem.) forgot

نَسِينَ

Write out the past tense conjugation for these verbs, following the preceding example.

EXAMPLE

he met لَقِيَ

root = ل/ق/ي (to meet) ١

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### General rules for writing hamza

Hamzated verbs have the "half-letter" hamza (أ) as one of the root letters.

Hamza is written on an alif (ا) or a yaa (ي) or a waw (و).

1. If the hamza is at the beginning of the verb, it is written on an alif (ا).

2. Otherwise, the letter carrying the hamza tends to relate to the vowel before it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If the hamza has no vowel before it (i.e. the letter is at the beginning of the word), it is written on an alif (ا) without dots (أ).

root = ر/ض/ي (to be pleased with) ٢

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Past tense conjugation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

they asked

we took

I read

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

we slowed down

she danced

I was fed up

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the verbs from Exercise 6.16 to translate the following into Arabic.

EXAMPLE

نسينا الزهور. We forgot the flowers.

I forgot his name. ١

Did you (fem.) forget my name? ٢

We met my mother in the market. ٣

Were you (masc.) pleased with (about) the workers? ٤

Nadia met Shukri in front of the cinema. ٥

Shukri forgot his ticket. ٦

Did Nadia forget her ticket? ٧

The engineers were pleased with the project. ٨

When did you (masc. pl.) meet the minister? ٩

We met him yesterday. ١٠

# Hamzated verbs in the past tense

7

## General rules for writing *hamza*

*Hamzated* verbs have the “half-letter” *hamza* (ء) as one of the root letters. *Hamzated* verbs behave largely regularly. The main consideration concerns how to write the *hamza*. The general rules for writing *hamza* are as follows:

1. If the *hamza* is at the beginning of the verb, it is written on an *alif* (أ).
2. Otherwise, the letter carrying the *hamza* tends to relate to the vowel before the *hamza*:
  - ◆ *fatha* before *hamza* = *hamza* written on *alif* (أ)
  - ◆ *ḍamma* before *hamza* = *hamza* written on *wāw* (ؤ)
  - ◆ *kasra* before *hamza* = *hamza* written on *yā'* without dots (ئ or يء)
3. If the *hamza* has no vowel before it (i.e., the letter before is written with a *sukūn*), then the preceding rules default to the vowel over the *hamza* itself.
4. If a pattern means you would need to write two *alifs*, these are combined as one with a *madda* sign above (آ), pronounced *ā*.

## Past tense formation

Since the past tense of basic verbs is largely voweled with *fatha*, the majority of basic (form I) *hamzated* verbs are written with the *hamza* on an *alif*:

he ate	أَكَلَ
they asked	سَأَلُوا
we took	أَخَذْنَا
I read	قَرَأْتُ

The main exceptions are the few *hamzated* verbs that have *ḍamma* or *kasra* as the second vowel on the past tense stem:

we slowed down/became slow	بَطُّونَا
she dared	جَرَّؤَتْ
I was fed up	سَنِمْتُ



## Common hamzated verbs in the past tense

Basic hamzated verbs with *hamza* as the first root letter include:

ate	أَكَلَ
took	أَخَذَ
ordered/commanded	أَمَرَ
apologized	أَسَفَ
hoped	أَمَلَ
permitted	أَذِنَ

Verbs with *hamza* as the second root letter include:

asked	سَأَلَ
was/became fed up	سِئِمَ

Verbs with *hamza* as the third root letter include:

began	بَدَأَ
read	قَرَأَ
slowed down/became slow	بَطَأَ
was brave/dared	جَرَأَ
filled	مَلَأَ

### EXERCISE

### 7.1

Write the correct Arabic verb to match the English.

EXAMPLE

قَرَأْنَا we read

- \_\_\_\_\_ you (masc.) began ١
- \_\_\_\_\_ I asked ٢
- \_\_\_\_\_ she filled ٣
- \_\_\_\_\_ he was fed up ٤
- \_\_\_\_\_ we permitted ٥
- \_\_\_\_\_ they (fem.) took ٦
- \_\_\_\_\_ you (fem.) dared ٧
- \_\_\_\_\_ you (masc. pl.) ate ٨
- \_\_\_\_\_ they (masc.) commanded/ordered ٩
- \_\_\_\_\_ we were bored ١٠
- \_\_\_\_\_ I apologized ١١
- \_\_\_\_\_ you (fem. pl.) read ١٢

## EXERCISE

## 7.2

Use the verbs from Exercise 7.1 to translate these sentences into Arabic.

EXAMPLE

سَيِّمْنَا من التكرار في الاجتماع. We were fed up by the repetition in the meeting.

١ I asked the manager about (عَنْ) the project. ١

٢ They (masc.) took the train to Cairo. ٢

٣ When did you (fem. pl.) read these books? ٣

٤ Samira filled the bottle with juice. ٤

٥ Why did you (masc.) begin (in) this research? ٥

٦ I apologized for (على) my lateness (تأخيري) yesterday. ٦

٧ Ahmed was fed up of the repetition in the film. ٧

٨ Did you (masc. pl.) eat the chocolate? ٨

## EXERCISE

## 7.3

Nadir made a list of everything he wanted to do yesterday and pinned it on his wall. His friend has just seen the list and is quizzing him about what was actually achieved. Play the part of Nadir and answer the friend's questions according to the prompts.

EXAMPLE

هل سَأَلْتِ أُمَّكَ عن الحَفْلة؟ نعم، سَأَلْتُهَا.

(Did you ask your mother about the party? Yes, I asked her.)

هل بَدَأْتَ في الكَيِّ؟ لا، ما بَدَأْتُ فِيهِ. (Did you start the ironing? No, I didn't start it.)

١ هل أَكَلْتَ الدَّجَاج؟ نعم،

٢ هل أَكَلْتَ المَكْرُونَةَ؟ لا،

٣ هل أَخَذْتَ الأولاد إلى المَدْرَسَةِ؟ نعم،

- ٤ هل أَخَذْتَ السَّيَّارَةَ إِلَى المِيكَانِيكِيِّ؟ لا، \_\_\_\_\_
- ٥ هل قَرَأْتَ الرِّسَالَةَ الإِلِكْترونيَّةَ مِنْ أُخْتِكَ؟ نَعَمْ، \_\_\_\_\_
- ٦ هل قَرَأْتَ رِسَالَةَ المُدْرِّسَةِ؟ لا، \_\_\_\_\_
- ٧ هل مَلَأْتَ الزُّجَاجَةَ بِالمَاءِ؟ نَعَمْ، \_\_\_\_\_
- ٨ هل أَخَذَ شُكْرِي كِتَابَهُ؟ نَعَمْ، \_\_\_\_\_
- ٩ هل أَخَذْتَ نَادِيَةَ حَقِيبَتِهَا؟ لا، \_\_\_\_\_
- ١٠ هل الأَوْلَادُ بَدَأُوا فِي المَشْرُوعِ؟ نَعَمْ، \_\_\_\_\_

EXERCISE

7.4

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

Have you (masc.) read the newspaper? هل قَرَأْتَ الجَرِيدَةَ؟

- ١ \_\_\_\_\_ الرُّجَاجَاتُ مِنَ البَيْرِ. We filled the bottles from the well.
- ٢ \_\_\_\_\_ المَدْرِّسُ لَهُمْ بالخُرُوجِ. The teacher allowed them to go out.
- ٣ \_\_\_\_\_ فِي بِنَاءِ البُرْجِ. They (masc.) began to build the tower.
- ٤ هل \_\_\_\_\_ السَّمَكُ كُلَّهُ أَمْسَ؟ Did you (masc. pl.) eat all the fish yesterday?
- ٥ \_\_\_\_\_ الشُّرْطِيُّ عَنِ الطَّرِيقِ. We asked the policeman about the way.
- ٦ ما \_\_\_\_\_ تَفَاصِيلَ العَقْدِ. You (fem.) didn't read the details of the contract.
- ٧ \_\_\_\_\_ كَلْبِي إِلَى الحَدِيقَةِ. I took my dog to the park.
- ٨ ما \_\_\_\_\_ مِنْ تَكَرَّارِ هَذِهِ اللَّعْبَةِ. We didn't get bored of repeating this game.
- ٩ \_\_\_\_\_ أُمِّي لِتَأخِيرِهَا عَنِ الحَفَلَةِ. My mother apologized for her lateness (in getting) to the party.
- ١٠ إِنْ البَنَاتُ مَا \_\_\_\_\_ هَوَاتِفَهُنَّ مَعَهُنَّ. The girls didn't take their cellphones with them.
- ١١ \_\_\_\_\_ جَدِّي بَعْدَ الجِرَاحَةِ. My grandfather became slow after the surgery.
- ١٢ كَيْفَ \_\_\_\_\_ عَلَى مَهَاجِمَتِهِ؟ How did they (masc.) dare to face him?
- ١٣ \_\_\_\_\_ مِنْ وُعودِكُمْ. I've become bored of your promises.
- ١٤ \_\_\_\_\_ أُمِّي أَنْ أَظَلَّ فِي حُجْرَتِي. My mother ordered me to stay in my room.
- ١٥ هل \_\_\_\_\_ عَنِ الحَفَلَةِ؟ Did you (masc.) ask them about the party?

# Dual verbs in the past tense

8

Dual verbs are formed in the past tense by adding <sup>ا</sup> (-ā) to the verbs for هو (he), هي (she), and أَنْتُمْ (you, pl.):

they both (masc.) went	هُمَا ذَهَبَا
they both (fem.) went	هُمَا ذَهَبَتَا
you two (masc. or fem.) went	أَنْتُمَا ذَهَبْتُمَا
they both (masc.) were	هُمَا كَانَا
they both (fem.) were	هُمَا كَانَتَا
you two (masc. or fem.) were	أَنْتُمَا كُنْتُمَا
they both (masc.) threw	هُمَا رَمَيَا
they both (fem.) threw	هُمَا رَمَتَا
you two (masc. or fem.) threw	أَنْتُمَا رَمَيْتُمَا

## EXERCISE

### 8.1

Change the subject of these sentences and questions from the singular to the dual.

EXAMPLE

المدير ذهب إلى الاجتماع. المديران ذهبَا إلى الاجتماع.

١ اللص أخذ ساعتني.

٢ أين كنت أمس؟

٣ الحارس كان عند الباب.

٤ هل نسيت مفاتيح السيارة؟

٥ المُوَظَّف رَدَّ عَلَى رِسَالَةِ المُدِيرِ.

٦ لِمَاذَا مَا بَحَثْتُ عَنِ العَمَلِ؟

٧ هَلِ البِنْتُ قَصَّتْ شَعْرَهَا؟

٨ المَرَأة ذَهَبَتْ إِلَى السُّوقِ فِي الصَّبَاحِ.

٩ أَنْتَ مَا عَرَفْتَ الطَّرِيقَ.

١٠ الوَلَدُ رَمَى الكُرَةَ.

١١ المَلَايِكُ (the boxer) بَطُّوْا بَعْدَ نِصْفِ سَاعَةٍ.

١٢ الغَرِيبُ (the stranger) سَأَلَنِي عَنِ فُنْدُقِ قَرِيبٍ.

## Past tense verb and subject order with the dual

As with the plural, if the verb is placed *before* a dual subject, it will be singular (either masculine or feminine depending on the gender of the subject):

The two dogs ran behind the car.

جَرَى الكَلْبَانِ وَرَاءَ السَّيَّارَةِ.

The two (female) teachers were at the door.

كَانَتِ المَدْرَسَاتَانِ عِنْدَ البَابِ.

The two correspondents returned and described the battle to us.

رَجَعَ المُرَاسِلَانِ وَوَصَفَا لَنَا المَعْرَكَةَ.

Notice in the last example that the first verb رَجَعَ (*returned*) is singular since it is before the subject المُرَاسِلَانِ (*the correspondents*), but the second verb وَصَفَا (*described*) is dual since it is after the subject.

Write the correct past tense verb in each blank to complete the sentences.

EXAMPLE

خَرَجَ (خرج) الرَّجُلَانِ مِنَ الْمَحَطَّةِ وَمَشَى (مشى) إِلَى الْفُنْدُقِ.

- ١ \_\_\_\_\_ (دفع) البنَّتانِ ثَمَنَ اللَّعْبِ وَ \_\_\_\_\_ (رجع) بِهَا إِلَى الْبَيْتِ.
- ٢ \_\_\_\_\_ (دخل) سَمِيرَةَ وَنَادِيَةَ الْمَطْبَخِ وَ \_\_\_\_\_ (بدأ) فِي الطَّبْخِ.
- ٣ \_\_\_\_\_ (حجز) الصَّدِيقَانِ الْمَطْعَمَ وَلَكِنَّهُمَا \_\_\_\_\_ (نسى) الزَّهْوَرَ.
- ٤ \_\_\_\_\_ (ذهب) الْمُدْرِسَتَانِ إِلَى النَّازِحِ (the principal) وَ \_\_\_\_\_ (شكا) مِنْ حَرَارَةِ الْفَصْلِ.
- ٥ \_\_\_\_\_ (جرى) الْكَلْبَانِ إِلَى الْحَدِيقَةِ بَعْدَ أَنْ \_\_\_\_\_ (شمَّ) رَائِحَةَ غُرْبِيَّةٍ.
- ٦ \_\_\_\_\_ (سكن) أَبِي وَأُمِّي فِي الرَّيْفِ وَلَكِنَّهُمَا \_\_\_\_\_ (عمل) فِي وَسْطِ الْمَدِينَةِ.
- ٧ \_\_\_\_\_ (جلس) نَادِيَةُ وَسَمِيرَةَ فِي السِّيْنَمَا وَ \_\_\_\_\_ (بكى) فِي نِهَائَةِ الْفِيلْمِ.
- ٨ \_\_\_\_\_ (أخذ) الْوَلَدَانِ الْحَقِيْبَةَ وَ \_\_\_\_\_ (حمل) إِلَى أُمَّهُمَا.

## The dual as the object or predicate of كان

The dual ending on nouns and adjectives changes from ان (-ān) to ين (-ayn) when it is the object of a verb or predicate of كان:

The team included two players from China.

الْفَرِيقُ ضَمَّ لَاعِبَيْنِ مِنَ الصِّينِ.

I carried the two large bags.

حَمَلْتُ الْحَقِيْبَتَيْنِ الْكَبِيرَتَيْنِ.

Both the managers were busy.

الْمُدِيرَانِ كَانَا مَشْغُولَيْنِ.

Were you two nurses in Yemen?

هَلْ كُنْتُمَا مُمَرِّضَتَيْنِ فِي الْيَمَنِ.

Translate these sentences and questions into Arabic.

EXAMPLE

سَأَلْنَا مُدِيرَيْنِ عَنِ الْعَقْدِ. We asked two managers about the contract.

We carried the two heavy boxes. ١

I asked the two boys (about) the way. ٢

Did he read the two books? ٣

They were both (male) engineers in Egypt. ٤

The meeting included two managers from China. ٥

They (fem.) were both tall and beautiful. ٦

Did you two ride the two horses? ٧

Were you two busy yesterday? ٨

I attended the two meetings. ٩

Nadia found two insects under the book. ١٠

The thief stole two beautiful rings. ١١

I threw (away) the two old shirts. ١٢

# • III •

## Regular basic verbs

# PRESENT/FUTURE TENSE

The second of the two basic Arabic tenses is the present/future, or imperfect, known in Arabic as **المضارع**. This tense is used to talk about events or states happening in the present, or that will happen in the future.

As with the past tense (see Part II), present/future verbs are based on the root letters. However, the root is a little less obvious, and so it is often easier to study present/future verbs after gaining confidence with the basics of the past tense.

## Present tense formation

As with the past tense, the present tense is formed by including additions on a verbal stem. These additions indicate the subject of the verb. The present tense stem is based on the root letters of the verb but displays a different vowel pattern from the past tense stem. In the present tense, the additions are generally prefixes (added to the front of the stem), but also sometimes suffixes (endings).

The present tense stem for basic forms of regular verbs has a vowel over the middle root letter, but not over the first root letter.

شرب

أشرب

يشرب

The subject prefix for **أشرب** (I drink), third person masculine singular is **هو** (he). When this is put in front of a present tense stem, for example **يشرب** (he drinks), you create the verb meaning "he drinks/is drinking," **هو يشرب**.

هو يشرب

هو يكتب

هو يمشي

Basic form I verbs that have a **كـ** as their middle vowel in the past tense (see "Past tense formation and uses" in Chapter 11) generally have **ا** as the vowel on the present tense stem: **شرب** (he drank) **يشرب** (he drinks). However, for other than I regular verbs, there is no automatic way of knowing what the middle vowel of the present tense stem is. We will show the **ا** prefix vowel over the present tense stem; dictionaries sometimes show it this way or show the vowel in brackets after the verb.



# Regular basic verbs

9

The present (or imperfect) tense is used to express both the habitual (“I drink”) or the continuous (“I am drinking”):

Every day I drink a cup of coffee after dinner.      كُلُّ يَوْمٍ أَشْرَبُ فِنْجَانَ قَهْوَةٍ بَعْدَ الْعِشَاءِ.

I am drinking a cup of coffee now.      أَشْرَبُ فِنْجَانَ قَهْوَةٍ الْآنَ.

## Present tense formation

As with the past tense, the present tense is formed by including additions on a verbal stem. These additions indicate the subject of the verb. The present tense stem is based on the root letters of the verb but displays a different vowel pattern from the past tense stem. In the present tense, the additions are generally prefixes (added to the front of the stem), but also sometimes suffixes (endings).

The present tense stem for basic (form I) regular verbs has a vowel over the middle root letter, but not over the first root letter:

drinks	شَرِبَ
sits	جَلَسَ
goes out	خَرَجَ

The subject prefix for هو (*he/it*, third person masculine singular) is يَ (*ya-*). When this is put in front of a present tense stem, for example شَرِبَ (*shrab*), you create the verb meaning “he drinks/is drinking,” يَشْرَبُ (*yashrab*):

he drinks/is drinking	يَشْرَبُ
he sits/is sitting	يَجْلِسُ
he goes out/is going out	يَخْرُجُ

Basic form I verbs that have a *kasra* as their middle vowel in the past tense (see “Past tense formation and uses” in Chapter 4), generally have *fatha* as the vowel on the present tense stem: شَرِبَ (*shariba*)/يَشْرَبُ (*yashrab*), “he drank/he drinks.” However, for other form I regular verbs, there is no automatic way of knowing what the middle vowel of the present tense stem is. We will show the correct vowel over the present tense stem; dictionaries sometimes show it this way or show the vowel in brackets after the verb.

Make verbs from the present tense stems using the subject prefix for هو. Then give the meaning in English based on your knowledge of the root letters.

EXAMPLE

خرج يَخْرُجُ *he goes out/is going out*

_____	١ غَسِلَ
_____	٢ نَهَبَ
_____	٣ كَتَبَ
_____	٤ حَمَلَ
_____	٥ طَبَخَ
_____	٦ فَهَمَ
_____	٧ تَرَكَ
_____	٨ رَجَعَ
_____	٩ رَسَمَ
_____	١٠ لَعَبَ
_____	١١ حَرِقَ
_____	١٢ ضَحَكَ

All the singular and plural parts of the present tense verb are shown in the following table. The prefix *ya-* (يَ) is associated with the third person (he/they) and *ta-* (تَ) with the second person (you). Notice that *أنتِ* (feminine singular *you*) is the only singular part of the verb to have a suffix as well as a prefix, but that *نحنُ* (*we*) is the only plural part that *does not* have a suffix.

	PREFIX/ SUFFIX	EXAMPLE	
<b>SINGULAR</b>			
I أَنَا	أَ	أَجْلِسُ*	I sit/am sitting
you (masc.) أَنْتَ	تَ	تَجْلِسُ*	you (masc.) sit/are sitting
you (fem.) أَنْتِ	تَ/يْنَ	تَجْلِسِينَ	you (fem.) sit/are sitting
he/it (masc.) هُوَ	يَ	يَجْلِسُ*	he/it (masc.) sits/is sitting
she/it (fem.) هِيَ	تَ	تَجْلِسُ*	she/it (fem.) sits/is sitting
<b>PLURAL</b>			
we نَحْنُ	نَ	نَجْلِسُ*	we sit/are sitting
you (masc. pl.) أَنْتُمْ	تَ/وْنَ	تَجْلِسُونَ	you (masc. pl.) sit/are sitting
you (fem. pl.) أَنْتُنَّ	تَ/نَّ	تَجْلِسْنَ	you (fem. pl.) sit/are sitting
they (masc.) هُمْ	يَ/وْنَ	يَجْلِسُونَ	they (masc.) sit/are sitting
they (fem.) هُنَّ	يَ/نَّ	يَجْلِسْنَ	they (fem.) sit/are sitting

\*These parts of the present tense verb include a final *damma* (أَجْلِسُ *ajlisu*, I sit; يَشْرَبُ *yashrabu*, he drinks, etc.). However, this final vowel is only pronounced in more formal modern standard Arabic.

Write out the conjugation for these present tense verbs, following the example in the preceding table.

EXAMPLE

I wash/am washing أَغْسِلُ

present tense stem = غَسِبِلُ (washes) ١

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present tense stem = خَرَجُ (goes out) ٢

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## Present tense stems of regular roots

Here are the present tense stems of regular roots introduced in Part I. The present tense stem is easier to remember if you include the prefix *ya-*.

leaves	يَتْرُكُ	follows	يَتَّبِعُ	searches	يَبْحَثُ
reserves	يَحْجِزُ	gathers	يَجْمَعُ	sits	يَجْلِسُ
attends	يَحْضُرُ	burns	يَحْرِقُ	happens	يَحْدُثُ
goes out	يَخْرُجُ	carries	يَحْمِلُ	saves/memorizes	يَحْفَظُ
pushes/pays	يُدْفَعُ	studies	يُدْرُسُ	comes in	يَدْخُلُ
returns	يَرْجِعُ	goes	يَذْهَبُ	mentions	يَذْكُرُ
rides	يَرْكَبُ	dances	يَرْقُصُ	draws	يَرْتَمُ
falls	يَسْقُطُ	steals	يَسْرِقُ	plants	يَزْعُ
drinks	يَشْرَبُ	hears	يَسْمَعُ	resides	يَسْكُنُ
hits	يَضْرِبُ	laughs	يَضْحَكُ	makes	يَصْنَعُ
appears	يَظْهَرُ	requests	يَطْلُبُ	cooks	يَطْبُخُ
opens	يَفْتَحُ	learns	يَعْلَمُ	knows	يَعْرِفُ
kills	يَقْتُلُ	washes	يَغْسِلُ	works/functions	يَعْمَلُ
closes	يَقْفِلُ	understands	يَفْهَمُ	does	يَفْعَلُ
breaks	يَكْسِرُ	jumps	يَقْفِزُ	cuts	يَقْطَعُ
holds	يُمْسِكُ	hates	يَكْرَهُ	writes	يَكْتُبُ
descends	يَهْبُطُ	plays	يَلْعَبُ	wears	يَلْبَسُ
escapes	يَهْرُبُ	looks	يَنْظُرُ	goes down	يَنْزِلُ

### EXERCISE

## 9.3

Write the correct part of the present tense verb based on the root letters, and then give the meaning in English.

EXAMPLE

*we sit/are sitting* جلس (نحن) نَجْلِسُ

\_\_\_\_\_ ١ نظر (أنا)

\_\_\_\_\_ ٢ ضحك (نحن)

\_\_\_\_\_ ٣ سمع (هو)

\_\_\_\_\_ ٤ كتب (أنت)

\_\_\_\_\_ ٥ جمع (أنتم)

٦ طلب (هم)

٧ ترك (هي)

٨ لعب (أنت)

٩ حجز (أنتم)

١٠ فهم (هن)

EXERCISE

9.4

Write the correct Arabic verb to match the English.

EXAMPLE

تَذْهَبُ you (masc.) go/are going.

I carry/am carrying ١

he drinks/is drinking ٢

you (masc.) wash/are washing ٣

you (fem.) mention/are mentioning ٤

we study/are studying ٥

she falls/is falling ٦

they (fem.) search/are searching ٧

you (masc. pl.) burn/are burning ٨

they (masc.) dance/are dancing ٩

you (fem. pl.) ride/are riding ١٠

Important factors for sentence structure include:

- ◆ There is usually no need to include a separate subject pronoun with a verb.

We are looking for an apartment by the sea.

نَبَّحْتُ عَنْ شَقَّةٍ عَلَى الْبَحْرِ.

Every Saturday they (masc.) play football in the club.

كُلَّ يَوْمٍ سَبْتٍ يَلْعَبُونَ كُرَةَ الْقَدَمِ فِي النِّادِي.

- ◆ A verb coming *before* a plural subject will be singular.

Every year the scientists attend the conference at the university.

كُلَّ سَنَةٍ يَحْضُرُ الْعُلَمَاءُ الْمُؤْتَمَرَ فِي الْجَامِعَةِ.

The pupils go out after the lesson and drink cola together

يَخْرُجُ التَّلَامِيذُ بَعْدَ الدَّرْسِ وَيَشْرَبُونَ كُولَا مَعًا.

- ◆ An indefinite object of a verb will be usually be written with an additional *alif tanwīn* (أ) if it does not end in *tā' marbūṭa* (ة).

I hear strange stories about this house.

أَسْمَعُ قِصَصاً غَرِيبَةً عَنْ هَذَا الْبَيْتِ.

In spring we plant flowers in the garden.

فِي الرَّبِيعِ نَزَعْنَا زُهُوراً فِي الْحَدِيقَةِ.

**Note:** See “Word order and singular/plural agreement” and “Changes to the object of verbs” in Chapter 4 for more details.

EXERCISE

9.5

*Zeinah has specific activities for each day of the week. Describe her week using the prompts.*

EXAMPLE

تَلْعَبُ زَيْنَةُ كُرَةَ الْقَدَمِ يَوْمَ السَّبْتِ. Saturday/play football

Saturday/play tennis ١

Sunday/go to the market ٢

Monday/cook the falafel ٣

Tuesday/ride her horse ٤

Wednesday/wash the clothes ٥

Thursday/study English (الإنجليزية) ٦

Friday/go to the cinema ٧

Now imagine you are Zeinah, and write the sentences from Exercise 9.5 again.

EXAMPLE

أَلْعَبُ كُرَةَ الْقَدَمِ يَوْمَ السَّبْتِ.

\_\_\_\_\_ ١

\_\_\_\_\_ ٢

\_\_\_\_\_ ٣

\_\_\_\_\_ ٤

\_\_\_\_\_ ٥

\_\_\_\_\_ ٦

\_\_\_\_\_ ٧

Choose a verb from the list to fill in the gaps in the sentences and questions. Then write the correct vowels on the verb.

نبحث      يحرق      تغسلين      تضحكون      تترك      أشرب  
يجمعن      يذهب      يدرسون      تسمع      تذهبين

EXAMPLE

هل تذهبين إلى السوق كلَّ يوم يا سميرة؟

١ لماذا \_\_\_\_\_ يا أولاد؟

٢ \_\_\_\_\_ الشاي بالحليب.

٣ هل \_\_\_\_\_ سيَّارتك يوم السبت يا ليلي؟

٤ يا سمير، هل \_\_\_\_\_ الموسيقى قَبْلَ النَّوْمِ؟

٥ نادية دائماً \_\_\_\_\_ حَقِيبَتِهَا فِي وَسَطِ الْغُرْفَةِ!

٦ العُلَمَاءُ \_\_\_\_\_ الحَشْرَاتِ فِي الْغَابَةِ.

٧ المَدْرَسَاتُ \_\_\_\_\_ أَوْرَاقَ الْإِمْتِحَانِ.

٨ الصَّيَّادُ \_\_\_\_\_ إِلَى النَّهْرِ فِي الْفَجْرِ.

٩ \_\_\_\_\_ عَنِ شَقَّةِ عَلَى الْبَحْرِ.

١٠ \_\_\_\_\_ الخَشَبِ فِي الشِّتَاءِ.

Your mother has asked you to look after the house while she's away for a couple of months, but it seems she doesn't trust things to run smoothly in her absence. She is calling you to check on whether you have remembered everything. Answer her questions following the prompt. Use attached pronouns in your answers, as in the example.

EXAMPLE

(Did you cook lunch?) هل طَبَخْتَ الغداء؟ (كلّ يوم)

(Of course, I cook it every day.) طَبِعاً، أَطْبُخُهُ كلّ يوم

- ١ هل غَسَلْتَ الأطباق؟ (كلّ يوم)
- ٢ هل قَفَلْتُ الباب؟ (كلّ مساء)
- ٣ هل حَضَرْتَ الإِجْتِمَاع في المدرسة؟ (كلّ أسبوع)
- ٤ هل حَجَزْتَ تَذَكُّرَةَ القِطَار؟ (كلّ يوم سبت)
- ٥ هل ذَهَبْتَ إلى السوق. (كلّ يوم اثنين)
- ٦ هل دَفَعْتَ الإيجار (rent). (كلّ شهر)
- ٧ هل كَتَبْتَ نادية دُروسها (her lessons)؟ (كلّ يوم أحد)
- ٨ هل الأولاد غَسَلُوا السَّيَّارَةَ؟ (كلّ يوم جُمعة)
- ٩ هل البنات لَعِبْنَ التَّنِيس؟ (كلّ أسبوع)
- ١٠ هل خَرَجْتُمْ مع الكلب؟ (كلّ صباح)
- ١١ هل رَكَبْتُمْ درَاجَاتِكُمْ؟ (كلّ أسبوع)
- ١٢ هل زَرَعْتُمْ الزهور في الحديقة؟ (كلّ ربيع)

## Forming the negative with لا

The present tense negative is formed by putting لا directly in front of the verb:

I don't drink tea with milk.

لا أَشْرَبُ الشاي بالحليب.

My father doesn't go to the center of town every day.

لا يَذْهَبُ أَبِي إلى وَسَطِ المَدِينَةِ كلّ يوم.

Why don't you (masc.) collect stamps?

لماذا لا تَجْمَعُ طَوَائِعَ البَرِيدِ؟



Make these sentences and questions negative.

EXAMPLE

أدرُسُ الفَرَنْسِيَّةَ. لا أدرُسُ الفَرَنْسِيَّةَ.

- ١ أذهب إلى هذا المطعم.
- ٢ نطلب منكم شيئاً.
- ٣ يحجز لي أحمد مقعداً بجانب الشُّبَّاك.
- ٤ يركب عمي الحصان يوم الجمعة.
- ٥ إنها ترقص في الأفراح.
- ٦ ندرُسُ الرِّياضيَّات كلَّ يوم.
- ٧ لماذا تدفعين الإيجار كلَّ أسبوع؟
- ٨ يسمَعُ التلاميذ الجرس فيجلسون على الأرض.
- ٩ نشرب القهوة بعد العشاء.
- ١٠ يزرع المزارع (the farmer) هذا الحقل في الصيف.

## never لا . . . أبداً

The concept of “never” is expressed in Arabic by using a negative verb with **أبداً**. For example, **لا أطنخ أبداً** (*I never cook [literally, I don't cook ever]*):

I never drink tea with milk.

لا أشرب الشاي بالحليب أبداً.

You (fem.) never leave your bag in the room.

لا تتركين حقيبتك في الغرفة أبداً.

Munira works long hours and feels that her family and friends don't pull their weight. She is telling you about all the things they never do to help her. Use the prompts to make sentences.

EXAMPLE

Nadia: لا تطبخ نادية الغداء أبداً!

Shukri: wash the car ١

Zeinah: go to the market ٢

My friend, Fatima: write to me ٣

Samira: play with her sister ٤

Ahmed: close the door ٥

My husband, Anas: attend meetings at the school ٦

the boys: ride their bicycles ٧

the girls: wear their new clothes ٨

The same structure can be used for a question, for example لِمَاذَا لَا تَطْبُخُ أَبَدًا؟ (Why do you [masc.] never cook? [or Why don't you ever cook?]).

EXERCISE

9.11

Bravely, you have decided to confront Munira's family and friends and ask them why they never do things to help her. Look at Exercise 9.10 and write a question for each person or group.

EXAMPLE

لِمَاذَا لَا تَطْبُخِينَ الْغَدَاءَ أَبَدًا، يَا نَادِيَةَ؟

- \_\_\_\_\_ ١
- \_\_\_\_\_ ٢
- \_\_\_\_\_ ٣
- \_\_\_\_\_ ٤
- \_\_\_\_\_ ٥
- \_\_\_\_\_ ٦
- \_\_\_\_\_ ٧
- \_\_\_\_\_ ٨

# Expressing the future

10

## سَوْفَ and سَـ

The present (or imperfect) tense can also be used to express the future, usually with the addition of the independent word سَوْفَ *sawfa* or its contracted equivalent سَـ *sa-*. These express the concept of both the English “will” and “is (am/are) going to”:

We will go to the vegetable market tomorrow. سَوْفَ نَذْهَبُ إِلَى سَوْقِ الْخُضَارِ غَدًا.

I'm going to play football in the club next Friday. سَأَلْعَبُ كُرَّةَ الْقَدَمِ فِي النَّادِي يَوْمَ الْجُمُعَةِ الْقَائِمِ.

My son will leave school after the exams. سَيَتْرُكُ ابْنِي الْمَدْرَسَةَ بَعْدَ الْإِمْتِحَانَاتِ.

Nadia is going to wear the red dress to the party. سَوْفَ تَلْبَسُ نَادِيَةَ الْفُسْتَانَ الْأَحْمَرَ فِي الْحَفْلَةِ.

### EXERCISE

## 10.1

Fill in the correct future verb to match the English translation, using either سَوْفَ or سَـ.

EXAMPLE I will study Arabic next year. سَأَدْرُسُ/سَوْفَ أُدْرَسُ الْعَرَبِيَّةَ فِي الْعَامِ الْقَائِمِ.

١ We will enter through (from) this door. من هذا الباب. \_\_\_\_\_

٢ He's going to ride the horse tomorrow. الحصان غداً. \_\_\_\_\_

٣ Samira will pay the right price for it. له التَّمَنُّ الْمُنَاسِبِ. \_\_\_\_\_

٤ أبي تَحْتَ الشَّجَرَةِ وَ \_\_\_\_\_ إِلَى الْمَنْظَرِ.

My father will sit under the tree and look at the view.

٥ إن الأطفال \_\_\_\_\_ تَمَثَالًا مِنْ هَذِهِ الْعُطَبِ.

The children are going to make a sculpture from these boxes.

٦ الْكَنْزُ مَدْفُونٌ هُنَا وَأَنَا \_\_\_\_\_ عَنْهُ.

The treasure is buried here and I will search for it.

٧ \_\_\_\_\_ مِنْهَا قِصَصاً غَرِيبَةً. You (masc. pl.) will hear strange stories from her.

٨ \_\_\_\_\_ الْهَدِيَّةَ بَعْدَ الْعِشَاءِ. I'll open the present after dinner.

٩ \_\_\_\_\_ الْمُهَنْدِسُونَ الْمُؤْتَمَرَ وَ \_\_\_\_\_ بَعْدَ الظُّهْرِ.

The engineers will attend the conference and will return in the afternoon.

١٠ \_\_\_\_\_ الْبَنَاتُ صُوراً وَبَعْدَ ذَلِكَ فِي الْحَدِيقَةِ.

The girls are going to draw pictures and after that they are going to play in the park.

EXERCISE

10.2

Nour is expecting a visit from three of his friends tomorrow. He is excited about their visit and has written them an e-mail with all the things he is planning. Read the e-mail and underline all the examples of verbs referring to the future.

EXAMPLE

سوف تذهبون إلى وسط المدينة.

يا أصدقائي،

الغد هو يوم زيارتكم!

سوف تذهبون إلى وسط المدينة بالباص، وستنزلون أمام البنك القطري. بيتنا قريب من هناك. في البيت سنشرب قهوة وبعد ذلك سنخرج. أولاً سنذهب إلى النادي، وأخي يوسف سيذهب معنا أيضاً. سنلعب كرة القدم وكرة السلة هناك وسوف نرجع في الساعة الواحدة للغداء. قالت أمي إنها ستطبخ لنا الغداء.

بعد الظهر سوف نحضر حفلة موسيقية، وسنسمع المغني اللبناني المشهور رفيق خوري. حجزت أربع تذاكر أمس، ولكننا سندفع غداً. أخيراً سوف أذهب معكم إلى محطة الباص في المساء.

أنا في إنتظاركم!

صديقكم نور

EXERCISE

10.3

Find these phrases in Nour's e-mail in Exercise 10.2.

EXAMPLE

سوف نحضر حفلة موسيقية. We will attend a music concert.

١ After that we will go out.

٢ We will pay tomorrow.

٣ You will get off in front of the Qatari Bank.

My brother, Yusuf, will go with us. ٤

\_\_\_\_\_

She will cook (the) lunch for us. ٥

\_\_\_\_\_

We will play football and basketball. ٦

\_\_\_\_\_

We will drink coffee. ٧

\_\_\_\_\_

We will hear the famous Lebanese singer. ٨

\_\_\_\_\_

We will return at one o'clock. ٩

\_\_\_\_\_

I will go with you to the bus station. ١٠

\_\_\_\_\_

We will go to the club. ١١

\_\_\_\_\_

EXERCISE

10.4

Using your answers to Exercise 10.3 for reference, translate these phrases into Arabic.

EXAMPLE

سوف أحضر حفلة موسيقية. I will attend a music concert.

After that he will go out. ١

\_\_\_\_\_

They (masc.) will pay tomorrow. ٢

\_\_\_\_\_

You (fem.) will get off in front of the Qatari Bank. ٣

\_\_\_\_\_

My sister, Samira, will go with us. ٤

\_\_\_\_\_

They (fem.) will cook lunch for us. ٥

\_\_\_\_\_

I will play football and basketball. ٦

You (masc.) will drink coffee. ٧

You (masc. pl.) will hear the famous Lebanese singer. ٨

She will return at one o'clock. ٩

We will go with you to the bus station. ١٠

You (fem. pl.) will go to the club. ١١

## Questions about the future

In general, سَ (sa-) rather than سَوْفَ (sawfa) is used when forming questions about the future:

Where will you (fem.) go after lunch?

أَيْنَ سَتَذْهَبِينَ بَعْدَ الْغَدَاءِ؟

Is Ahmed going to attend the meeting next Saturday?

هَلْ سَيَحْضُرُ أَحْمَدُ الْإِجْتِمَاعَ يَوْمَ السَّبْتِ الْقَادِمِ؟

How are they (masc.) going to break the lock?

كَيْفَ سَيَكْسِرُونَ الْقَفْلَ؟

### EXERCISE

### 10.5

Translate these questions into Arabic.

EXAMPLE

هل سَتَذْهَبُ مَعِيَ إِلَى مَحَطَّةِ الْباصِ؟ Will you (masc.) go with me to the bus station?

Is Samira going to cook the fish? ١

Where will you (fem.) play basketball? ٢

How am I going to pay? ٣

Will they (masc.) carry the bag? ٤

When will the manager return? ٥

\_\_\_\_\_

What are we going to drink? ٦

\_\_\_\_\_

Where will you (masc. pl.) leave my books? ٧

\_\_\_\_\_

Are the new (female) teachers going to work tomorrow? ٨

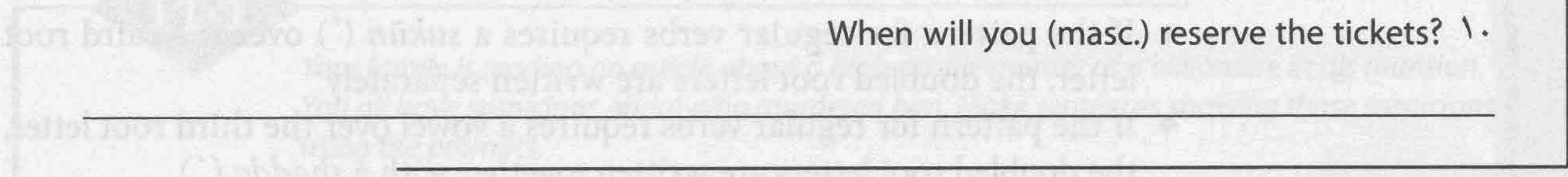
\_\_\_\_\_

What is going to happen next Saturday? ٩

\_\_\_\_\_

When will you (masc.) reserve the tickets? ١٠

\_\_\_\_\_



EXAMPLE	SUFFIX	REGULAR	IRREGULAR
أنا	أنا	أنا	أنا
أنت	أنت	أنت	أنت
هو	هو	هو	هو
هي	هي	هي	هي
نحن	نحن	نحن	نحن
تو	تو	تو	تو
هم	هم	هم	هم
هن	هن	هن	هن

# Doubled verbs in the present tense

## Present tense formation

The rules for writing the doubled root letters in verbs apply to the present tense as well as the past tense:

- ◆ If the pattern for regular verbs requires a *sukūn* (°) over the third root letter, the doubled root letters are written separately
- ◆ If the pattern for regular verbs requires a vowel over the third root letter, the doubled root letters are written together with a *shadda* (ˆ)

Any final *damma* in the present tense (e.g., *yashrabu* يَشْرَبُ) must be taken into account when the rules for doubled verbs are applied. This leaves only the relatively uncommon feminine plurals requiring a *sukūn* over the third root letter in the present tense pattern for regular verbs (see the table in “Present tense formation,” Chapter 9), and effectively means that the doubled root is almost always written together with a *shadda* (ˆ).

(regular verb) he goes	يَذْهَبُ
(doubled verb) he answers	يَرُدُّ
(regular verb) we jump	نَقْفِزُ
(doubled verb) we doubt	نَشْكُ
(regular verb) they (fem.) play	يَلْعَبْنَ
(doubled verb) they (fem.) cut	يَقْضِضْنَ

The following table shows the complete present tense for the doubled verb *يشكُّ* (*doubt/have suspicions about*).

	PREFIX/ SUFFIX	EXAMPLE	
SINGULAR			
I	أَ	أَشْكُ	I doubt
you (masc.)	تَ	تَشْكُ	you (masc.) doubt
you (fem.)	تِ/يْنَ	تَشْكَيْنَ	you (fem.) doubt
he/it (masc.)	يَ	يَشْكُ	he doubts
she/it (fem.)	تَ	تَشْكُ	she doubts



## PLURAL

PLURAL	PREFIX/ SUFFIX	EXAMPLE	
we نَحْنُ	نَـ	نَشُكُّ	we doubt
you (masc. pl.) أَنْتُمْ	تَـ/وَنَ	تَشُكُّونَ	you (masc. pl.) doubt
you (fem. pl.) أَنْتُنَّ	تَـ/نَ	تَشُكُّنَ	you (fem. pl.) doubt
they (masc.) هُمْ	يَـ/وَنَ	يَشُكُّونَ	they (masc.) doubt
they (fem.) هُنَّ	يَـ/نَ	يَشُكُّنَ	they (fem.) doubt

## EXERCISE

## 11.1

Your family is reading an article about a high-profile murder of a billionaire in his mansion. You all have suspicions about who murdered him. Make sentences showing these suspicions, using the prompts.

EXAMPLE

(My mother suspects the cook.) أُمِّي - الطَّبَّاحُ أُمِّي تَشُكُّ فِي الطَّبَّاحِ.

١ أُمِّي - الابنة

٢ أُخْتِي - السائق

٣ أَخِي - الزوجة

٤ جَدِّي - الابن

٥ جَدَّتِي - الممرضة

٦ أولاد أُخْتِي - المحاسب

٧ بنات أَخِي - البستاني (the gardener)

٨ أَنَا - عامل النظافة (the cleaner)

# Common basic doubled verbs

Common basic doubled verbs in the present tense include:

believes/thinks	يُظَنُّ	broadcasts/spreads	يُبَيِّنُ
replies/answers	يُرَدُّ	proves/indicates	يَدُلُّ
smells	يُشَمُّ	has suspicions/doubts	يَشْكُ
counts	يُعَدُّ	includes/joins	يَضُمُّ
goes around/wraps	يُلْفُّ	cuts	يَقْصُّ
passes	يَمُرُّ	stretches/extends	يَمُدُّ

The most common middle vowel for doubled verbs is *damma* but this can vary:

wants	يُودُّ	is completed/is finished	يَتِمُّ
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**EXERCISE**

**11.2**

Write the present tense or future tense verb to match the English.

EXAMPLE

تَقْصُّ she cuts

- \_\_\_\_\_ they (masc.) believe ١
- \_\_\_\_\_ I will prove ٢
- \_\_\_\_\_ we wrap ٣
- \_\_\_\_\_ you (fem.) pass ٤
- \_\_\_\_\_ she doesn't answer ٥
- \_\_\_\_\_ we broadcast ٦
- \_\_\_\_\_ it (masc.) doesn't include ٧
- \_\_\_\_\_ you (masc.) don't want ٨
- \_\_\_\_\_ they (fem.) will count ٩
- \_\_\_\_\_ you (masc. pl.) smell ١٠
- \_\_\_\_\_ it (fem.) will be finished ١١
- \_\_\_\_\_ you (fem. pl.) doubt ١٢

## EXERCISE

## 11.3

Change these sentences and questions to match the new subject in parentheses, adjusting the verbs as necessary.

EXAMPLE

لا يَرُدُّ على السُّؤال. (هي) لا تَرُدُّ على السُّؤال.

- ١ يَقْصُونَ الصُّورَ مِنَ الْمَجَلَّاتِ. (نحن)
- ٢ هل تَشْكُ في الأَسْعَارِ؟ (أنتم)
- ٣ نَمَرَ على هذه اللَّافِتَةِ (this sign) كُلَّ يَوْمٍ. (أنا)
- ٤ أَبَتُّ مُدَوَّنَتِي (my blog) على الإنْتِرَنْتِ. (هو)
- ٥ سَوْفَ يَشْمُونَ رَائِحَةَ السَّمَكِ. (هنَّ)
- ٦ إِنَّهُمْ لَا يَظُنُّونَ أَنَّ هُنَاكَ أَمَلٌ. (هي)
- ٧ سَوْفَ أَدَلِّكَ على الطَّرِيقِ. (هم)
- ٨ أَلَا تَدُلُّونَ الضُّيُوفَ إلى مَقَاعِدِهِمْ؟ (أنتِ)

## EXERCISE

## 11.4

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

We will show the guests to their seats. سوف نَدُلُّ/سَنَدُلُّ الضُّيُوفَ إلى مَقَاعِهِمْ.

- ١ I will count the guests at the door. الضُّيُوفَ عند الباب.
- ٢ إِنَّ الْمُوظَّفِينَ \_\_\_\_\_ على الهاتفِ. The employees don't answer the telephone.
- ٣ \_\_\_\_\_ أن نَذْهَبَ إلى الاجتماعِ. We want to go to the meeting.
- ٤ هل \_\_\_\_\_ أن هذا الرَّجُلُ جاسوسٌ؟ Do you (masc.) think that this man is a spy?
- ٥ \_\_\_\_\_ على الرسالة الإلكترونية غداً. I will answer the e-mail tomorrow.
- ٦ إنها \_\_\_\_\_ بسبب الزُّكامِ. She can't (does not) smell because of (her) congestion.
- ٧ \_\_\_\_\_ الطَّبِيبُ في نَتِيجَةِ التَّحْلِيلِ. The doctor doesn't doubt the result of the analysis.
- ٨ هذه القَنَاة \_\_\_\_\_ البَرَامِجِ الرِّياضِيَّةِ. This channel doesn't broadcast sports programs.
- ٩ \_\_\_\_\_ بفترةِ انتِعاشِ اِقْتِصَادِيٍّ. We are passing through a period of economic recovery.
- ١٠ لماذا \_\_\_\_\_ المِنْشَفَةَ حَوْلَ رَأْسِكِ؟ Why don't you (fem.) wrap the towel around your head?

# Weak verbs in the present tense

Weak verbs are those that have either **و** or **ي** as one of their root letters. As with the past tense (see Part II), these two letters are unstable in the present tense, sometimes representing the consonant sounds *w* and *y*, sometimes representing vowel sounds, and occasionally disappearing altogether.

## Assimilated verbs

Assimilated verbs have **و** or **ي** as their first root letter. In the past tense, basic (form I) assimilated verbs behave entirely regularly (see Chapter 6, "Weak verbs in the past tense"). However, in the present tense the initial **و** drops out:

he arrived	وَصَلَ
he arrives/is arriving	يَصِلُ
we put/placed	وَضَعْنَا
we put/are putting	نَضَعُ
they found	وَجَدُوا
they find/are finding	يَجِدُونَ

The exception is doubled verbs that also have **و** as their first root letter. These verbs follow the pattern for doubled verbs (see Chapter 11):

he wanted	وَدَّ
he wants	يُودُّ

The (uncommon) assimilated verbs with **ي** as the initial root letter are regular in both the past and the present tenses:

it was/became dry	يَبَسَ
it is/becomes dry	يَبْسُ

# Common basic assimilated verbs in the present tense

Assimilated verbs tend to have *kasra* as the middle vowel, but some have *fatha*:

describes	يَصِفُ	arrives	يَصِلُ
puts/places	يَضَعُ	finds	يَجِدُ
leaves/lets	يَدَعُ	jumps	يَتَّبِعُ
weighs	يَزِنُ	inherits	يَرِثُ
falls	يَقَعُ	promises	يَعِدُ
gives (fem.) birth	تَلِدُ	stops/stands	يَقِفُ
		is/becomes dry	يَيْبَسُ

**EXERCISE**

**12.1**

Write the present tense or future tense verb to match the English.

EXAMPLE

سوف نَصِلُ/سَنَصِلُ we will arrive

- \_\_\_\_\_ I weigh ١
- \_\_\_\_\_ he will find ٢
- \_\_\_\_\_ we are not describing ٣
- \_\_\_\_\_ you (masc.) put ٤
- \_\_\_\_\_ she is standing ٥
- \_\_\_\_\_ we will inherit ٦
- \_\_\_\_\_ they (masc.) are not jumping ٧
- \_\_\_\_\_ it (masc.) will become dry ٨
- \_\_\_\_\_ you (fem.) let/leave ٩
- \_\_\_\_\_ you (masc. pl.) don't promise ١٠
- \_\_\_\_\_ she gives birth ١١
- \_\_\_\_\_ you (fem. pl.) will fall ١٢

**Hollow verbs**

Hollow verbs have *ha* or *ay* as the middle vowel. They also follow the same general rules for the past tense as Chapter 6.

- If the pattern for regular verbs requires a vowel over the second root letter, a *hamza* ( ) is placed over the middle root letter.
- If the pattern for regular verbs requires a vowel ( ) over the third root letter, the middle root letter changes to a short vowel in hollow verbs: always *a* ( ) for verbs with *ha* as the second root and *i* ( ) for verbs with *ay*.

As for double verbs, any final *ha* in the present tense (e.g. *yaḥabib*) must be taken into account, but the rules are different. Effectively this means that all verbs of present tense hollow verbs, except the relatively few, whose feminine plurals are distinguished by a long vowel (e.g. *yaḥabibun*), in the past tense the long vowel in the middle is always

Change these sentences and questions from the past tense to the present tense.

EXAMPLE

ما وَصَلَ القِطارَ قبل الساعة الواحدة. لا يَصِلُ القِطارَ قبل الساعة الواحدة.

١ وَزَنَ البَقَالُ الجُبْنَ والزَّيْتُونَ.

٢ وَجَدْتُ صُوراً كَثِيراً على الإنترنت.

٣ وَعَدْتُ جَدَّتَهَا بِهَدِيَّةٍ غَالِيَةٍ.

٤ وَقَفَ القِطارُ في قَرِيَّتِنَا.

٥ وَصَفْنَا السَّبَّاقَ في الراديو.

٦ إِنَّ الأَوْلَادَ وَصَفُوا مَلَامِحَ اللِّصِّ.

٧ وَقَفْنَا أَمَامَ شُبَّانِ التَّدَاكِرِ.

٨ يَبْسُتُ الزُّهُورُ بِسَبَبِ حَرَارَةِ الشَّمْسِ.

٩ هل وَضَعْتَ البَيْتَزا في الفُرْنِ صباحاً؟

١٠ لماذا ما وَثَبْتُمْ من فوق السور؟

Nadia went out for the morning and was expecting a number of things to happen. But when she returns nothing seems to have changed. She asks her mother, who assures Nadia that everything will happen in the afternoon. Answer Nadia's questions.

EXAMPLE

هل وَضَعَتِ الْغَسِيلَ فِي الْغَسَّالَةِ؟ لا، سَأَضَعُهُ فِي الْغَسَّالَةِ بَعْدَ الظُّهْرِ.

١ هل وَجَدْتِ مِفْتَاحَ السَّيَّارَةِ؟

٢ هل وَزَنْتِ الْأُرْزَ؟

٣ هل وَضَعْتِ الْأُورَاقَ فِي الدَّرَجِ؟

٤ هل وَعَدْتِ سَمِيرَةَ بِدِرَاجَةٍ جَدِيدَةٍ؟

٥ هل وَضَعْتِ سَمِيرَةَ مَلَابِسَهَا فِي غُرْفَتِهَا؟

٦ هل وَصَلَ الْبَرِيدُ؟

٧ هل الْأَوْلَادُ وَصَلُوا مِنَ الْمَدْرَسَةِ؟

٨ هل وَصَفَ أَحْمَدُ الْحَقِيْبَةَ الْمَفْقُودَةَ لِلشُّرْطَةِ؟

## Hollow verbs

Hollow verbs have *و* or *ي* as their second or middle root letter. In the present tense, hollow verbs also follow the same general rules as for the past tense (see Chapter 6).

- ◆ If the pattern for regular verbs requires a *vowel* over the third root letter, a long vowel appears instead of the middle root letter.
- ◆ If the pattern for regular verbs requires a *sukūn* (°) over the third root letter, the middle root letter changes to a short vowel in hollow verbs: almost always *u* (◌ُ) for verbs with *و* as the second root and *i* (◌ِ) for verbs with *ي*.

As for doubled verbs, any final *ḍamma* in the present tense (e.g., *يَشْرَبُ* *yashrabu*) must be taken into account when the rules are applied. Effectively this means that all parts of present tense hollow verbs, except the relatively uncommon feminine plurals, are characterized by a long vowel in the place of the second root letter. In the past tense the long vowel in the middle is always

a long *ā*. However, in the present tense it is a long *ī* if the second root letter is *ي*, and usually a long *ū* if the second root letter is *و*:

he says	يَقُولُ
I visit	أُزِيرُ
they wander	يَطُوفُونَ
he flies	يَطِيرُ
we shout	نُصِيحُ
they sell	يَبِيعُونَ

The following table shows the complete present tense for the two common hollow verb types.

	TO FLY (ط/ي/ر)	TO SAY (ق/و/ل)
SINGULAR		
I أَنَا	أَطِيرُ	أَقُولُ
you (masc.) أَنْتَ	تَطِيرُ	تَقُولُ
you (fem.) أَنْتِ	تَطِيرِينَ	تَقُولِينَ
he/it (masc.) هُوَ	يَطِيرُ	يَقُولُ
she/it (fem.) هِيَ	تَطِيرُ	تَقُولُ
PLURAL		
we نَحْنُ	نَطِيرُ	نَقُولُ
you (masc. pl.) أَنْتُمْ	تَطِيرُونَ	تَقُولُونَ
you (fem. pl.) أَنْتُنَّ	تَطِرْنَ	تَقُلْنَ
they (masc.) هُمْ	يَطِيرُونَ	يَقُولُونَ
they (fem.) هُنَّ	يَطِرْنَ	يَقُلْنَ

EXERCISE

12.4

Write out the present tense conjugation for these hollow verbs, following the two preceding examples.

EXAMPLE

I return/am returning. أَعُودُ

root = ع/و/د (to return) ١

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٢ root = ب/ي/ع (to sell)

## Common hollow verbs in the present tense

The present tense of basic hollow verbs with و as the second root letter include:

says	يَقُول
visits	يَزُور
returns	يَعُود
fasts	يَصُوم
stands up	يَقُوم
goes round/turns	يَدُور
melts/dissolves	يَذُوب
walks around/wanders	يَطُوف

The present tense of basic hollow verbs with ي as the second root letter include:

sells	يَبِيع
shouts	يَصِيح
flies	يَطِير
inclines/leans	يَمِيل
increases	يَزِيد
becomes	يَصِير

## EXERCISE

## 12.5

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

I visit my mother every day. أزور أمي كل يوم.

- 1 This journalist is telling (is saying) the truth. هذا الصحفي الحَقِيقَةُ \_\_\_\_\_
- 2 Fatima fasts three days every month. فاطمة ثلاثة أيام كل شهر. \_\_\_\_\_
- 3 I get up from my seat with difficulty. من مقعدي بِصُعُوبَةٍ. \_\_\_\_\_
- 4 المِلْح \_\_\_\_\_ في الماء. Salt dissolves in water. \_\_\_\_\_
- 5 حَوْلَ الكَعْبَةِ أَتْنَاءَ الحَجِّ. \_\_\_\_\_
- They (masc.) walk around the Ka'aba during the pilgrimage.
- 6 المَحْرَكَاتِ وَالْمَصْنَعِ يَعْمَلُ. \_\_\_\_\_
- The engines turn and the factory operates.
- 7 إِنَّ السُّوَّاحَ \_\_\_\_\_ المَعَابِدِ الأَثَرِيَّةِ فِي الأَقْصَرِ.
- The tourists visit the ancient temples in Luxor.
- 8 عَدَدُنَا كُلَّ يَوْمٍ. \_\_\_\_\_
- Our number increases every day.
- 9 الدُّيُوكِ فِي الفَجْرِ. \_\_\_\_\_
- The roosters crow (shout) at dawn.
- 10 البُرْجِ إِلَى اليَمِينِ. \_\_\_\_\_
- The tower leans to the right.
- 11 الآنَ إِلَى المَوْضُوعِ الأَصْلِيِّ. \_\_\_\_\_
- We are returning now to the original subject.
- 12 الحَمَامَاتِ حَوْلَ الحَقْلِ. \_\_\_\_\_
- The pigeons are flying around the field.
- 13 أَفْضَلَ أنواعِ الصابونِ. \_\_\_\_\_
- They (fem.) sell the best types of soap.

## EXERCISE

## 12.6

Now use the vocabulary in Exercise 12.5 to help you translate these sentences and questions into Arabic.

EXAMPLE

متى سيعودون إلى البُرجِ؟ When will they (masc.) return to the tower?

This house leans to the left. ١

Why are you (fem.) shouting? ٢

The engine turns with difficulty. ٣

They (masc.) sell the best types of salt. ٤

Samira always visits her mother on Saturday. ٦

The number of tourists increases every year. ٧

Does soap dissolve in water? ٨

I don't fast because of my illness. ٩

When will you (masc.) tell me the truth? ١٠

How will you (masc. pl.) return to the factory? ١١

They (fem.) are walking around the tower. ١٢

## Hollow verbs such as نام/ينام (to sleep)

There is a third category of hollow verbs that behaves unusually. Although the verbs have *و* as the second root letter, in the past tense they behave like verbs that have *ي* as a middle root, and in the present tense they display the long vowel *ā* in the middle (rather than *ū* as might be expected). Although this category is relatively uncommon, it does contain some high-frequency verbs, notably *نام/ينام* (to sleep) and *خوف/يخوف* (to fear/to be afraid).

The following table shows the complete past and present tenses for the verb *نام/ينام* (to sleep).

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	نِمْتُ	أَنَامُ
you (masc.) أَنْتَ	نِمْتَ	تَنَامُ
you (fem.) أَنْتِ	نِمْتِ	تَنَامِينَ
he/it (masc.) هُوَ	نَامَ	يَنَامُ
she/it (fem.) هِيَ	نَامَتْ	تَنَامُ

(continued)

## PLURAL

	PAST TENSE	PRESENT TENSE
we	نَحْنُ	نَنَامُ
you (masc. pl.)	أَنْتُمْ	تَنَامُونَ
you (fem. pl.)	أَنْتُنَّ	تَنَمْنَ
they (masc.)	هُمْ	يَنَامُونَ
they (fem.)	هُنَّ	يَنَمْنَ

## EXERCISE

## 12.7

Samira is having a large number of house guests to stay for a family wedding. The sleeping arrangements are complicated, and guests have to be moved around, as do the family pets. Describe where everyone slept yesterday; and where they will be sleeping tonight using the prompts. (Remember the rules about plural subjects. See "Word order and singular/plural agreement" in Chapter 4.)

## EXAMPLE

الخال سامي/غرفة أحمد/غرفة الجلوس

أمس نامَ الخال سامي في غرفة أحمد ولكنه سَيَنَامُ الليلة في غرفة الجلوس.

(Yesterday Uncle Sami slept in Ahmed's room, but he will be sleeping tonight in the sitting room.)

١ الخالة فاطمة/غرفة سارة/غرفة ماري

٢ أبو سميرة/فندق/غرفة أحمد

٣ سميرة/غرفتها/غرفة سارة

٤ أطفال سميرة/غرفة الجلوس/غرفة الطعام

٥ بنات سامي/غرفة ماري/المكتب

٦ أولاد فاطمة/المكتب/خيمة في الحديقة

٧ الببغاء (the parrot)/الحمام/المطبخ

٨ الكلاب/المطبخ/الجراج

## سَيَكُون (will be)

Although it is not usually necessary in Arabic to include the verb “to be” in simple present tense sentences, a verb is required in the future, as it is in the past tense. The root of “to be” is ك/و/ن. It follows the same pattern as the hollow verb ق/و/ل (*to say*) as discussed earlier in this chapter, and is generally characterized by a long *ū* in the present/future tense:

Nadia is busy.	نادية مشغولة.
Nadia will be busy.	سَتَكُون نادية مشغولة.
I am in Ahmed's house.	أنا في بيت أحمد.
I will be in Ahmed's house.	سوف أكون في بيت أحمد.
Is my son with you?	هل ابني معكم؟
Will my son be with you?	هل سَيَكُون ابني معكم؟

Remember that the feminine plurals of the present tense are the exception and are characterized by a *short* vowel:

The mothers will be in the school tomorrow.	إنَّ الأمهات سوف يَكُنْنَ في المدرسة غداً.
Girls! Will you be in the library this afternoon?	يا بنات! هل سَتَكُنْنَ في المكتبة بعد الظهر؟

As with كان, when the verb يكون is followed by an indefinite predicate that does not end in *tā' marbūṭa* (ة), it will need to be written with the additional *alif tanwīn* (أ). In addition, a sound masculine plural predicate will change from ون to ين:

He is a cook in the new restaurant.	هو طَبَّاح في المَطْعَم الجديد.
He will be a cook in the new restaurant.	سَيَكُون طَبَّاحاً في المَطْعَم الجديد.
They are engineers.	هم مهندسون.
They will be engineers.	سوف يَكُونُونَ مهندسين.

**Note:** For more details, see the section “كان (*was/were*)” in Chapter 6.

### EXERCISE

## 12.8

Rewrite these sentences in the future tense.

EXAMPLE

أنا في الحديقة. سوف أكون/سأكون في الحديقة.

- ١ نحن في مصر.
- ٢ شكري في المكتبة.
- ٣ سميرة في بيتها.
- ٤ أنا أمام البنك.
- ٥ هل أنت مشغولة؟

- ٦ هم مع المُدرّس.
- ٧ الكلاب في الحديقة.
- ٨ هُنَّ في العراق.
- ٩ الكتاب ثقيل.
- ١٠ أنتَ المدير.
- ١١ الرّحلة طويلة.
- ١٢ السيّارات أمام المدخل.
- ١٣ البقالون في سوق الخضار.
- ١٤ هل أنتم في المدرسة؟

EXERCISE

12.9

Fill in the blanks with the correct part of the verb يكون

EXAMPLE

المدير سيكون هنا الساعة التاسعة.

- ١ نحن سنـ \_\_\_\_\_ في المكتبة لمدة ثلاث ساعات.
- ٢ أنا سوف \_\_\_\_\_ في مصر الأسبوع القادم.
- ٣ يا سميرة، هل سنـ \_\_\_\_\_ في الاجتماع غداً؟
- ٤ ابنة عمّتي سوف \_\_\_\_\_ طبيبة عُيون.
- ٥ هذا الطّفل موهوب وسوف \_\_\_\_\_ شهيراً في المستقبل.
- ٦ خمس مُمرّضات سنـ \_\_\_\_\_ موجودات للجراحة (for the surgery).
- ٧ يا سمير، هل سنـ \_\_\_\_\_ مسؤولاً عن هذا المشروع؟
- ٨ إنّ الأولاد سوف \_\_\_\_\_ أصدقاء بعد اليوم.
- ٩ يا شباب، هل سنـ \_\_\_\_\_ مشغولين يوم الجمعة؟
- ١٠ يا بنات، هل سنـ \_\_\_\_\_ معنا غداً؟

## Using سوف يكون/سيكون to express "there will be" or "will have"

The verb سوف يكون or سيكون can be placed in front of هناك to express "there will be":

سيكون هناك راقصون في حفل الزّفاف. There will be dancers at the wedding party.

سوف تكون هناك مدرسة جديدة هنا. There will be a new school here.

Nadia is getting married and there is a big wedding party (حَفْل الزَّفاف) planned. Describe what all there will be at the party using هناك or سوف يكون هناك.

EXAMPLE

راقصون dancers سوف يكون/سيكون هناك راقصون في حفل الزَّفاف.

(There will be dancers at the wedding party).

١ فرقة كبيرة a large band

٢ مطرب شهير a famous singer

٣ ألعاب نارية fireworks

٤ نافورة شوكولاتة a chocolate fountain

٥ حمام doves

٦ ضيوف من كلِّ العالم guests from all (over) the world

٧ زهور على كلِّ مائدة flowers on every table

٨ هدية لكلِّ ضيف a present for every guest

In addition, سوف يكون or سيكون can be placed in front of the various prepositions expressing “have/has” (see the section “Expressing ‘to have’” in Chapter 2), changing the meaning to “will have”:

She will have an office on the first floor.

سوف يكون لديها مكتب في الطابق الأول.

We will have a large wing at the exhibition.

سوف يكون لنا جناح كبير في المعرض.

The grocer will have fresh dates tomorrow.

سوف يكون عند البقال تمر طازج غداً

Will he have the papers with him?

هل ستكون الأوراق معه

I will have a lot of money in the future!

سوف يكون عندي مال كثير في المستقبل!

Translate these sentences and questions into Arabic using *عندَ*.

EXAMPLE

سَيَكُونُ عِنْدَهُ عُرْفٌ كَثِيرَةٌ فِي بَيْتِهِ الْجَدِيدِ. He will have a lot of rooms in his new house.

I will have an office on the fifth floor. ١

We will have a car next year. ٢

The grocer will have figs next week. ٣

She will have a headache (صُدَاع) in the morning. ٤

They (masc.) will have six seats in their new car. ٥

Translate these sentences into Arabic using *لِ*.

My sister will have a new refrigerator. ٦

The engineers will have a private restaurant. ٧

We will have a small kitchen in the new apartment. ٨

I will have a big part (دور) in the film. ٩

Will you (fem.) have a lot of pictures in the magazine? ١٠

Translate these sentences into Arabic using *مَعَ*.

I will have the key (with me). ١١

Will you (masc.) have a pen (with you)? ١٢



Will you (fem.) have my book (with you)? ١٢

---

They (masc.) will have their mother (with them). ١٤

---

Will you (masc. pl.) have the dog (with you)? ١٥

---

Translate these sentences into Arabic using **أُدى**.

We will have a meeting on Saturday. ١٦

---

The town will have a new theater next year. ١٧

---

He will have a lot of bags. ١٨

---

They (masc.) will have a large wing in the museum. ١٩

---

Will you (fem. pl.) have time? ٢٠

---

## Defective verbs

Defective verbs have **و** or **ي** as their third, or final, root letter. Basic (form I) defective verbs fall into one of three models, depending on the root and the vowelizing of the verbal stem.

- ◆ *Model 1:* **و** as the final root letter
- ◆ *Model 2:* **ي** as the final root letter and *fatha* as the second vowel of the past tense stem
- ◆ *Model 3:* **ي** as the final root letter and *kasra* as the second vowel of the past tense stem

The three models behave differently in both tenses.

### Defective verbs: Model 1

In the present tense, the third root **و** generally becomes a long *ū*, but drops out altogether when the endings **يْنَ** (-īna) or **وْنَ** (-ūna) are added.

The following table shows the complete present tense for the common defective verb **يَشْكُو** from the root **ش/ك/و** (*to complain*). (Notice that because the long *ū* drops out before the masculine

plural ending وَن [-ūna], the masculine and feminine plurals are the same for this type of defective verb in the present tense.)

	PREFIX/ SUFFIX	EXAMPLE	
SINGULAR			
I	أَ	أَشْكُو	I complain/am complaining
you (masc.)	تَ	تَشْكُو	you (masc.) complain/are complaining
you (fem.)	تَـيْنَ	تَشْكِيْنَ	you (fem.) complain/are complaining
he/it (masc.)	يَـ	يَشْكُو	he/it (masc.) complains/is complaining
she/it (fem.)	تَـ	تَشْكُو	she/it (fem.) complains/is complaining
PLURAL			
we	نَـ	نَشْكُو	we complain/are complaining
you (masc. pl.)	تَـوْنَ	تَشْكُوْنَ	you (masc. pl.) complain/are complaining
you (fem. pl.)	تَـنَ	تَشْكُوْنَ	you (fem. pl.) complain/are complaining
they (masc.)	يَـوْنَ	يَشْكُوْنَ	they (masc.) complain/are complaining
they (fem.)	يَـنَ	يَشْكُوْنَ	they (fem.) complain/are complaining

#### EXERCISE

### 12.12

You work at a hotel and everything is going wrong today. There are a lot of people complaining at customer services. Your manager has arrived and is asking you about everyone's complaints.

Explain their complaints to the manager, following the prompts. (Notice that "complain about" is يَشْكُو مِنْ.)

#### EXAMPLE

هذا الرَّجُلُ/حَجَمِ الْغُرْفَةِ هذا الرَّجُلُ يَشْكُو مِنْ حَجَمِ الْغُرْفَةِ.

(This man is complaining about the size of the room.)

- ١ هذه الْمَرْأَةُ/حَجَمِ الْحَمَّامِ \_\_\_\_\_
- ٢ هذا الْوَلَدُ/التِّلْفِيزِيُونِ الْمَكْسُورِ \_\_\_\_\_
- ٣ هذه الشَّابَّةُ/حَجَمِ السَّرِيرِ \_\_\_\_\_
- ٤ هؤلاء الرِّجَالُ/عَدَمِ وُجُودِ الْمَاءِ السَّاحِنِ (lack of hot water) \_\_\_\_\_
- ٥ هؤلاء النِّسَاءُ/المُوسِيقَى الصَّاخِبَةِ \_\_\_\_\_
- ٦ هذا الشَّابُّ/تَكْيِيفِ الْهَوَاءِ (air conditioning) \_\_\_\_\_
- ٧ هؤلاء الْأَطْفَالُ/حَمَّامِ السَّبَّاحَةِ الْمَقْفُولِ \_\_\_\_\_
- ٨ أَنَا/كُلِّ هَذِهِ الْمَشَاكِلِ! \_\_\_\_\_

Other verbs following the same pattern as **يَشْكُو** are:

requests	يَرْجُو
invites/summons	يَدْعُو
appears	يَبْدُو

The verb **يَرْجُو** is commonly used as a formal way of saying "please":

Please don't wait (I request you the lack of waiting) here. أَرْجُوكَ عَدَمَ الْإِنْتِظَارِ هُنَا.

Please pay attention (we request you to pay attention to these instructions). نَرْجُوكُمْ الْإِنْتِبَاهَ لِهَذِهِ التَّعْلِيمَاتِ.

The verb **يَبْدُو** is often followed by **أَنَّ** (that), to mean "it appears that":

It appears that he is a stranger and lost. يَبْدُو أَنَّهُ غَرِيبٌ وَتَائِهٌ.

It appears that they have gone out. يَبْدُو أَنَّهُمْ خَرَجُوا.

EXERCISE

12.13

Choose the correct part of the verb from the parentheses to fill the gap.

EXAMPLE

إِنِّهَا تَشْكُو (يَشْكُو، تَشْكُو، نَشْكُو) مِنْ مَشَاكِلٍ كَثِيرَةٍ.

١ نَحْنُ لَا \_\_\_\_\_ (نَدْعُو، يَدْعُونَ، تَدْعُونَ) الرَّجَالَ لِاجْتِمَاعِنَا.

٢ \_\_\_\_\_ (أَشْكُو، يَشْكُو، تَشْكُو) سَمِيرَةً مِنْ أُمَّهَا لِأَبِيهَا.

٣ إِنَّهُمْ \_\_\_\_\_ (يَدْعُو، تَدْعُو، يَدْعُونَ) الْوَزِيرَ لِقَصِّ الشَّرِيطِ.

٤ \_\_\_\_\_ (يَرْجُو، تَرْجُو، يَرْجُونَ) الْمُدْرَسُونَ مَتَى أَنْ نَذْهَبَ إِلَى الْمَدْرَسَةِ فَوْرًا.

٥ \_\_\_\_\_ (يَبْدُو، تَبْدُو، يَبْدُونَ) أَنَّهُمْ بَاعُوا الْبَيْتَ.

٦ لِمَاذَا لَا \_\_\_\_\_ (تَشْكُو، تَشْكِينٌ، تَشْكُونَ) لِلْمُدِيرِ يَا نَادِيَّةَ؟

٧ نَحْنُ \_\_\_\_\_ (أَرْجُوكُمْ، نَرْجُوكُمْ، يَرْجُوكُمْ) عَدَمَ التَّدخينِ هُنَا.

٨ \_\_\_\_\_ (يَبْدُو، تَبْدُو، يَبْدُونَ) السَّعَادَةَ عَلَى وَجْهِ الْوَالِدِ.

٩ إِنِّي \_\_\_\_\_ (سَادَعُو، سَيَدَعُو، سَنَدَعُو) ثَلَاثَةَ أَصْدِقَاءَ.

١٠ \_\_\_\_\_ (تَشْكُو، يَشْكُونَ، تَشْكُونَ) الْبَنَاتِ مِنْ مُدْرَسَةِ الرِّيَاضِيَّاتِ.

## Defective verbs: Model 2

Model 2 defective verbs (with **ي** as the final root letter and *fatha* as the second vowel of the past tense stem) are similar to model 1, except the third root **ي** becomes a long *ī*. This final long vowel drops out when the endings **يْنَ** (-īna) or **وْنَ** (-ūna) are added.

The following table shows the complete present tense for the common defective verb **يَمْشِي** from the root **م/ش/ي** (to walk).

	PREFIX/ SUFFIX	EXAMPLE	
SINGULAR			
I أَنَا	أَ	أَمْشِي	I walk/am walking
you (masc.) أَنْتَ	تَ	تَمْشِي	you (masc.) walk/are walking
you (fem.) أَنْتِ	تَـيْنَ	تَمْشِينَ	you (fem.) walk/are walking
he/it (masc.) هُوَ	يَـ	يَمْشِي	he/it (masc.) walks/is walking
she/it (fem.) هِيَ	تَـ	تَمْشِي	she/it (fem.) walks/is walking
PLURAL			
we نَحْنُ	نَـ	نَمْشِي	we walk/are walking
you (masc. pl.) أَنْتُمْ	تَـوْنَ	تَمْشُونَ	you (masc. pl.) walk/are walking
you (fem. pl.) أَنْتُنَّ	تَـنَّ	تَمْشِينَ	you (fem. pl.) walk/are walking
they (masc.) هُمْ	يَـوْنَ	يَمْشُونَ	they (masc.) walk/are walking
they (fem.) هُنَّ	يَـنَّ	يَمْشِينَ	they (fem.) walk/are walking

EXERCISE

12·14

Change the past tense verb to the equivalent present tense.

EXAMPLE مَشِينَا (we walked) نَمْشِي (we walk/are walking)

- 1 مَشَى
- 2 مَشَيْتُ
- 3 مَشَيْتُمْ
- 4 مَشَيْتِ
- 5 مَشَيْنَ
- 6 مَشَتْ
- 7 مَشَيْتِ
- 8 مَشُوا
- 9 مَشَيْتُنَّ

Other verbs following the same pattern are:

runs	يَجْرِي
throws	يَرمِي
cries/weeps	يَبْكِي

EXERCISE

12.15

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

We walk to the station every day. نَمْشِي إِلَى المَحَطَّة كُلِّ يَوْمٍ.

- ١ I run three miles every morning. ثلاثة أميال كلَّ صَبَاحٍ.
- ٢ They (masc.) are walking in the street. فِي الشَّارِعِ.
- ٣ We will walk from our house to the market. مِنْ بَيْتِنَا إِلَى السُّوقِ.
- ٤ لماذا؟ Why is he crying?
- ٥ هل؟ Will you (fem.) throw the money in the fountain? فِي النُّقُودِ فِي النَّاظِرَةِ؟
- ٦ The women are walking to the river. النِّسَاءُ إِلَى النَّهْرِ.
- ٧ The children cry every day at bedtime. الأَطْفَالُ كُلَّ يَوْمٍ فِي وَقْتِ النَّوْمِ.
- ٨ أشعرُ أُنْتِي على السَّحَابِ. I feel that I am walking on the clouds.
- ٩ هذا الطِّفْلُ الطَّعَامَ عَلَى الأَرْضِ دَائِمًا. This child always throws the food on the floor.
- ١٠ إنَّ البناتِ الخُبْزَ لِلبَطِّ. The girls are throwing bread for the ducks.

### Defective verbs: Model 3

Model 3 defective verbs have *yi* as the final root letter but *kasra* as the second vowel of the past tense stem. In the present tense they are distinguished by a final *alif maqsūra* (آ *ā*) which changes to a diphthong (*ay* or *aw*) when subject endings are added:

تَيْنَ *ayna* = نَ *na* or يِنَ *ina* + آ *ā*

تَوْنَ *awna* = وَنَ *una* + آ *ā*

The following table shows the complete present tense for the defective verb **يُنْسَى**, from the root **ن/س/ي** (to forget).

	PREFIX/ SUFFIX	EXAMPLE	
<b>SINGULAR</b>			
I أنا	أَ	أَنْسَى	I forget/am forgetting
you (masc.) أَنْتَ	تَ	تَنْسَى	you (masc.) forget/are forgetting
you (fem.) أَنْتِ	تَ/يْنَ	تَنْسَيْنَ	you (fem.) forget/are forgetting
he/it (masc.) هُوَ	يَ	يَنْسَى	he/it (masc.) forgets/is forgetting
she/it (fem.) هِيَ	تَ	تَنْسَى	she/it (fem.) forgets/is forgetting
<b>PLURAL</b>			
we نَحْنُ	نَ	نَنْسَى	we forget/are forgetting
you (masc. pl.) أَنْتُمْ	تَ/وْنَ	تَنْسَوْنَ	you (masc. pl.) forget/are forgetting
you (fem. pl.) أَنْتُنَّ	تَ/نَ	تَنْسَيْنَ	you (fem. pl.) forget/are forgetting
they (masc.) هُمْ	يَ/وْنَ	يَنْسَوْنَ	they (masc.) forget/are forgetting
they (fem.) هُنَّ	يَ/نَ	يَنْسَيْنَ	they (fem.) forget/are forgetting

EXERCISE

12.16

Write out the present tense for these verbs that follow the same pattern as **يُنْسَى**.

EXAMPLE

I meet أَلْقَى

root = ل/ق/ي (to meet) ١

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EXERCISE

12-17

Rewrite these sentences in the present tense and add **دائماً** (always).

EXAMPLE

نَسِيَ أَحْمَدُ الزُّهُورَ. يُنْسِي أَحْمَدُ الزُّهُورَ دَائِماً.

- ١ نَسَيْتُ اسْمَهَا. \_\_\_\_\_
- ٢ لَقَيْتُنَا أَمَّنَا فِي السُّوقِ. \_\_\_\_\_
- ٣ رَضُوا عَنِ الْعُمَّالِ. \_\_\_\_\_
- ٤ لَقِيَ شُكْرِي نَادِيَةَ أَمَامَ السِّيْنَمَا. \_\_\_\_\_
- ٥ نَسِيَ شُكْرِي تَذَكَّرْتَهُ. \_\_\_\_\_
- ٦ هَلْ لَقَيْتُنَّ سَمِيرَةَ فِي النَّادِي؟ \_\_\_\_\_
- ٧ نَسَيْتُ كِتَابِكَ. \_\_\_\_\_
- ٨ نَسَيْتُ نَادِيَةَ مِفْتَاحَ الصُّنْدُوقِ. \_\_\_\_\_
- ٩ هَلْ لَقَيْتَ الْوَزِيرَ فِي مَكْتَبِهِ؟ \_\_\_\_\_
- ١٠ إِنَّ الْمُهَنْدِسَاتِ رَضِينَ عَنِ الْمَشْرُوعِ. \_\_\_\_\_

When an attached pronoun is added to a defective verb, the final *alif maqsūra* (ى) changes to a regular *alif* (ا):

I never forget my book. لا أنسى كتابي أبداً.

I never forget it. لا أنساه أبداً.

We meet our friends after school. نلقى أصدقاءنا بعد المدرسة.

We meet them after school. نلقاهم بعد المدرسة.

EXERCISE

12.18

Nadir's father is having a go at him about his friends and his attitude toward school. Nadir denies all the accusations. Write Nadir's replies using the appropriate attached pronoun.

EXAMPLE

أنت دائماً تنسى كتابك. لا أنساه أبداً!

١ أنت دائماً تنسى حقيبتك.

٢ أنت دائماً تنسى عيد ميلاد أمك.

٣ أنت دائماً تلقى أصدقائك بعد المدرسة.

٤ أنت دائماً تلقى البنات في مركز التسوق (shopping mall) يوم الجمعة.

٥ صديقك جمال دائماً ينسى إسمي.

٦ صديقتك فاطمة دائماً تلقى صديقاتها في الحديقة.



# Hamzated verbs in the present tense

13

## Present tense formation

As with the past tense, verbs with *hamza* (ء) as one of the root letters behave largely regularly in the present tense; the main consideration is where to put the *hamza*. (The general rules for writing *hamza* are given in Chapter 1 under “Hamzated roots.”)

For basic (form I) present tense verbs, the *hamza* (or *madda*) is usually written on an *alif*:

she apologizes	تَأْسِفُ
I eat	أَكُلُ
they take	يَأْخُذُونَ
we read	نَقْرَأُ

The main exception is when *hamza* is the final root letter and the middle vowel of the present tense is *not fatha*, although this is relatively uncommon:

he is slow/slows down	يَبْطِئُ
we dare	نَجْرُؤُ

## Common hamzated verbs in the present tense

Basic *hamzated* verbs with *hamza* as the first root letter include:

eats	يَأْكُلُ
takes	يَأْخُذُ
orders/commands	يَأْمُرُ
apologizes	يَأْسِفُ
permits/allows	يَأْذِنُ

Verbs with *hamza* as the second root letter include:

asks	يَسْأَلُ
is/becomes fed up	يَسْنَأُ

Verbs with *hamza* as the third root letter include:

begins	يَبْدَأُ
reads	يَقْرَأُ
fills	يَمْلَأُ
is/becomes slow	يَبْطِئُ
is brave/dares	يَجْرَأُ

EXERCISE

13.1

Complete the English translation to match the Arabic.

EXAMPLE

Nancy will eat in an Italian restaurant. سَتَأْكُلُ نانسي في مَطْعَمٍ إيطالي.

١ لا تَقْرَأُ سوزي قبل أن تَنَامَ.

Suzy doesn't \_\_\_\_\_ before she \_\_\_\_\_.

٢ أَسِفُ عَن تَأْخِيرِي.

I \_\_\_\_\_ for my \_\_\_\_\_.

٣ سَتَقْرَأُون عَنِّي فِي الْجَرِيدَةِ غَدًا.

\_\_\_\_\_ will read about me in the \_\_\_\_\_ tomorrow.

٤ لِمَاذَا تَأْكُلِينَ كَعْكَةَ أُخْتِكَ؟

Why are you \_\_\_\_\_ your sister's \_\_\_\_\_?

٥ يَبْدُو أَنَّهَا تَقْرَأُ عَنِ الْمَوْضُوعِ.

It appears that she is \_\_\_\_\_ about the \_\_\_\_\_.

٦ سَوْفَ يَأْخُذُونَ الْمَشْرُوبَاتِ إِلَى الشَّاطِئِ.

They \_\_\_\_\_ take the \_\_\_\_\_ to the beach.

٧ لَا أَسَامُ مِنْ سَمَاعِهَا أَبَدًا.

I \_\_\_\_\_ get \_\_\_\_\_ of hearing it.

٨ هَلْ تَأْذَنُونَ لِي بِالْخُرُوجِ الْآنَ؟

Will you allow \_\_\_\_\_ to go out \_\_\_\_\_?

٩ إِنَّ الْمَرَضَاتِ يَمْلَأْنَ قُلُوبِنَا بِالْأَمَلِ.

The nurses \_\_\_\_\_ our hearts with \_\_\_\_\_.

١٠ نَبْدَأُ الْآنَ فِي تَرْتِيبِ أُمُورِنَا.

We're \_\_\_\_\_ now to organize \_\_\_\_\_ affairs.

١١ يَسَامُ الْمُشَاهِدُونَ مِنْ هَذِهِ الْبَرَامِجِ.

The \_\_\_\_\_ are fed up of \_\_\_\_\_ programs.

١٢ أَنَا لَا أَجْرُؤُ عَلَى النَّظَرِ فِي الْمِرَاةِ.

I don't \_\_\_\_\_ look \_\_\_\_\_ the mirror.

١٣ يَأْخُذُ السِّنْجَابُ اللُّوزَةَ مِنْ يَدِي.

The squirrel \_\_\_\_\_ the nut from my \_\_\_\_\_.

١٤ يَأْكُلُ الْأَطْفَالُ الْحُلُوى وَيَشْعُرُونَ بِالنَّشَاطِ.

The \_\_\_\_\_ eat candy and \_\_\_\_\_ energetic.

EXERCISE

13.2

Use the sentences in Exercise 13.1 to translate the following English sentences, changing the subject accordingly.

EXAMPLE

سَنَأْكُلُ فِي مَطْعَمٍ إِيْطَالِيٍّ. We will eat in an Italian restaurant.

\_\_\_\_\_ Samir doesn't read before he sleeps. ١

\_\_\_\_\_ We apologize for our lateness. ٢

\_\_\_\_\_ We will read about him in the paper tomorrow. ٣

\_\_\_\_\_ Why is he eating his sister's cake? ٤

\_\_\_\_\_ It appears that you (masc.) read about the subject. ٥

\_\_\_\_\_ They will (fem.) take the drinks to the beach. ٦

\_\_\_\_\_ Suzy never gets fed up of hearing it. ٧

\_\_\_\_\_ Will he allow you (masc. pl.) to go out now? ٨

\_\_\_\_\_ The children fill our hearts with hope. ٩

\_\_\_\_\_ I am starting now to organize my affairs. ١٠

\_\_\_\_\_ Are you (fem.) getting fed up with these programs? ١١

\_\_\_\_\_ My mother doesn't dare to look in the mirror. ١٢

\_\_\_\_\_ The pigeon takes the nut from her hand. ١٣

\_\_\_\_\_ We eat candy and feel energetic. ١٤

# Dual verbs in the present tense

Dual verbs are formed in the present tense by adding **انِ (-āni)** to the verbs for **هو (he)**, **هي (she)**, and **أنتم (you, pl.)**:

they both (masc.) go/are going	هُمَا يَذْهَبَانِ
they both (fem.) go/are going	هُمَا تَذْهَبَانِ
you two (masc. or fem.) go/are going	أَنْتُمَا تَذْهَبَانِ
they both (masc.) eat/are eating	هُمَا يَأْكُلَانِ
they both (fem.) eat/are eating	هُمَا تَأْكُلَانِ
you two (masc. or fem.) eat/are eating	أَنْتُمَا تَأْكُلَانِ
they both (masc.) walk/are walking	هُمَا يَمْشِيَانِ
they both (fem.) walk/are walking	هُمَا تَمْشِيَانِ
you two (masc. or fem.) walk/are walking	أَنْتُمَا تَمْشِيَانِ

## EXERCISE

## 14.1

Complete the sentences with the correct dual verb in the present tense.

EXAMPLE

الوالدان يَذْهَبَانِ (go) إلى المدرسة بالقطار.

- ١ يا أحمد ونادر، هل \_\_\_\_\_ (know) الطريق؟
- ٢ الرَّجُلَانِ \_\_\_\_\_ (run) نحو المطعم.
- ٣ أَنُورٌ وَحَسَنٌ دَائِمًا \_\_\_\_\_ (forget) مَوْعِدَ الْقِطَارِ.
- ٤ أَنْتُمَا لَا \_\_\_\_\_ (say/tell) الْقِصَّةَ كُلَّهَا.
- ٥ أَبِي وَأُمِّي \_\_\_\_\_ (live/reside) الآن في هذه المَدِينَةِ.
- ٦ أُخْتِي وَأُمِّي \_\_\_\_\_ (drink) الشاي بَعْدَ الْغَدَاءِ.
- ٧ الْبِنْتَانِ لَا \_\_\_\_\_ (hear) صَوْتَ الْجَرَسِ.
- ٨ الْمُهَنْدِسَانِ \_\_\_\_\_ (attend) كُلَّ الْإِجْتِمَاعَاتِ مَعًا.
- ٩ أَنْتُمَا سَوْفَ \_\_\_\_\_ (inherit) بَيْتَ جَدِّكُمَا.
- ١٠ يا سمير ونادية، لماذا لَا \_\_\_\_\_ (search) عن عَمَلٍ؟

# Referring to couples

The dual is often naturally used when talking about a couple within the family such as parents, spouses, two children, or siblings.

My mother and father eat breakfast in the garden.

أبي وأُمِّي يَأْكُلَانِ الإفطار في الحديقة.

We have two children and they (both) go to school by train.

عِنْدَنَا طِفْلَانِ وَهُمَا يَذْهَبَانِ إِلَى المدرسة بالقطار.

## EXERCISE

### 14.2

Samira's parents are creatures of habit. Every day they follow exactly the same routine. Describe their routine using the prompts provided.

EXAMPLE

كُلَّ يَوْمٍ يَأْكُلَانِ الإفطار في المطبخ. eat/breakfast/kitchen

\_\_\_\_\_ read/newspaper/after breakfast ١

\_\_\_\_\_ go/market/10 o'clock ٢

\_\_\_\_\_ drink/coffee/market ٣

\_\_\_\_\_ meet their friends/park ٤

\_\_\_\_\_ eat lunch/Italian restaurant ٥

\_\_\_\_\_ sleep/for an hour/after lunch ٦

\_\_\_\_\_ visit/library/3 o'clock ٧

\_\_\_\_\_ carry books/house ٨

\_\_\_\_\_ play chess (الشطرنج)/before dinner ٩

\_\_\_\_\_ eat/dinner/7 o'clock ١٠

\_\_\_\_\_ write/letters/after dinner ١١

\_\_\_\_\_ sleep/half past 10 ١٢

# Present tense verb and subject order with the dual

Remember that if a verb is placed *before* a dual subject, it will be singular (either masculine or feminine depending on the gender of the subject):

EXERCISE

14.3

Translate these sentences into Arabic, placing the first verb before the subject and the second verb after the subject.

EXAMPLE

Every day my father and my mother eat breakfast and go out.

كلّ يوم يأكلُ أبي وأمّي الإفطار ويخرُجان.

Every day my father and my mother eat lunch and sleep for an hour. ١

The two sisters always arrive together and drink coffee. ٢

Anwar and Hasan are standing there and will carry the bag to your room. ٣

The two girls are playing chess and are not answering the telephone. ٤

Every day the two (male) students go to the library and read books. ٥

Anwar and Samira study French but they don't understand this story. ٦

# •IV•

## FORMS OF THE VERB

### Form II يُفَعِّلُ

Form II is formed by doubling the middle root letter, and often has a causative

All of the verbs practiced in Parts I, II, and III are “basic,” or form I, verbs. Basic verbs display the three-consonant root of the verb most clearly. In addition there are a large number of “derived” verbs. These derived forms of the verb have additional letters before and/or between the original root letters, producing a modified meaning. Each form has particular meaning patterns associated with it. There are ten forms used in modern Arabic, including the basic form I. By convention, they are referred to using the Roman numerals I to X or, by Arab linguists, using the present tense pattern with the root represented by the three letters ف/ع/ل.

Most roots have some derived forms in common circulation, but few have all. In addition, for some roots derived verbal forms are in common circulation while the basic form I is not.

The existence of derived forms may at first seem to complicate the picture for a learner. However, these forms are in fact more predictable than the basic verb, and linked meanings from a shared root helps expand vocabulary.

The derived forms divide themselves into three groups that share characteristics:

- ◆ Forms II, III, and IV (يُفَعِّلُ/يُفَاعِلُ/يُفَعِّلُ)
- ◆ Forms V and VI (يَتَفَعَّلُ/يَتَفَاعَلُ)
- ◆ Forms VII, VIII, and X (يَنْفَعِلُ/يَنْفَعِلُ/يَسْتَفْعِلُ)

(Form IX is very uncommon in modern standard Arabic.)

# Forms II, III, and IV

15

## Form II يُفَعِّل

Form II is formed by doubling the middle root letter, and often has a causative meaning (i.e., causing someone to be or do something).

Form I: to be good	حَسُنَ/يَحْسُنُ
Form II: to cause to be good, (i.e., to improve)	حَسَّنَ/يُحَسِّنُ
Form I: to study	دَرَسَ/يُدْرَسُ
Form II: to cause to study, (i.e., to teach)	دَرَّسَ/يُدَرِّسُ

Form II also occasionally carries an intensive meaning (i.e., carrying out an action with intensity).

Form I: to break	كَسَرَ/يَكْسِرُ
Form II: to break with intensity, (i.e., to smash to pieces, to shatter)	كَسَّرَ/يُكْسِرُ

In the past tense, form II is voweled with *fathas*, and the present tense with *ḍamma/fatha/kasra*. Unlike form I verbs where the middle vowel can vary, the derived forms have consistent vowelings. The past and present tense subject endings and prefixes remain the same (see “Past tense formation and uses” in Chapter 4 and “Present tense formation” in Chapter 9), except that the vowel on the present tense prefix changes from *fatha* to *ḍamma*.

I teach the Arabic language.	أُدَرِّسُ اللُّغَةَ الْعَرَبِيَّةَ.
The thief shattered the glass of the window.	كَسَّرَ اللِّصُّ زُجَاجَ الشُّبَّانِكِ.
Did they improve the road to the city?	هَلْ حَسَّنُوا الطَّرِيقَ إِلَى الْمَدِينَةِ؟

The following table shows the conjugations for past and present tenses of the form II verb *دَرَّسَ/يُدَرِّسُ* (to teach):

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	دَرَّسْتُ	أُدَرِّسُ
you (masc.) أَنْتَ	دَرَّسْتَ	تُدَرِّسُ
you (fem.) أَنْتِ	دَرَّسْتِ	تُدَرِّسِينَ
he/it (masc.) هُوَ	دَرَّسَ	يُدَرِّسُ
she/it (fem.) هِيَ	دَرَّسَتْ	تُدَرِّسُ

(continued)



PAST TENSE

PRESENT TENSE

PLURAL	PAST TENSE	PRESENT TENSE
we نَحْنُ	دَرَسْنَا	نُدْرَسُ
you (masc. pl.) أَنْتُمْ	دَرَسْتُمْ	تُدْرِسُونَ
you (fem. pl.) أَنْتُنَّ	دَرَسْتُنَّ	تُدْرِسْنَ
they (masc.) هُمْ	دَرَسُوا	يُدْرِسُونَ
they (fem.) هُنَّ	دَرَسْنَ	يُدْرِسْنَ

**EXERCISE**  
**15.1**

Write out the past tense and present tense conjugations and their meanings for these form II verbs, following the example in the preceding table.

EXAMPLE

أَحْسَنُ حَسَّنْتُ أَنَا /

to improve ١

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to shatter ٢

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What do these sentences and questions mean?

EXAMPLE

Who smashed the glass? مَنْ كَسَرَ الكُوبَ؟

- ١ هل كَسَرَتْ نادية الكوب؟
- ٢ لا، إِنَّ الأولاد كَسَرُوا الكوب.
- ٣ هل تُحَسِّنُ الحُكُومَةُ الطريق إلى المدينة؟
- ٤ لا، لا تُحَسِّنُهُ إطلاقاً.
- ٥ ماذا تُدَرِّسِينَ يا أميرة؟
- ٦ أُدْرَسُ اللُّغَةُ الإنجليزِيَّةُ في البَحْرين.
- ٧ هل كَسَرَ الضيُوفُ أطباقَهُم في الفَرَحِ اليوناني؟
- ٨ هل دَرَسْتُمْ اللُّغَةَ العَرَبِيَّةَ في الجامعة؟
- ٩ هل حَسَّنْتُمْ مَهَارَاتِ الفَرِيقِ هذا العام؟
- ١٠ لا، ولكننا سوف نُحَسِّنُهَا العام القادِم.

## Common form II verbs

Here are some common form II verbs in the past and the present tenses. There are many verbs in circulation using this form. In general you can see that the meanings are causative (or occasionally intensive) and clear connections can be made to the original root. However, sometimes the meaning has strayed from the original root, and the connection is less obvious.

to load, to download (file, etc.)	حَمَّلَ/يُحَمِّلُ	to prepare	جَهَّزَ/يُجَهِّزُ
to improve (something)	حَسَّنَ/يُحَسِّنُ	to move (something)	حَرَكَ/يُحَرِّكُ
to train, to coach	دَرَّبَ/يُدْرِبُ	to smoke	دَخَّنَ/يُدَخِّنُ
to remind	نَكَرَ/يُنْذِرُ	to teach	دَرَسَ/يُدْرِسُ
to welcome	رَحَّبَ/يُرْحِّبُ (بِ)	to organize	رَتَّبَ/يُرَتِّبُ
to believe	صَدَّقَ/يُصَدِّقُ	to heat	سَخَّنَ/يُسَخِّنُ
to repair	صَلَحَ/يُصَلِّحُ	to exchange	صَرَفَ/يُصَرِّفُ
to instruct	عَلَّمَ/يُعَلِّمُ	to adjust	عَدَّلَ/يُعَدِّلُ
to prefer	فَضَّلَ/يُفَضِّلُ	to inspect	فَتَّشَ/يُفْتَشُّ
to chop, to cut (something) up	قَطَعَ/يُقَطِّعُ	to think	فَكَّرَ/يُفَكِّرُ
to present	قَدَّمَ/يُقَدِّمُ	to estimate, to appreciate	قَدَّرَ/يُقَدِّرُ
to cost, assign	كَلَّفَ/يُكَلِّفُ	to smash	كَسَرَ/يُكْسِرُ
to organize	نَظَّمَ/يُنَظِّمُ	to clean	نَظَّفَ/يُنَظِّفُ

## EXERCISE

## 15.3

Write the correct Arabic verb to match the English. Remember that the Arabic present tense can be used for both the simple present (e.g., he smokes) and the present continuous (e.g., he is smoking) tenses.

EXAMPLE

أُنظِّمُ I am organizing

- \_\_\_\_\_ we welcomed ١
- \_\_\_\_\_ I adjust ٢
- \_\_\_\_\_ you (masc.) are cleaning ٣
- \_\_\_\_\_ you (fem.) reminded ٤
- \_\_\_\_\_ they (masc.) are teaching ٥
- \_\_\_\_\_ she prepares ٦
- \_\_\_\_\_ they (fem.) chopped ٧
- \_\_\_\_\_ you (masc. pl.) will inspect ٨
- \_\_\_\_\_ I downloaded ٩
- \_\_\_\_\_ they (masc.) prefer ١٠
- \_\_\_\_\_ we coach ١١
- \_\_\_\_\_ he smokes ١٢

## EXERCISE

## 15.4

Choose one of the answers from Exercise 15.3 to fill in the gaps in the sentences and questions.

EXAMPLE

أُنظِّمُ الحَفْلَ لِعِيدِ مِيلَادِ ابْنِي.

- ١ \_\_\_\_\_ عَشْرَةَ أَفْلَامٍ مِنَ الْإِنْتَرْنِتِ أَمْسَ!
- ٢ هَلْ \_\_\_\_\_ عَلَى الْمَدْرَسَةِ غَدًا؟
- ٣ إِنَّ النِّسَاءَ \_\_\_\_\_ الكَعْكَةَ الْكَبِيرَةَ لِلضُّيُوفِ الصِّغَارِ فِي الْحَفْلِ.
- ٤ \_\_\_\_\_ بِالضُّيُوفِ عِنْدَ الْبَابِ.
- ٥ إِنَّهُمْ \_\_\_\_\_ اللُّغَةَ الْعَرَبِيَّةَ لِلْإِنْجِلِيزِ.
- ٦ \_\_\_\_\_ زَوْجِي سَجَائِرَ كَثِيرَةً يَوْمِيًّا.
- ٧ هَلِ الشَّبَابُ \_\_\_\_\_ كُرَّةَ الْقَدَمِ أَمْ كُرَّةَ السَّلَّةِ؟
- ٨ \_\_\_\_\_ فَرِيقَ كُرَّةِ الْقَدَمِ يَوْمَ السَّبْتِ صَبَاحًا.
- ٩ لِمَاذَا لَا \_\_\_\_\_ السِّيَّارَةَ يَا أَحْمَدَ؟

١٠. سَد \_\_\_\_\_ المَوَائِد (the tables) قبل الحَفَلَة.

١١. يا نادية، هل \_\_\_\_\_ سميرة بِمَوَعِدِ الإِمْتِحَانِ؟

١٢. كَلَّ يَوْم \_\_\_\_\_ أُمِّي الغداء للعائِلة.

EXERCISE

15.5

Mr. Lutfi, the owner of a small restaurant, is expecting a special customer. He's very excited and is briefing his assistant, Ahmed, about what preparations they should make. Read the passage and answer the following questions. The additional vocabulary will help you.

مَقْطُوعَ

زَبُونِ customer

تَشْتَرِي you buy

قَصْر مَلَكِيّ royal palace

لا يُهْمَنِي it doesn't matter to me

يَجِبُ أَنْ it is necessary that

حَرَسَ bodyguards

تَحِيَّةَ greeting

زُهْرِيَّاتِ vases

يا أحمد! اليوم سوف نُجَهِّزُ المَطْعَمَ لِزَبُونِ خَاصٍّ جَدًّا.

المُوظَّفون في القصر المَلَكِيّ يَودُّون أن أنظِّمَ لَهُم حَفْلَ عيد ميلاد الأمير الصَّغيرِ غَدًا هنا في مطعمي!

يَجِبُ أن تُنظِّفَ الأرضَ جَيِّدًا. سَيَزورنا شَخْصٌ مُهِمٌّ من القصر لِيُفَتِّشَ على النُّظَافَة ولِيُدْرِبَكُم على تَحِيَّةِ الأمير وليُعَلِّمَكُم ما تَفْعَلون وهو هنا.

أنا سَأَعِدُّ المَوَائِدَ، وسأرتِّبُ لَهُم مائدةً كَبيرةً بِجانِبِ الشُّبَّاكِ.

كيف نُحَسِّنُ المَنظَرَ من الشُّبَّاكِ يا أحمد؟ هل أَحْرَكُ بَعْضَ هذه الزُّهْرِيَّاتِ؟

أحمد، يجب أن تُصلِحَ هذه السُّتارةَ المَقْطُوعَة.

أنا سأذُكِّرُكَ غَدًا أن تَشْتَرِي أَجْمَلَ زُهور في المدينة. لا يُهْمَنِي كَم تُكَلِّفَنِي.

أنا سأرَحِّبُ بِالأمير عند الباب، وسَأَقْدِمُ لَهُ كَعكَة عيد الميلاد، وهو سَيَقْطَعُها لِضِيوفِهِ الصَّغارِ.

وأنت يجب أن تُسَخِّنَ الشاي لِلحَرَسِ.

هل نَسِينَا شيئًا يا أحمد؟ هل فَكَّرْنَا في كَلِّ كَبيرةٍ وصغيرةٍ؟

أنا لا أَصدِّقُ أن الأمير يُفضِّلُ مطعمي!

1. Who is coming to the restaurant tomorrow?

2. What is the occasion?

3. Who will inspect the restaurant before the visit?

\_\_\_\_\_

4. What are the reasons for the inspection?

\_\_\_\_\_

5. What preparations will Mr. Lutfi carry out himself?

\_\_\_\_\_

6. What does he want Ahmed to do before the visit?

\_\_\_\_\_

7. What will Mr. Lutfi present to the prince when he welcomes him at the door?

\_\_\_\_\_

8. What does he want Ahmed to do for the bodyguards?

\_\_\_\_\_

EXERCISE

15.6

There are twenty form II verbs in the passage in Exercise 15.5. Can you find them all, including any attached pronouns, and say what they mean?

EXAMPLE

*we will prepare* سوف نُجَهِّز

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____

## Form III يُفَاعِلُ

Form III is formed by adding an *alif* after the middle root letter, and often has the meaning of carrying out an action *with* someone else.

Form I: to do/to work	عَمِلَ/يَعْمَلُ
Form III: to treat/to deal with someone	عَامَلَ/يُعَامِلُ
Form I: to sit	جَلَسَ/يَجْلِسُ
Form III: to sit with someone	جَالَسَ/يُجَالِسُ

Form III can also carry the meaning of *trying* to do something.

Form I: to be in front/to precede	سَبَقَ/يَسْبِقُ
Form II: to try to be in front, (i.e., to race against)	سَابَقَ/يُسَابِقُ

Form III verbs have similar vowelings to form II, the doubled middle root being replaced by *alif*:

I raced my brother to the park.	سَابَقْتُ أَخِي إِلَى الْحَدِيقَةِ.
They sat with the patient in the hospital.	جَالَسُوا الْمَرِيضَ فِي الْمُسْتَشْفَى.
The manager treats us with respect.	يُعَامِلُنَا الْمَدِيرَ بِالْإِحْتِرَامِ.
We are racing the wind (i.e., We are racing against time.)	نُسَابِقُ الرِّيحَ.

The following table shows the conjugations for past and present tenses of the form III verb *سَابَقَ/يُسَابِقُ* (to race):

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	سَابَقْتُ	أُسَابِقُ
you (masc.) أَنْتَ	سَابَقْتَ	تُسَابِقُ
you (fem.) أَنْتِ	سَابَقْتِ	تُسَابِقِينَ
he/it (masc.) هُوَ	سَابَقَ	يُسَابِقُ
she/it (fem.) هِيَ	سَابَقَتْ	تُسَابِقُ
PLURAL		
we نَحْنُ	سَابَقْنَا	نُسَابِقُ
you (masc. pl.) أَنْتُمْ	سَابَقْتُمْ	تُسَابِقُونَ
you (fem. pl.) أَنْتُنَّ	سَابَقْتُنَّ	تُسَابِقْنَ
they (masc.) هُمْ	سَابَقُوا	يُسَابِقُونَ
they (fem.) هُنَّ	سَابَقْنَ	يُسَابِقْنَ

## Common form III verbs

Here are some form III verbs in the past and present tenses. As usual, the meaning patterns are more obvious in some verbs than others.

to sit with	جالس/يُجالس	to argue with	جادل/يُجادل
to study (e.g., for an exam)	ذاكر/يُذاكر	to talk	حدث/يُحدث
to help	ساعد/يساعد	to race	سابق/يسابق
to review	راجع/يراجع	to travel	سافر/يسافر
to view, to watch	شاهد/يشاهد	to participate	شارك/يشارك
to leave	غادر/يغادر	to deal with, to treat	عامل/يعامل
to discuss	ناقش/يناقش	to fight	قاتل/يقاتل
		to emigrate	هاجر/يهاجر

### EXERCISE

### 15.7

Put these sentences and questions into the past tense.

EXAMPLE

أغادرِ البلدَ بالركبِ. غادرْتُ البلدَ بالركبِ.

- ١ نُشاهدِ التلفزيونَ.
- ٢ يُسافرُ الملكُ بطائرةٍ خاصّةٍ.
- ٣ أَساعدُ ابنتي في دروسها.
- ٤ هل تُسابقونَ البنات؟
- ٥ أباي وأمّي يُحدثانِ المدرّسَ.
- ٦ تُذاكرُ سميرةٌ للإمتحانِ.
- ٧ لماذا تُجادلني؟
- ٨ تُشاركُ الوزيرةُ في هذا الإجتماعِ.
- ٩ هل تُراجعينَ الدروسَ يا نادية؟
- ١٠ نُقاتلُ من أجلِ الحرّيةِ (for freedom).
- ١١ إنَّ النساءَ يُهاجرنَ إلى أمريكا.
- ١٢ متى يُغادرُ القطارُ؟

Form III verbs such as *حَادَثَ/يُحَادِثُ* already carry the meaning of doing the action *with* someone else, and so they do not need an equivalent of the English preposition “to” or “with”:

The teacher talked to me about the exams. *حَادَثْتَنِي الْمُدْرَسَةُ عَنِ الْإِمْتِحَانَاتِ.*

I argue with my father two or three times a day. *أُجَادِلُ أَبِي ثَلَاثَ أَوْ أَرْبَعَ مَرَّاتٍ فِي الْيَوْمِ.*

They deal with/treat the employees as if they are children. *يُعَامِلُونَ الْمُؤَدِّبِينَ كَأَنَّهُمْ أَطْفَالًا.*

EXERCISE

15.8

Translate these sentences and questions into Arabic using a form III verb from the earlier list.

EXAMPLE

جادلنا المدير في موضوع الخدمة. We argued with the manager about the service.

1 I argued with my father about the exams. ١

2 He treats me as if I am a child. ٢

3 We discussed this with him yesterday. ٣

4 Our ancestors (أجدادنا) fought for freedom. ٤

5 I talk to them (dual هُما) every day about their son. ٥

6 You (masc. pl.) are always arguing with the manager. ٦

7 When will you (fem. pl.) talk to the (female) manager about the service? ٧

8 We sat with her yesterday. ٨



Read Walid's blog and fill in the verbs to match the English translation.

I am racing the wind! My friends and I want to travel (we travel) to the capital to watch (we watch) the big concert on Saturday. My father wants me to review (I review) my school work because the exams are in a week. He talks to me and I argue with him and discuss with him about studying approximately three or four times a week. I fight to explain to my father my point of view in life, and my mother doesn't participate in this argument and never helps me. He treats me as if I'm a child in spite of the fact that I'm fourteen. I sometimes think about leaving the house, but I change my mind at the last moment. For sure I will emigrate from this whole country when I become sixteen or eighteen. Nobody here understands me!

EXAMPLE أنا أُسَابِقُ الرِّيحَ! I am racing the wind!

أنا \_\_\_\_\_ الرِّيحَ! أنا وأَصْدِقَائِي نَوَدُّ أَنْ \_\_\_\_\_ إِلَى العَاصِمَةِ لِـ \_\_\_\_\_ الحفل الموسيقي الكبير يوم السبت. أَبِي طَلَبَ مِنِّي أَنْ \_\_\_\_\_ دُرُوسِي لِأَنَّ الإِمْتِحَانَاتِ بَعْدَ أُسْبُوعٍ. هو \_\_\_\_\_ وَأَنَا \_\_\_\_\_ وَ \_\_\_\_\_ فِي مَوْضُوعِ المَذَاكِرَةِ ثَلَاثَ أَوْ أَرْبَعَ مَرَّاتٍ فِي الأُسْبُوعِ تَقْرِيْبًا. لِأَشْرَحَ لِأَبِي وَجْهَةَ نَظْرِي فِي الحَيَاةِ، وَأُمِّي لَا \_\_\_\_\_ فِي هَذَا الجِدَالِ وَلَا \_\_\_\_\_ أِبْدَاءً. إِنَّهُ \_\_\_\_\_ كَأَنَّني طِفْلٌ رَغْمَ أَنَّني فِي الرَّابِعَةِ عَشْرَةَ. أَنَا أَحْيَانًا أَفَكِّرُ فِي أَنْ \_\_\_\_\_ البَيْتِ وَلَكِنِّي دَائِمًا أُغَيِّرُ رَأْيِي فِي آخِرِ لَحْظَةٍ. أَكِيدُ \_\_\_\_\_ مِنْ هَذَا البَلَدِ كُلِّهِ حِينَ أَصْبَحُ فِي السَّادِسَةِ عَشْرَةَ أَوْ الثَّامِنَةَ عَشْرَةَ. لَا أَحَدٌ هُنَا يَفْهَمُنِي!

## Form IV يُفْعِلُ

Form IV is characterized by a *sukūn* (°) over the first root letter. The meaning pattern is causative and similar to form II. Form IV verbs have similar vowelings to forms II and III, the difference being an additional *alif* on the front of the past tense, and *sukūn* over the first root letter:

Form IV: to repair/to reform

أَصْلَحَ/يُصْلِحُ

Form IV: to announce

أَعْلَنَ/يُعْلِنُ

The spokesman announced that the president was ill yesterday.

أَعْلَنَ المَتَحَدِّثُ أَنَّ الرَّئِيسَ كَانَ مَرِيضًا أَمْسًا.

I will announce the news tomorrow.

سَوْفَ أَعْلِنُ الخَبَرَ غَدًا.

The government has reformed the system of education.

أَصْلَحَتِ الحُكُومَةُ نِظامَ التَّعْلِيمِ.

Put the root letters given into the pattern for a form IV verb. The meaning of the resulting verb is given in English.

EXAMPLE

ع/ل/ن أَعْلَنَ/يُعْلِنُ to announce

- \_\_\_\_\_ to hurry ع/ر/س ١
- \_\_\_\_\_ to do well ن/س/ح ٢
- \_\_\_\_\_ to send ل/س/ر ٣
- \_\_\_\_\_ to tell/to inform ر/ب/خ ٤
- \_\_\_\_\_ to remove/to take out ج/د/خ ٥
- \_\_\_\_\_ to take off ق/ل/ع ٦
- \_\_\_\_\_ to revive/to refresh ش/ع/ن ٧
- \_\_\_\_\_ to become ح/ب/ص ٨
- \_\_\_\_\_ to rescue ن/ق/ذ ٩

The following table shows the conjugations for past and present tenses of the form IV verb أَرْسَلَ/يُرْسِلُ (to send):

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	أَرْسَلْتُ	أُرْسِلُ
you (masc.) أَنْتَ	أَرْسَلْتَ	تُرْسِلُ
you (fem.) أَنْتِ	أَرْسَلْتِ	تُرْسِلِينَ
he/it (masc.) هُوَ	أَرْسَلَ	يُرْسِلُ
she/it (fem.) هِيَ	أَرْسَلَتْ	تُرْسِلُ
PLURAL		
we نَحْنُ	أَرْسَلْنَا	نُرْسِلُ
you (masc. pl.) أَنْتُمْ	أَرْسَلْتُمْ	تُرْسِلُونَ
you (fem. pl.) أَنْتُنَّ	أَرْسَلْتُنَّ	تُرْسِلْنَ
they (masc.) هُمْ	أَرْسَلُوا	يُرْسِلُونَ
they (fem.) هُنَّ	أَرْسَلْنَ	يُرْسِلْنَ

Three friends are talking together, but they can't seem to agree on anything. Complete their exchanges using the prompts.

EXAMPLE

Ahmed repaired the bicycle. أحمد أصلح الدراجة.

لا، سميرة أصلحت الدراجة.

لا، الأولاد أصلحوا الدراجة.

١ سمير أحسن في الإمتحانات. Samir did well in the exams.

لا، نادية

لا، أنا

٢ الناظر سيُرسل النتائج غداً. The principal will send the results tomorrow.

لا، المدرسة

لا، كل المدرسون

٣ أنقذت الطفل من النهر. I rescued the child from the river.

لا، نحن

لا، أبي

٤ سوف تصبح قائد الفريق. You will become the captain of the team.

لا، أحمد

لا، أنا

٥ نادية أخبرت الناظر عن الحفلة. Nadia informed the principal about the party.

لا، الأولاد

لا، أنت

٦ أبوها سيصلح الكمبيوتر. Her father is going to repair the computer.

لا، أمها

لا، المهندسات

Change the subject of the sentences and questions to match the new subject in parentheses, adjusting the verbs as necessary.

EXAMPLE

أرسلَ لي رسالة. (هي) أرسلتَ لي رسالة.

١ لماذا يُخرج الكمبيوتر من الغرفة؟ (أنت)

٢ أسرعوا إلى المستشفى. (أنا)

٣ هل ستُنقذ زميلهُ (his colleague) أيضاً؟ (أنت)

٤ سوف يُنعشون الإقتصاد (the economy). (نحن)

٥ أقلعنا دون (without) أن نُخبر القائد. (هو)

٦ هل ستُحسِن في الإمتحان؟ (أنتم)

٧ أنقذتُ أخي من السّجن (prison). (هم)

٨ أصبحنا فقيرات بعد الحرب (the war). (هنّ)

Read the story about a daring mission to rescue a prisoner (أسير) and choose the correct answer to the questions.

في الحرب، عَلِمْتُ أن أخي كان أسيراً في أحد سُجون العدو لأنّه أرسلَ لي رسالة من هناك. أقلعتُ مع زميلي بطائرة صغيرة من المطار الحربيّ دون أن نُخبر القائد وأسرعنا بها إلى بلاد العدو. كُنْتُ أودّ أن أُطلق أخي من السّجن. ففرتُ من الطائرة بالمظلة في الظلام وأنقذتُه من السّجن. وبعد أن عدنا قال القائد إنني أحسنتُ لأنني أنقذتُ أخي، ولكن أخذ طائرة بدون إذن جريمة ووضعتني في السّجن. الآن أنا أصبحتُ سجيناً ولكن أخي يقضي عطلة طويلة على الشاطئ!

EXAMPLE

متى حدثَ هذا؟ في الحرب/في العطلة/أمس

١ من كان أسيراً في بلاد العدو؟ القائد/زميل الكاتب/أخو الكاتب

٢ أين كان أسيراً؟ في بلاد العدو/في الطائرة/في المطار

٣ كيف عَلِمَ الكاتب؟ من الانترنت/من رسالة/من زميله

٤ من أين أقلع؟ مطار العدو/المطار الحربيّ/مطار القاهرة

٥ متى نزلَ بالمظلة؟ في النهار/في الليل/في الفجر

٦ لماذا وضعتُه القائد في السّجن؟ لأنّه أخذَ الطائرة بدون إذن/لأنّه أنقذَ أخاه.

٧ أين الكاتب الآن؟ في السّجن/على الشاطئ/في الطائرة

٨ وأين أخو الكاتب الآن؟ في السّجن/على الشاطئ/في الطائرة

# Forms V and VI

Forms V and VI are both characterized by the addition of the syllable **تَ (ta-)** in front of the root. They are two of the simplest derived forms to master because:

- ◆ They are closely related to forms II and III
- ◆ They are voweled in both tenses using only *fatha* (a).

## Form V يتَفَعَّلُ

Form V is formed by adding **تَ (ta-)** in front of form II, and voweled the present tense with *fatha* as well as the past tense. Whereas form II is usually transitive or causative (the subject is carrying out the action on something else), form V is usually intransitive or reflexive (the subject is itself carrying out the action).

Form II: to move something else	حَرَكَ/يُحَرِّكُ
Form V: to move yourself/itself	تَحَرَّكَ/يَتَحَرَّكُ
Form II: to remind someone	نَكَرَ/يُنْكَرُ
Form V: to remind yourself, or to remember	تَنَكَّرَ/يَتَنَكَّرُ

The following table shows the conjugations for past and present tenses of the form V verb **تَذَكَّرَ/يَتَذَكَّرُ (to remember)**. Notice that the prefixes for the present tense produce the staccato opening syllables characteristic of forms V and VI (*tata-*, *yata-*, *nata-*)

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	تَذَكَّرْتُ	أَتَذَكَّرُ
you (masc.) أَنْتَ	تَذَكَّرْتَ	تَتَذَكَّرُ
you (fem.) أَنْتِ	تَذَكَّرْتِ	تَتَذَكَّرِينَ
he/it (masc.) هُوَ	تَذَكَّرَ	يَتَذَكَّرُ
she/it (fem.) هِيَ	تَذَكَّرَتْ	تَتَذَكَّرُ

## PLURAL

we نَحْنُ	تَذَكَّرْنَا	نَتَذَكَّرُ
you (masc. pl.) أَنْتُمْ	تَذَكَّرْتُمْ	تَتَذَكَّرُونَ
you (fem. pl.) أَنْتُنَّ	تَذَكَّرْتُنَّ	تَتَذَكَّرْنَ
they (masc.) هُمْ	تَذَكَّرُوا	يَتَذَكَّرُونَ
they (fem.) هُنَّ	تَذَكَّرْنَ	يَتَذَكَّرْنَ

The negative لا يَتَذَكَّرُ can be used to mean both “do not remember” and “cannot remember.”

## EXERCISE

## 16.1

Translate the English into Arabic.

EXAMPLE

لا أَتَذَكَّرُ اسْمَهُ. I can't remember his name.

\_\_\_\_\_ She can't remember my name. ١

\_\_\_\_\_ I will remember this day. ٢

\_\_\_\_\_ Did you (masc.) remember your bag? ٣

\_\_\_\_\_ Yes, I remembered it. ٤

\_\_\_\_\_ You (masc. pl.) never remember my birthday. ٥

\_\_\_\_\_ We remembered it last year. ٦

\_\_\_\_\_ Do you (fem.) remember the war? ٧

\_\_\_\_\_ I remember it (fem.) a little. ٨

## Common form V verbs

Some widely-used verbs are form V, for example the verb “to remember” that was previously practiced, and the most common verbs for “to talk,” “to speak,” “to learn,” and “to move.”

The verbs تَحَدَّثُ/يَتَحَدَّثُ and تَكَلِّمُ/يَتَكَلَّمُ are often used interchangeably for “to speak” or “to talk,” for example when referring to languages spoken:

I speak Arabic a little.

أَتَحَدَّثُ الْعَرَبِيَّةَ قَلِيلاً.

My father speaks French fluently.

يَتَكَلَّمُ أَبِي الْفَرَنْسِيَّةَ بِطَلَاةٍ.

Do you (fem.) speak English?

هَلْ تَتَكَلَّمِينَ الْإِنْجِلِيزِيَّةَ؟

Amira's classmates come from different backgrounds and speak a variety of languages. Between them they can claim knowledge of the following:

Japanese اليابانية	Arabic العَرَبِيَّة
Greek اليونانية	English الإِنجليزية
Chinese الصينية	French الفَرَنسِيَّة
Persian/Farsi الفارسيَّة	German الأَلمانيَّة

Amira is describing which languages they speak. Use the prompts to complete the descriptions.

EXAMPLE Samya: fluent Arabic and English

تتحدَّث/تتكلم سامية العربية والإنجليزية بطلاقة

Girgis (جرجس): fluent Arabic and Greek ١

Jacques (جاك): fluent French/a little Arabic ٢

Fatima: fluent Persian/a little French ٣

Ahmed: fluent Persian and Arabic/a little English ٤

Lucy (لوسي): fluent Chinese/a little Japanese ٥

Sami (سامي): fluent English/a little German ٦

Marie (ماري): fluent French and German/a little Greek ٧

Me: fluent Arabic and English/a little French ٨

Form I يَعْلَمُ/عَلِمَ means “to learn about” as well as “to know” in the context of learning about a particular piece of news. However, the form V verb from the same root, تَعَلَّمَ/يَتَعَلَّمُ, is used in the context of learning a subject or skill, such as a language.

I learned that my brother was a prisoner.

عَلِمْتُ أَنْ أَخِي كَانَ أُسِيرًا.

I learned French from my mother.

تَعَلَّمْتُ الفَرَنسِيَّةَ مِنْ أُمِّي.

Choose the correct verb for each sentence or question.

EXAMPLE

عَلِمْتُ/تَعَلَّمْتُ أَنْ أَخِي كَانَ يَعِيشُ فِي لُنْدُنْ.

١ نَعَلِمُ/تَتَعَلَّمُ الْعَرَبِيَّةَ فِي الْجَامِعَةِ.

٢ كَيْفَ تَعَلِمُ/تَتَعَلَّمُ أَنْ الْخَبْرَ صَاحِحٌ؟

٣ أَيْنَ عَلِمُ/تَعَلَّمُ هَذَا الْوَلَدَ الْفَرَنْسِيَّةَ؟

٤ عَلِمْنَا/تَعَلَّمْنَا أَنَّ الطَّائِرَةَ سَوْفَ تُقْلَعُ بَعْدَ سَاعَةٍ.

٥ إِنَّ الطَّلَبَةَ يَعَلِّمُونَ/يَتَعَلَّمُونَ التَّارِيخَ الْإِسْلَامِيَّ فِي الْمَدْرَسَةِ.

٦ هَلِ الْبَنَاتُ عَلِمْنَ/تَعَلَّمْنَ أَنْ عِنْدَهُنَّ مَدْرَسَةٌ جَدِيدَةٌ؟

٧ هَلِ تَعَلِّمُونَ/تَتَعَلَّمُونَ الْيَابَانِيَّةَ مِنْ أَمَّكُمْ؟

٨ عَلِمْتُ/تَعَلَّمْتُ بِالسَّرِقَةِ مِنَ الشُّرْطَةِ.

Other common form V verbs include:

to improve	تَحَسَّنَ/يَتَحَسَّنُ
to move	تَحَرَّكَ/يَتَحَرَّكُ
to climb	تَسَلَّقَ/يَتَسَلَّقُ
to act/to behave	تَصَرَّفَ/يَتَصَرَّفُ
to disperse	تَفَرَّقَ/يَتَفَرَّقُ

Fill the gaps with the correct part of the verb to match the English translation.

EXAMPLE

I climbed ten mountains in Scotland. تَسَلَّقْتُ عَشْرَةَ جِبَالٍ فِي اسْكُوتْلَنْدَا.

١ سَيَّارَتِي لَا \_\_\_\_\_ مِنْ هَذَا الْمَكَانِ. My car doesn't move from this place.

٢ \_\_\_\_\_ صِحَّتْهَا بَعْدَ أَنْ نَقَلُّوْهَا إِلَى أَسْوَانَ. Her health improved after they moved her to Aswan.

٣ سَوْفَ \_\_\_\_\_ فِي هَذَا الْأَمْرِ بَعْدَ الظُّهْرِ. I will act on this matter this afternoon.

٤ هَذِهِ النَّبَاتَاتُ \_\_\_\_\_ الْحَائِطِ فِي الصَّيْفِ. These plants climb the wall in summer.

٥ كُلُّ عَضَلَاتِ الْجِسْمِ \_\_\_\_\_ أَثْنَاءَ السَّبَّاحَةِ. All the muscles of the body move during swimming.

٦ سَوْفَ \_\_\_\_\_ مِنْ أَخْطَائِهِمْ. They will learn from their mistakes.

٧ هَلِ \_\_\_\_\_ اللَّصَّ هَذَا السُّورَ؟ Did the thief climb this fence?



٨ \_\_\_\_\_ منه الإتقان في العمل. We learned perfectionism in work from him.

٩ هل \_\_\_\_\_ عطلتنا الرائعة في اليونان؟ Do you (fem.) remember our great holiday in Greece?

١٠ \_\_\_\_\_ المتظاهرات حين نزل المطر.

The (female) demonstrators dispersed when the rain came down.

١١ يجب أن \_\_\_\_\_ بسرعة. It is necessary that we act quickly.

١٢ ماذا \_\_\_\_\_ من هذه الرحلة يا أبنائي؟ What did you (masc. pl.) learn from this trip, my sons?

## Form VI يتفاعل

Form VI is not a common form but there are some verbs in general circulation. It is formed by adding *ta-* in front of form III, and like form V is voweled with *fatha* throughout. Whereas form III often implies doing something with someone else, form VI usually carries the meaning of doing something together as a group.

Form III: to talk with someone      حادَث/يُحادِث

Form VI: to converse, to talk to each other      تَحادَث/يَتَحادَث

Form III: to discuss with someone      ناقِش/يُناقِش

Form VI: to discuss with each other/to debate      تَناقِش/يَتَناقِش

Form III: to fight with someone      قاتَل/يُقاتِل

Form VI: to fight each other      تَقاتَل/يَتَقاتَل

Form VI can sometimes also carry the meaning of being in a particular state.

تَكاَسَل/يَتَكاَسَل      to be/become lazy  
(from the root ك/س/ل connected with laziness)

### EXERCISE

## 16.5

Rewrite the sentences to match the new subject.

EXAMPLE

كُلُّنا نَتَحادَث في هذا الأمر. We are all talking to each other about this matter.  
كُلُّهم يَتَحادَثون في هذا الأمر.

١ إنهم يَتَحادَثون بلُغة ويلز. They are conversing in the Welsh language.

..... إننا

٢ إنَّ الجيوش تَقاتَلت في هذا الوادي. The armies fought each other in this valley.

..... إنَّ الرجال

٣ الأسود تَتَكاَسَل وتنام بعد أن تَأكل. Lions become lazy and sleep after they eat.

..... كَلبي

٤ هذه الأسماك تتقاتل على قطعة الخبز. These fish are fighting over the piece of bread.

هؤلاء الأطفال

٥ الأخان يتقاتلان من أجل المال. The two brothers are fighting each other for the sake of money.

الأختان

٦ الأمم المتحدة تناقش الآن في هذه المشكلة. The United Nations is debating this problem now.

المجلس

٧ يا شباب، هل تحدثتم في هذا المشروع؟ Guys, did you talk to each other about this project?

يا شابات

٨ إن الناس يتكاسلون في الحرارة. People become lazy in the heat.

إنني

## Forms VII, VIII, and X

The three forms VII, VIII, and X are all characterized by an additional *kasra* carried by *alif* (ا, i-) on the front of the past tense, and similar voweling patterns on both tenses. Form IX also shares some of these characteristics but is used rarely in modern Arabic.

## Form VII يَنْفَعِل

Form VII has an additional *nūn* (ن) before the root, resulting in the past tense starting with the sound *in-*, and the present tense with *yan-* (*tan-*, *nan-*, etc.). In the majority of cases, the meaning is passive.

to be broken, to break

انْكَسَرَ/يَنْكَسِرُ

to be divided

انْقَسَمَ/يَنْقَسِمُ

The first vowel of the past tense and the final vowel of the present tense is *kasra*, but otherwise both tenses are voweled with *fatha*. The additional *nūn* (ن) carries a *sukūn*.

The branch of the tree  
was broken (off) in the storm.

انْكَسَرَ فَرْعُ الشَّجَرَةِ فِي العاصِفَةِ.

The state is divided into northern  
and southern provinces.

تَنْقَسِمُ الدَّوْلَةُ إِلَى مَحَافِظَاتٍ شَمَالِيَّةٍ  
وَجَنُوبِيَّةٍ.

The following table shows the conjugations for past and present tenses of the form VII verb انْكَسَرَ/يَنْكَسِرُ (*to be broken*).

	PAST TENSE	PRESENT TENSE
SINGULAR		
أنا I	انْكَسَرْتُ	أَنْكَسِرُ
you (masc.) أَنْتَ	انْكَسَرْتَ	تَنْكَسِرُ
you (fem.) أَنْتِ	انْكَسَرْتِ	تَنْكَسِرِينَ
he/it (masc.) هُوَ	انْكَسَرَ	يَنْكَسِرُ
she/it (fem.) هِيَ	انْكَسَرَتْ	تَنْكَسِرُ

## PLURAL

we نَحْنُ	انْكَسَرْنَا	تَنْكَسِرُ
you (masc. pl.) أَنْتُمْ	انْكَسَرْتُمْ	تَنْكَسِرُونَ
you (fem. pl.) أَنْتُنَّ	انْكَسَرْتُنَّ	تَنْكَسِرْنَ
they (masc.) هُمْ	انْكَسَرُوا	يَنْكَسِرُونَ
they (fem.) هُنَّ	انْكَسَرْنَ	يَنْكَسِرْنَ

Some other verbs that fit into this passive category are:

to be reflected	انْعَكَسَ/يَنْعَكِسُ
to be turned over, to overturn	انْقَلَبَ/يَنْقَلِبُ
to be pulled out, to withdraw	انْسَحَبَ/يَنْسَحِبُ

## EXERCISE

## 17.1

Choose one of the following verbs to fit in the gaps in the sentences.

انْسَحَبَ	تَنْكَسِرُ	يَنْقَسِمُونَ	انْعَكَسَ	تَنْقَسِمُ
	انْقَلَبَتْ	تَنْعَكِسُ	انْقَلَبَ	سَوْفَ تَنْسَحِبُ

## EXAMPLE

تَنْعَكِسُ أشعة الشمس على البحيرة

- ١ \_\_\_\_\_ المركب في العاصفة.
- ٢ إنَّ الأولاد \_\_\_\_\_ إلى فريقين.
- ٣ \_\_\_\_\_ الملائك بسبب الجرح.
- ٤ \_\_\_\_\_ ضوء الفلاش في المرآة.
- ٥ \_\_\_\_\_ الجيوش من وسط المدينة غداً.
- ٦ \_\_\_\_\_ الشاحنة في الطريق أمس.
- ٧ \_\_\_\_\_ الجزيرة إلى دولتين.
- ٨ \_\_\_\_\_ الأطباق في الحفلات اليونانية.

A few form VII verbs are not so obviously passive, for example the verb:

to depart, to leave	انْصَرَفَ/يَنْصَرِفُ
---------------------	----------------------

Majid held a party to celebrate his graduation. The party went on until late, and his friend wants to know what time everyone left. Play the role of Majid and give your friend the information using the prompts. Remember to use the dual endings when referring to two people.

EXAMPLE

جَدِّي/ ٨:٣٠ مساءً جَدِّي انصَرَفَ السَّاعَةَ الثَّامِنَةَ والنِّصْفَ مساءً.

- ١ جَدَّتِي/ ٩ مساءً \_\_\_\_\_
- ٢ خَالِي مَمْدُوح/ ١٠:٣٠ مساءً \_\_\_\_\_
- ٣ عَمَّتِي سَارَةَ/ ١١ مساءً \_\_\_\_\_
- ٤ أَبِي وَأُمِّي/ ١١:٣٠ مساءً \_\_\_\_\_
- ٥ أَبْنَاءُ سَارَةَ/ ١ صباحاً \_\_\_\_\_
- ٦ بَنَاتُ مَمْدُوح/ ١:٣٠ صباحاً \_\_\_\_\_
- ٧ صَدِيقِي يُونُسَ/ ٢ صباحاً \_\_\_\_\_
- ٨ صَدِيقَتِي مَهَا/ ٢:٣٠ صباحاً \_\_\_\_\_
- ٩ وَاِلِدُ وَمَارِي/ ٣ صباحاً \_\_\_\_\_
- ١٠ أَنَا/ ٤ صباحاً! \_\_\_\_\_

## Form VIII يَفْتَعِلُ

Form VIII is an important and common derived form. It is usually, but not always, intransitive but there is no consistent meaning pattern connected with it. Form VIII is formed by adding *ta'* (ت) between the second and third root letters. The vowel patterns are identical to form VII.

ح/ف/ل (to celebrate) احتفل/يحتفل

ر/ف/ع (to rise) ارتفع/يرتفع

Can you identify the roots of these form VIII verbs and write them out with the vowelings?

EXAMPLE

احتفل/يحتفل ح/ف/ل (to celebrate) احتفل/يحتفل

- ١ ابتسم/يبتسم \_\_\_\_\_ to smile
- ٢ اجتمع/يجتمع \_\_\_\_\_ to meet
- ٣ اجتهد/يجتهد \_\_\_\_\_ work hard
- ٤ احترم/يحترم \_\_\_\_\_ to respect

- ٥ اقترَب/يقترَب to approach
- ٦ استمع/يستمع to listen
- ٧ اعتقد/يعتقد to believe/think
- ٨ انتظر/ينتظر to wait for

EXERCISE

17.4

Fill in the correct Arabic verb to match the English translation.

EXAMPLE

We approached the town before dark. اقتَرَبْنَا مِنَ الْمَدِينَةِ قَبْلَ الظَّلَالِ.

- ١ \_\_\_\_\_ أَبِي إِلَى الراديو. My father is listening to the radio.
- ٢ \_\_\_\_\_ الْمَبِيعَاتِ فِي الشَّهْرِ الْمَاضِي. Sales rose last month.
- ٣ هل \_\_\_\_\_ بِعِيدِ مِيلَادِكَ غَدًا؟ Will you (masc.) celebrate your birthday tomorrow?
- ٤ الْمُوَظَّفُونَ \_\_\_\_\_ الْمُفْتَشِّ لِمُدَّةِ ثَلَاثِ سَاعَاتٍ. The employees waited for the inspector for three hours.
- ٥ \_\_\_\_\_ لِنَتَحَدَّثَ عَنِ تَحْسِينِ الْإِنْتِاجِ. We met to talk about improving production.
- ٦ \_\_\_\_\_ زُمَلَائِي عَمَلِي. My colleagues respect my work.
- ٧ \_\_\_\_\_ فِي شَرِكَتِنَا. We work hard in our company.
- ٨ هل \_\_\_\_\_ إِلَى إِقْتِرَاحَاتِي؟ Are you (fem. pl.) listening to my suggestions?
- ٩ \_\_\_\_\_ الْمَدِيرِ حِينَ اقْتَرَبْتُ مِنْهُ. The manager smiled when I approached.
- ١٠ \_\_\_\_\_ أَنَّهَا \_\_\_\_\_ ابْنَهَا. I think that she is waiting for her son.

EXERCISE

17.5

The manager of a factory has gathered all the employees together and is making a speech. Read the speech and then find the expressions that follow the speech.

ابْتَسَمَ الْمَدِيرُ وَقَالَ لِلْمُوَظَّفِينَ:

”أَعْتَقِدُ أَنَّكُمْ تَتَسَاءَلُونَ عَن سَبَبِ هَذَا الْاجْتِمَاعِ. نَحْنُ نَجْتَمِعُ الْيَوْمَ يَا زُمَلَائِي لِنَحْتَفِلَ مَعًا بِنَجَاحِ الشَّرِكَةِ. ارْتَفَعَتِ الْمَبِيعَاتُ فِي الْعَامِ الْمَاضِي، وَتَرْتَفِعُ هَذَا الْعَامَ أَيْضًا. يَحْتَرِمُ كُلُّ الْوُكَلَاءِ شَرِكَتَنَا، وَالتُّجَّارُ فِي السُّوقِ يَنْتَظِرُونَ بَضَائِعَنَا، وَهَذَا يَا زُمَلَائِي لِأَنَّكُمْ تَجْتَهِدُونَ فِي عَمَلِكُمْ هُنَا. أَنَا أُوَدُّ أَنْ يَزِيدَ هَذَا النَّجَاحُ، وَلِذَلِكَ أُوَدُّ أَنْ أَسْتَمِعَ إِلَى إِقْتِرَاحَاتِكُمْ لِتَحْسِينِ الْإِنْتِاجِ.“

EXAMPLE

إبتَسَمَ المدير the manager smiled

all the agents respect our company ١

I want to listen to your suggestions ٢

we are meeting today, colleagues, to celebrate ٣

sales rose last year ٤

the traders in the market are waiting for our goods ٥

I want this success to increase ٦

to improve production ٧

and that, colleagues, is because you work hard ٨

I think you are wondering ٩

they are rising this year also ١٠

## Form X يَسْتَفْعِلُ

Form X is the last of the main derived forms. This form has two additional consonants before the root, *sīn* (س) and *tā'* (ت), resulting in the past tense starting with the sound *ista-*, and the present tense with *yasta-* (*tasta-*, *nasta-*, etc.). Form X often has the meaning of asking for or seeking something:

Form I: to know

عَلِمَ/يَعْلَمُ

Form X: to seek to know, or to inquire

اسْتَعْلَمَ/يَسْتَعْلِمُ

It can also carry the meaning of considering something to have a certain attribute.

Form I: to be good

حَسُنَ/يَحْسُنُ

Form X: to consider to be good, or to admire

اسْتَحْسَنَ/يَسْتَحْسِنُ

As with forms VII and VIII, the first vowel of the past tense and the final vowel of the present tense is *kasra*, but otherwise both tenses are voweled with *fatha*. The additional *sīn* (س) and the first root letter both carry a *sukūn*.

I admired the statue in the park.

اسْتَحْسَنْتُ التَّمثال في الحديقة.

We will inquire about the times of the trains to Luxor.

سوف نَسْتَعْلِمُ عن مَواعيد القِطارات إلى الأقْصُر.

The following table shows the conjugations for past and present tenses of the form X verb *اسْتَعْلِمُ/يَسْتَعْلِمُ* (to inquire).

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	اسْتَعْلَمْتُ	أَسْتَعْلِمُ
you (masc.) أَنْتَ	اسْتَعْلَمْتَ	تَسْتَعْلِمُ
you (fem.) أَنْتِ	اسْتَعْلَمْتِ	تَسْتَعْلِمِينَ
he/it (masc.) هُوَ	اسْتَعْلَمَ	يَسْتَعْلِمُ
she/it (fem.) هِيَ	اسْتَعْلَمَتْ	تَسْتَعْلِمُ
PLURAL		
we نَحْنُ	اسْتَعْلَمْنَا	نَسْتَعْلِمُ
you (masc. pl.) أَنْتُمْ	اسْتَعْلَمْتُمْ	تَسْتَعْلِمُونَ
you (fem. pl.) أَنْتُنَّ	اسْتَعْلَمْتُنَّ	تَسْتَعْلِمْنَ
they (masc.) هُمْ	اسْتَعْلَمُوا	يَسْتَعْلِمُونَ
they (fem.) هُنَّ	اسْتَعْلَمْنَ	يَسْتَعْلِمْنَ

## Common form X verbs

Common form X verbs include:

to receive (guests, etc.)	اسْتَقْبَلَ/يَسْتَقْبِلُ
to admire	اسْتَحْسَنَ/يَسْتَحْسِنُ
to use	اسْتَخْدَمَ/يَسْتَخْدِمُ
to inquire	اسْتَعْلَمَ/يَسْتَعْلِمُ
to enjoy	اسْتَمْتَعَ/يَسْتَمْتَعُ
to extract	اسْتَخْرَجَ/يَسْتَخْرِجُ
to be arrogant/proud	اسْتَكْبَرَ/يَسْتَكْبِرُ



## EXERCISE

17.6

Write the correct Arabic verb to match the English.

EXAMPLE

أَسْتَحْدِمُ I am using

- \_\_\_\_\_ we enjoyed ١
- \_\_\_\_\_ it (fem.) used ٢
- \_\_\_\_\_ he inquired ٣
- \_\_\_\_\_ you (fem.) admire ٤
- \_\_\_\_\_ they (masc.) are extracting ٥
- \_\_\_\_\_ she was arrogant ٦
- \_\_\_\_\_ it (masc.) receives ٧
- \_\_\_\_\_ you (masc. pl.) are inquiring ٨
- \_\_\_\_\_ I admired ٩
- \_\_\_\_\_ they (fem.) enjoy ١٠
- \_\_\_\_\_ we received ١١
- \_\_\_\_\_ they (masc.) are arrogant ١٢

The verb اسْتَمْتَعَ/يَسْتَمْتِعُ (to enjoy) is followed by the preposition بِ, and the verb اسْتَكْبَرَ/يَسْتَكْبِرُ (to be arrogant/proud) by the preposition عَلَى:

We enjoyed the visit to the palace.

اسْتَمْتَعْنَا بِزِيَارَةِ الْقَصْرِ.

He has been arrogant toward us since  
he became captain of the team.

إِنَّهُ يَسْتَكْبِرُ عَلَيْنَا مُنْذُ أَنْ أَصْبَحَ قَائِدَ الْفَرِيقِ.

## EXERCISE

17.7

Change the subject of the sentence or question to that in parentheses.

EXAMPLE

اسْتَقْبَلَ السُّلْطَانَ الْوَزِيرَ فِي قَصْرِهِ أَمْسَ. (السلطانة) اسْتَقْبَلَتِ السُّلْطَانَةَ الْوَزِيرَ فِي قَصْرِهَا أَمْسَ.

١ الطَّبَّاحُ فِي مَطْعَمِنَا يَسْتَحْدِمُ زَيْتَ الزَّيْتُونِ. (الطَّبَّاحُونَ)

٢ سَوْفَ اسْتَقْبَلُ الضُّيُوفَ عِنْدَ الْبَابِ. (هِيَ)

٣ إِسْتَقْبَلَ هَذَا الْمَطَارِ ثَلَاثَةَ مَلَايِينَ رَاكِبٍ فِي الْعَامِ الْمَاضِي. (هَذِهِ الْمَحَطَّةُ)

٤ هَلْ إِسْتَخْدَمْتَ هَذَا الْبَرْنَامَجَ فِي عَمَلِكَ؟ (أَنْتُمْ)

٥ إِسْتَمْتَعْنَا بِزِيَارَةِ الْبُرْجِ وَالْمَتْخَفِ. (أَنَا)

٦ إِنَّهُ يَسْتَكْبِرُ عَلَيْنَا مُنْذُ أَنْ رَبِحَ جَائِزَةَ الْمِلْيُونِ دُولَارٍ. (أَنْتِ)

٧ انَّهُمْ يَسْتَخْرِجُونَ الْبَتْرُولَ وَالْغَازَ الطَّبِيعِيَّ مِنْ هَذِهِ الْآبَارِ (wells). (نَحْنُ)

٨ إِسْتَعْلَمْتُ الْمَرْأَةَ عَنْ مَوَاعِيدِ الْقِطَارَاتِ. (الرَّجُلُ)

٩ إِنَّ الضِّيُوفَ اسْتَحْسَنُوا فُسْتَانَ الْعُرُوسِ. (النِّسَاءُ)

١٠ هَلْ تَسْتَخْدِمِ الْإِنْتَرْنِتَ فِي الْمَدْرَسَةِ؟ (أَنْتِ)

# Irregular verbs in the derived forms

Irregular (doubled, weak, or *hamzated*) roots also appear in the derived forms. The behavior of an irregular root in a derived form is largely a question of the vowel for that form, combined with the general rules that apply to the type of irregularity. For a particular irregularity in a particular form there may exist only a handful of verbs, and sometimes none at all in common circulation. Rather than list every single derived form for every irregularity this unit will concentrate on the general principles of how the irregularities behave and practice some of the most common irregular derived verbs.

## Doubled verbs in the derived forms

Doubled verbs in the derived forms will follow essentially the same rules as the basic form:

- ◆ If the pattern for regular verbs requires a *sukūn* over the third root letter, the doubled root letters are written separately.
- ◆ If the pattern for regular verbs requires a *vowel* over the third root letter, the doubled root letters are written together.

**Note:** Look back at Chapters 5 and 11 for a fuller explanation of the general rule.

### أَحَبَّ/يُحِبُّ (to like/to love)

One of the most common derived verbs with a doubled root is the form IV verb أَحَبَّ/يُحِبُّ (to like/to love). Compare this verb with the regular form IV verb أَرْسَلَ/يُرْسِلُ (to send):

he sent	أَرْسَلَ
he liked	أَحَبَّ
I sent	أَرْسَلْتُ
I liked	أَحَبَبْتُ
they (masc.) sent	أَرْسَلُوا
they (masc.) liked	أَحَبَّوْا

she sends	تُرْسِلُ
she likes	تُحِبُّ
they (fem.) send	يُرْسِلْنَ
they (fem.) like	يُحِبْنَ

The following table shows the full conjugations for past and present tenses of **أَحَبَّ/يُحِبُّ** (to like/to love). Notice only the feminine plurals of the present tense do *not* have a *shadda* over the doubled root, since they are the only parts of this tense that have a *sukūn* over the third root letter in the regular pattern.

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	أَحَبَبْتُ	أُحِبُّ
you (masc.) أَنْتَ	أَحَبَبْتَ	تُحِبُّ
you (fem.) أَنْتِ	أَحَبَبْتِ	تُحِبِّينَ
he/it (masc.) هُوَ	أَحَبَّ	يُحِبُّ
she/it (fem.) هِيَ	أَحَبَّتْ	تُحِبُّ
PLURAL		
we نَحْنُ	أَحَبَبْنَا	نُحِبُّ
you (masc. pl.) أَنْتُمْ	أَحَبَبْتُمْ	تُحِبُّونَ
you (fem. pl.) أَنْتُنَّ	أَحَبَبْتُنَّ	تُحِبِّينَ
they (masc.) هُمْ	أَحَبُّوا	يُحِبُّونَ
they (fem.) هُنَّ	أَحَبُّنَّ	يُحِبِّينَ

#### EXERCISE

### 18.1

Amira's mother is organizing the food for a family party. She's worried about what the various guests like and dislike and is asking Amira for her opinion. What does Amira say about their food preferences? Follow the prompts.

EXAMPLE

سامي: الدجاج ✓ / الأرانب ✗ أَعْتَقِدُ أَنْ سَامِي يُحِبُّ الدَّجَاجَ وَلَكِنَّهُ لَا يُحِبُّ الأَرَانِبَ.  
(I believe that Sami likes chicken but he doesn't like rabbit.)

١ فاطمة: الأرانب ✓ / البَطَّ ✗

٢ زوج فاطمة: الدجاج والبَطَّ ✓ / السمك ✗

٣ مُنِير: الأُرُزُّ ✓ / الكُسْكُسُ ✗

٤ زَوْجَة مُنِير: البَطَاطِسُ ✓ / الجَزْرُ ✗

٥ أَطْفَال فَاطِمَة: البِيْتَزَا ✓ / الفَلَاْفِلُ ✗

٦ بَنَات مُنِير: عَصِير التُّفَاحِ ✓ / عَصِير البُرْتُقَالِ ✗

EXERCISE

18.2

The party was a success and everyone liked something. Amira is telling her mother which dishes people liked the most. Follow the prompts and write what Amira is saying.

EXAMPLE

سَامِي: الدَّجَاجُ بِالْبَطَاطِسِ سَامِي أَحَبَّ الدَّجَاجَ بِالْبَطَاطِسِ.

(Sami liked the chicken with potatoes.)

١ فَاطِمَة: الأَرَانِبُ بِالْجَزْرِ

٢ زَوْجُ فَاطِمَة: البَطُّ بِالْكُسْكُسِ

٣ مُنِير: السَّمَكُ بِالْأُرُزِّ

٤ زَوْجَة مُنِير: الدَّجَاجُ بِالْبَطَاطِسِ

٥ أَطْفَالُ فَاطِمَة: البِيْتَزَا وَعَصِيرُ البُرْتُقَالِ

٦ بَنَاتُ مُنِير: الفَلَاْفِلُ وَعَصِيرُ التُّفَاحِ

٧ أَنَا: كُلُّ المَأْكُولَاتِ!

## Other derived doubled verbs

Doubled verbs are regular in forms II and V, as the *shadda* required by these forms on the second root letter serves to separate it from the identical third root.

Form I: to reply	رَدَّ/يُرَدُّ
Form II: to repeat	رَدَّدَ/يُرَدِّدُ
Form V: to hesitate	تَرَدَّدَ/يَتَرَدَّدُ

Doubled verbs in the other derived forms follow the pattern for form IV (see the full conjugations for past and present tenses of أَحَبَّ/يُحِبُّ earlier in this chapter). The vowelings will change depending on the particular form, but the principle of whether to write the doubled root together or separately remains the same:

Form X: to continue	اِسْتَمَرَّ/يَسْتَمِرُّ
he continued	اِسْتَمَرَّ
I continued	اِسْتَمَرَّرْتُ
Form VIII: to occupy (land, etc.)	اِحْتَلَّ/يَحْتَلُّ
they occupied	اِحْتَلَّوْا
we occupied	اِحْتَلَّلْنَا

As with أَحَبَّ/يُحِبُّ, in the present tense the doubled root is written together, with the exception of the feminine plurals [see the section “أَحَبَّ/يُحِبُّ (to like/to love)” earlier in this chapter].

Common derived verbs with doubled roots include:

to prepare	أَعَدَّ/يُعِدُّ
to repeat	رَدَّدَ/يُرَدِّدُ
to cause	سَبَّبَ/يُسَبِّبُ
to decide	قَرَّرَ/يَقَرِّرُ
to hesitate	تَرَدَّدَ/يَتَرَدَّدُ
to occupy	اِحْتَلَّ/يَحْتَلُّ
to deserve	اِسْتَحَقَّ/يَسْتَحِقُّ
to continue	اِسْتَمَرَّ/يَسْتَمِرُّ
to extend	اِمْتَدَّ/يَمْتَدُّ

## EXERCISE

## 18.3

For each of the verbs listed, decide which derived form they represent and then write the past tense and present tense parts of the verb for "I."

EXAMPLE

أَحَبُّ/يُحِبُّ Form IV أَحَبَّ (I like) أَحَبَّيْتُ (I liked)

- ١ رَدَّدَ/يُرَدِّدُ
- ٢ اِحْتَلَّ/يَحْتَلُّ
- ٣ اسْتَحَقَّ/يَسْتَحِقُّ
- ٤ سَبَّبَ/يُسَبِّبُ
- ٥ اِمْتَدَّ/يَمْتَدُّ
- ٦ اَعَدَّ/يُعِدُّ
- ٧ اسْتَمَرَّ/يَسْتَمِرُّ
- ٨ تَرَدَّدَ/يَتَرَدَّدُ
- ٩ قَرَّرَ/يُقَرِّرُ

## EXERCISE

## 18.4

Ahmed and his wife, Nadia, can't agree on their favorite dishes. They are having an argument about it in the kitchen. Read their conversation and answer the following questions. The additional vocabulary will help you.

عناد stubbornness	في خَطَرٍ in danger
سَمَاعَةُ الهاتفِ telephone receiver	شَهِيّ delicious
مُفِيدٌ beneficial	رائعٍ great, fantastic

أحمد يُحِبُّ السمك، ولكن نادية زَوْجَتُهُ تُحِبُّ الدجاج. تُعِدُّ نادية وَجِبَةً دجاج وأحمد يَدْخُلُ المَطْبَخَ.

أحمد: إِنَّ زَوْجَانَا فِي خَطَرٍ. أَنْتِ تُعِدِّينَ أطباقَ الدجاج الشَّهِيَّةِ كُلَّ يَوْمٍ ولكنَّكَ لَا تَطْبُخِينَ السمكَ أَبَدًا!

نادية: الحَقِيقَةُ هِيَ أَنَّكَ لَا تَسْتَحِقُّ زَوْجَةً رَائِعَةً مِثْلِي.

أحمد: مِنْ اليَوْمِ، أَنَا سَأَحْتَلُّ المَطْبَخَ وَسَنَأَكُلُ سمكاً كُلَّ يَوْمٍ.

نادية: أَسِيفَةٌ. الزَّوْجَةُ تُقَرِّرُ مَا يَحْدُثُ فِي مَطْبَخِهَا. وَأَنَا قَرَّرْتُ أَنَّنَا سَنَأْكُلُ الدجاجَ.

أحمد: سمك.

نادية: أحمد، إِنَّ عِنَادَكَ سَيُسَبِّبُ لَكَ مَشَاكِلَ كَثِيرَةً.

أحمد: سمك. سمك. سمك.

نادية: أحمد، لِمَاذَا رَدَدْتَ كَلِمَةَ "سمك" ثَلَاثَ مَرَّاتٍ؟ أَنَا قُلْتُ دجاج!

أحمد: سمك.

(تَمَتَّدَ يَدُ نَادِيَةٍ نَحْوَ سَمَاعَةِ الْهَاتِفِ. أَحْمَدُ يَتَرَدَّدُ قَلِيلاً.)

أحمد: مَنْ سَتَطْلُبِينَ؟

نادية: سَأَطْلُبُ مِنْ أُمِّي أَنْ تُسَاعِدَنَا فِي حَلِّ هَذِهِ الْمَشْكِلةِ.

أحمد: عُمُومًا، الدَّجَاجُ لَذِيذٌ وَمُفِيدٌ. أَلَيْسَ كَذَلِكَ يَا حَبِيبَتِي؟

(نادية تُرْجِعُ سَمَاعَةَ الْهَاتِفِ وَتَبْتَسِمُ لِأَحْمَدِ إِبْتِسَامَةً جَمِيلَةً.)

نادية: نَعَمْ يَا حَبِيبِي. الدَّجَاجُ لَذِيذٌ وَمُفِيدٌ.

1. Who prefers chicken?

---

2. Who prefers fish?

---

3. What does Ahmed threaten to do?

---

4. Who does Nadia think should be responsible for what happens in the kitchen?

---

5. Why does Nadia's hand reach for the telephone receiver?

---

6. What does Ahmed say about chicken in the end?

---

7. How does Nadia react to Ahmed's endorsement of chicken?

---

8. Who wins the argument?

---

## Weak verbs in the derived forms

Weak verbs (with **و** or **ي** as one of the root letters) behave in different ways in the derived forms depending on a combination of the particular weak letter and the pattern for the derived form. In certain derived forms, some types of weak verbs behave regularly, but in others the weak letter will change into a long or short vowel, as it tends to in the basic verb (form I). We will look at each type of weak verb in turn and at the basic principles that can be applied.



## Assimilated verbs

Assimilated verbs are regular in the majority of the derived forms, with the weak initial root و or ي retaining its full consonantal sound throughout. For example:

<b>Form II</b> to employ	وَضَفَّ/يُضَفِّفُ
to distribute	وَزَعَ/يُوزِعُ
to save	وَفَّرَ/يُؤَفِّرُ
to sign	وَقَّعَ/يُوقِّعُ
to facilitate	يَسَّرَ/يُسِّرُّ
<b>Form III</b> to agree	وَأْفَقَ/يُؤَافِقُ
<b>Form V</b> to stop/to desist	تَوَقَّفَ/يَتَوَقَّفُ
to expect	تَوَقَّعَ/يَتَوَقَّعُ
<b>Form VI</b> to agree together/to match	تَوَافَقَ/يَتَوَافَقُ
<b>Form X</b> to import	اِسْتَوْرَدَ/يَسْتَوْرِدُ
to wake up	اِسْتَيْقَظَ/يَسْتَيْقِظُ

We woke up (from sleep) at nine o'clock.

اِسْتَيْقَظْنَا مِنَ النُّومِ السَّاعَةَ التَّاسِعَةَ.

The manager will sign the check after lunch.

سَوْفَ يُوقِّعُ الْمَدِيرُ الشَّيْكَ بَعْدَ الْغَدَاءِ.

I expect to win in the elections.

أَتَوَقَّعُ أَنْ أَفُوزَ فِي الْإِنْتِخَابَاتِ.

Did your mother agree to (agree on) your request?

هَلْ وَافَقَتْ أُمَّكَ عَلَى طَلْبِكَ؟

They walked to the cinema and saved the cost of the bus.

مَشَوْا إِلَى السِّيْنِمَا وَوَفَّرُوا ثَمَنَ الْبَاصِ.

Choose a verb from the list to complete the sentences.

وَقَّعَ	سَيُوظَّفُ	تُوزَعُ	تَتَوَافَقُ
تَتَوَقَّفُ	وَافَقَ	أُوقِرُّ	يَسْرُرُ
	يَسْتَوِرِدُونَ	نَتَوَقَّعُ	نَسْتَيْقِظُ

EXAMPLE

بعد حوار طويل، وافق المدير على طلبي.

- ١ لا \_\_\_\_\_ من النوم يوم السبت قبل الساعة العاشرة.
- ٢ \_\_\_\_\_ السلطان الشيك بنفسه.
- ٣ \_\_\_\_\_ البترول من السعودية والكويت.
- ٤ يجب عليها أن \_\_\_\_\_ تماماً عن التدخين.
- ٥ عندهم ثلاث شاحنات \_\_\_\_\_ الصناديق على التجار.
- ٦ \_\_\_\_\_ المصنع الجديد تسعة من شباب القرية.
- ٧ سأذهب بالدراجة إلى النادي و \_\_\_\_\_ تكاليف السيارة.
- ٨ الجسر الجديد \_\_\_\_\_ الوصول إلى الشاطئ الغربي.
- ٩ \_\_\_\_\_ أن نفوز في الانتخابات القادمة.
- ١٠ سألبس قبعة مختلفة لأن هذه الألوان لا \_\_\_\_\_.

### Assimilated verbs in forms IV and VIII

The exceptions to this regularity are forms IV and VIII. In form IV, assimilated verbs behave regularly in the past tense, but display a long *ū* at the beginning of the present tense. In form VIII, the weak *و* or *ي* drops out altogether in both tenses, being replaced by a doubling of the additional *tā'*. Here is the root *و/ص/ل* in forms I, IV, and VIII:

Form I: to arrive

وَصَلَ/يَصِلُ

Form IV: to deliver/to connect

أَوْصَلَ/يُوصِلُ

Form VIII: to contact/communicate

اتَّصَلَ/يَتَّصِلُ

The verb *اتَّصَلَ/يَتَّصِلُ* is followed by *بِ* (with):

I contact my sister in Egypt over the Internet.

أَتَّصِلُ بِأختي في مصر على الإنترنت.

Have you contacted the manager?

هل اتَّصَلْتَ بالمدير؟

Three more common assimilated verbs in forms IV and VIII are:

Form IV: to wake (someone) up      أَيَقِظُ/يوقِظُ

Form IV: to deposit      أودِعَ/يودِعُ

Form VIII: to agree      اتَّفَقَ/يتَّفَقُ

Did you deposit the checks in my account?      هل أودَعْتِ الشيكات في حسابي؟

I agreed to the meeting in the school.      اتَّفَقْتُ على الإِجْتِمَاعِ في المدرسة.

Every day we wake Ahmed up at seven o'clock.      كلَّ يومٍ نوقِظُ أحمد الساعة السابعة.

EXERCISE

18.6

Change these sentences and questions to refer to the future.

EXAMPLE

أَيَقِظُنَا نادية قبل الساعة السادسة. سنوقِظُ نادية قبل الساعة السادسة.

١ اتَّفَقْنَا على الإِجْتِمَاعِ في البنك.

٢ أَوْصَلَ المُهَنْدِسُونَ أنابيب الماء إلى البيوت.

٣ أودَعْتِ نادية الشيكات في حسابها.

٤ أَيَقِظْتُ أَسْرَتِي كُلَّهَا بِتِلِفُونِك!

٥ اتَّصَلْتُ بِمَدِيرِ البنك في مَكْتَبِهِ.

٦ إِنَّ الأَطْفَالَ أَوْصَلُوا الكَلِمَاتِ وَالصُّورَ.

٧ هل اتَّفَقْتُمْ على الحَفْلَةِ؟

٨ إِنَّ النِّسَاءَ اتَّصَلْنَ بالمدرِّسة يوم الخميس.

## Hollow verbs

Hollow verbs with و or ي as the middle root letter behave regularly in several of the derived forms. This is because the pattern for some derived forms (e.g., doubling the middle root or adding a long vowel after it) protects the consonantal value of the و or ي. Other derived forms display a long vowel in place of the middle root as for basic hollow verbs.

## Hollow roots in forms II, III, V, and VI

Hollow verbs are regular in the forms II, III, V, and VI, with the weak middle root و or ي retaining its full consonantal sound throughout. For example:

Form II: to change/to alter      غَيَّرَ/يُغَيِّرُ

Form III: to try      حَاوَلَ/يُحَاوِلُ

Form V: to shop/to go shopping      تَسَوَّقَ/يَتَسَوَّقُ

Form VI: to get annoyed      تَضَايَقَ/يَتَضَايِقُ

They are changing the menu for the summer season.

إِنَّهُمْ يُغَيِّرُونَ قَائِمَةَ الطَّعَامِ لِفَصْلِ الصَّيْفِ.

Nadia tried to answer all the questions.

حَاوَلَتْ نَادِيَةَ أَنْ تَرُدَّ عَلَى كُلِّ الْأَسْئَلَةِ.

We shop together every Thursday.

نَتَسَوَّقُ مَعًا كُلَّ يَوْمِ خَمِيْسٍ.

I got a little annoyed with (from) my brother.

تَضَايَقْتُ مِنْ أَخِي قَلِيْلًا.

EXERCISE

18.7

Translate the English sentences into Arabic.

EXAMPLE

أُحَاوِلُ أَنْ أُرَدَّ عَلَى الْأَسْئَلَةِ. I am trying to answer the questions.

\_\_\_\_\_

Ahmed got annoyed with his sister a little. ١

\_\_\_\_\_

We changed the menu for the winter season. ٢

\_\_\_\_\_

When do you (masc. pl.) shop together? ٣

\_\_\_\_\_

Why did you (fem.) change the menu? ٤

\_\_\_\_\_

You (masc.) are not trying to answer the questions. ٥

\_\_\_\_\_

They (fem.) shopped together last Thursday. ٦

\_\_\_\_\_

I got annoyed with this music. ٧

\_\_\_\_\_

We (masc.) tried to answer these questions yesterday. ٨

## Hollow roots in forms IV, VII, VIII, and X

Hollow verbs in forms IV, VII, VIII, and X follow the same general rules as in the basic form I (see "Hollow verbs" in Chapters 6 and 12).

- ◆ If the pattern for regular verbs requires a *vowel* over the third root letter, a long vowel appears instead of the middle root letter
- ◆ If the pattern for regular verbs requires a *sukūn* (°) over the third root letter, the middle root letter changes to a short vowel

The vowelings for form I hollow verbs depends on whether the middle root letter is *و* or *ي*. However, in the derived forms, the vowelings depends on the pattern for the form itself and not on the middle root letter.

Forms IV and X are voweled with *fatha* over the middle root in the past tense, but *kasra* over the middle root in the present tense. A hollow verb in these forms will display *ā/a* in place of the middle root in the past tense, and *ī/i* in the present tense, no matter whether the original middle root was *و* or *ي*.

Form IV: to want/would like

أراد/يُريد

Form X: to be able to/can

استطاع/يستطيع

We wanted the fish but they wanted the chicken.

أردنا السمك ولكنهم أرادوا الدجاج.

I could visit my mother yesterday but I can't visit her today.

استطعت زيارة أمي أمس ولكنني لا أستطيع زيارتها اليوم.

The following table shows the full conjugations for past and present tenses of the form IV hollow verb أراد/يُريد (*to want/would like*), showing how the vowel changes from long to short. This pattern will also work with form X.

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	أردتُ	أريدُ
you (masc.) أنتَ	أردتَ	تريدُ
you (fem.) أنتِ	أردتِ	تريدينُ
he/it (masc.) هوَ	أرادَ	يُريدُ
she/it (fem.) هيَ	أرادتْ	تريدُ
PLURAL		
we نحنُ	أردنا	نريدُ
you (masc. pl.) أنتمُ	أردتُمْ	تريدونُ
you (fem. pl.) أنتنَّ	أردتنَّ	تريدنَّ
they (masc.) همُ	أرادوا	يُريدونُ
they (fem.) هنَّ	أردنَّ	يُريدنَّ

Amira is going to Paris. Her family members have asked her to bring back things for them. Follow the prompts and write what everyone wants.

EXAMPLE

(a silk shirt) أبو أميرة: قميص من الحرير

(Amira's father wants a silk shirt.) أبو أميرة يُريد قميصاً من الحرير.

- ١ أم أميرة: زُجاجة عطر (a bottle of perfume)
- ٢ منير: حزام من الجلد (a leather belt)
- ٣ زوجة منير: قلادة فضيية (a silver necklace)
- ٤ أطفال فاطمة: كُتُب فرنسيية (French books)
- ٥ بنات منير: شكلاتة (chocolate)
- ٦ نادية وزوجها: مفرش من القطن (a cotton tablecloth)

Hollow verbs in forms VII and VIII are similar to IV and X except that the past tense *and* the present tense displays *ā/a* in place of the middle root.

The following table shows the full conjugations for past and present tenses of the form VIII hollow verb *يحتاج/يحتاج* (*to need*).

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	إِخْتَجْتُ	أَحْتَاجُ
you (masc.) أَنْتَ	إِخْتَجْتَ	تَحْتَاجُ
you (fem.) أَنْتِ	إِخْتَجْتِ	تَحْتَاجِينَ
he/it (masc.) هُوَ	إِخْتَجَ	يَحْتَاجُ
she/it (fem.) هِيَ	إِخْتَجَتْ	تَحْتَاجُ
PLURAL		
we نَحْنُ	إِخْتَجْنَا	نَحْتَاجُ
you (masc. pl.) أَنْتُمْ	إِخْتَجْتُمْ	تَحْتَاجُونَ
you (fem. pl.) أَنْتُنَّ	إِخْتَجْتُنَّ	تَحْتَاجْنَ
they (masc.) هُمْ	إِخْتَجُوا	يَحْتَاجُونَ
they (fem.) هُنَّ	إِخْتَجْنَ	يَحْتَاجْنَ

The verb **يَحْتَاج/يَحْتَاج** is followed by the preposition **إلى**:

I needed the book yesterday.

اَحْتَجْتُ إِلَى الكِتَابِ أَمْسَ.

We don't need this problem.

لَا نَحْتَاجُ إِلَى هَذِهِ المُشْكِلةِ.

EXERCISE

18.9

*Amira's friend, Maha, is looking at the list of Paris presents. Maha doesn't think that the recipients need all these items. Look back at Exercise 18.8 and give all of Maha's objections.*

EXAMPLE

(Your father doesn't need a silk shirt!) **أَبُوكَ لَا يَحْتَاجُ إِلَى قَمِيصٍ مِنَ الْحَرِيرِ!**

- \_\_\_\_\_ ١
- \_\_\_\_\_ ٢
- \_\_\_\_\_ ٣
- \_\_\_\_\_ ٤
- \_\_\_\_\_ ٥
- \_\_\_\_\_ ٦

EXERCISE

18.10

*Put the hollow roots given into the pattern for the derived form shown. The meaning of the resulting verb is given in English.*

EXAMPLE

**أَرَادَ/يُرِيدُ** to want form IV ر/و/د

- |       |                  |           |         |
|-------|------------------|-----------|---------|
| _____ | to reply/respond | form IV   | ١ ج/و/ب |
| _____ | to develop       | form V    | ٢ ط/و/ر |
| _____ | to frighten      | form II   | ٣ خ/و/ف |
| _____ | to choose        | form VIII | ٤ خ/ي/ر |
| _____ | to imagine       | form V    | ٥ ص/و/ر |
| _____ | to hand over     | form III  | ٦ ن/و/ل |
| _____ | to add           | form IV   | ٧ ض/ي/ف |
| _____ | to rest          | form X    | ٨ ر/و/ح |

_____	to vote	form II	٩ ص/و/ت
_____	to marry	form V	١٠ ز/و/ج
_____	to manage/run	form IV	١١ د/و/ر
_____	to pollute/to contaminate	form II	١٢ ل/و/ث
_____	to be polluted/soiled	form V	١٣ ل/و/ث
_____	to help	form III	١٤ ع/و/ن
_____	to cooperate/help each other	form VI	١٥ ع/و/ن

EXERCISE

18.11

Fill in the correct Arabic verb to match the English translation, using one of the verbs in Exercise 18.10 in the proper place.

EXAMPLE

Samir never helps in the house. لا يُعاوِن سَمِير في البيت أبداً.

١ الأستاذ منير \_\_\_\_\_ المطعم وأنا أعمل فيه.

Mr. Munir manages the restaurant and I work in it.

٢ س \_\_\_\_\_ إبني بعد شهرين تقريباً.

My son will marry after about 2 months.

٣ \_\_\_\_\_ الأحداث بسرعة.

Events developed quickly.

٤ \_\_\_\_\_ في ليلة الإمتحان.

We rested on the night of the exam.

٥ \_\_\_\_\_ أنها أحسن مُدرّسة في العالم.

She imagines that she is the best teacher in the world.

٦ \_\_\_\_\_ جميعاً في حلّ هذه المشكلة.

We all cooperated in solving this problem.

٧ \_\_\_\_\_ إن كل سُكّان القرية لي في الإنتخابات.

All the residents of the village voted for me in the elections.

٨ كلبك الكبير س \_\_\_\_\_ الأطفال.

Your large dog will frighten the children.



I don't want him to help (that he helps) me.

١٠ نفايات هذه المصانع \_\_\_\_\_ البحيرة.

The waste from these factories has polluted the lake.

١١ سـ \_\_\_\_\_ البحيرة لمدة طويلة.

The lake will be polluted for a long time.

١٢ \_\_\_\_\_ المسامير وهو واقف على الكرسي.

I handed him the nails while he was standing on the chair.

١٣ هل \_\_\_\_\_ على كل الأسئلة؟

Did you (fem.) respond to all the questions?

١٤ لا، \_\_\_\_\_ أسهل الأسئلة.

No, I chose the easiest questions.

١٥ أن \_\_\_\_\_ الدجاج إلى السلطة.

We can add some chicken to the salad.

## Defective verbs

Defective verbs, with *و* or *ي* as their final root letter, fall into three different categories in the basic form I (see “Defective verbs” in Chapters 6 and 12). However, all three types behave similarly in the derived forms.

Defective verbs in the derived forms are largely characterized by a final *ى* (*alif maqsūra*) in the past tense, and a final *ي* (*i*) in the present tense.

Form IV: to give

أَعْطَى/يُعْطِي

Form VIII: to buy

اشْتَرَى/يَشْتَرِي

They behave like the form I defective verb *مَشَى/يَمْشِي* (*to walk*) when the subject endings are added (see the table under “Defective verbs: Model 2” in Chapter 6).

I bought a white hat in the market.

اشْتَرَيْتُ قُبْعَةً بَيْضَاءَ فِي السُّوقِ.

They (masc.) always buy a fresh cake.

يَشْتَرُونَ دَائِمًا كَعْكَةً طازِجَةً.

We gave the manager the door key.

أَعْطَيْنَا الْمُدِيرَ مِفْتَاحَ الْبَابِ.

Will you (fem.) give the ticket to your mother?

هَلْ سَتُعْطِينَ التَّدْكَرَةَ لِأُمِّكَ؟

## EXERCISE

## 18.12

Decide which form the following defective verbs belong to.

EXAMPLE

Form II to sing غَنَّى/يُغَنِّي

- \_\_\_\_\_ to meet لاقى/يُلاقِي ١
- \_\_\_\_\_ to finish/to be completed انتهى/يُنْتَهِي ٢
- \_\_\_\_\_ to pray صلى/يُصَلِّي ٣
- \_\_\_\_\_ to give أعطى/يُعْطِي ٤
- \_\_\_\_\_ to exclude استثنى/يَسْتَثْنِي ٥
- \_\_\_\_\_ to call out نادى/يُنَادِي ٦
- \_\_\_\_\_ to bow/to bend انحنى/يُنْحَنِي ٧
- \_\_\_\_\_ to name سمى/يُسَمِّي ٨
- \_\_\_\_\_ to wear ارتدى/يُرْتَدِي ٩
- \_\_\_\_\_ to finish (something)/to complete أنهى/يُنْهِي ١٠

## EXERCISE

## 18.13

Write the correct Arabic verb to match the English.

EXAMPLE

تُغَنِّي she sings

- \_\_\_\_\_ I am meeting ١
- \_\_\_\_\_ we named ٢
- \_\_\_\_\_ you (masc. pl.) bought ٣
- \_\_\_\_\_ you (fem.) are wearing ٤
- \_\_\_\_\_ they (masc.) are praying ٥
- \_\_\_\_\_ she excluded ٦
- \_\_\_\_\_ you (masc.) sang ٧
- \_\_\_\_\_ it (fem.) will finish/will be completed ٨
- \_\_\_\_\_ I will give ٩
- \_\_\_\_\_ it (masc.) bends ١٠
- \_\_\_\_\_ he finished/completed (something) ١١
- \_\_\_\_\_ they (fem.) are calling (out) ١٢

Defective verbs behave slightly differently in forms V and VI in that *both* tenses are characterized by a final *alif maqsūra*. In the present tense, they behave like the defective verb نَسِيَ/يَنْسَى (to forget)—see “Defective verbs: Model 3” in Chapters 6 and 12.

Form V: to amuse yourself/be amused

تَسَلَّى/يَتَسَلَّى

Form V: to have lunch

تَغَدَّى/يَتَغَدَّى

Form V: to have dinner

تَعَشَّى/يَتَعَشَّى

Form V: to wish/to hope

تَمَنَّى/يَتَمَنَّى

Form VI: to meet up

تَلَقَّى/يَتَلَقَّى

She amused herself by eating popcorn.

تَسَلَّتْ بِأَكْلِ الْفِشَارِ.

They never have lunch before one o'clock.

لَا يَتَغَدَّوْنَ أَبَدًا قَبْلَ السَّاعَةِ الْوَاحِدَةِ.

We wish/hope to visit them soon.

نَتَمَنَّى أَنْ نَزُورَهُمْ قَرِيبًا.

The friends met up at the club.

إِنَّ الْأَصْدِقَاءَ تَلَقَّوْا فِي النَّادِي.

Remember that when an attached pronoun is added to a final *alif maqsūra* (ى), it changes to a regular *alif* (ا):

He gave me the book.

أَعْطَانِي الْكِتَابَ.

He bought it yesterday.

اشْتَرَاهُ أَمْسَ.

EXERCISE

18·14

What do these sentences mean?

EXAMPLE

Every day we have dinner at 8 o'clock. كُلُّ يَوْمٍ نَتَعَشَّى السَّاعَةَ الثَّامِنَةَ.

١ عادَ زَوْجِي مِنْ عَمَلِهِ وَتَغَدَّى ثُمَّ نَامَ.

٢ يَا خَلِيلَ، أَبُوكَ يُنَادِي عَلَيْكَ!

٣ سَنَسَمِّي ابْنَتَنَا دَالِيَا لِأَنَّهُ اسْمُ جَدَّتِي.

٤ أَعْطَانِي صَنْدُوقًا صَغِيرًا لِأُمِّي.

٥ أَنْهَيْتَنَا الْإِمْتِحَانَاتِ وَذَهَبْنَا إِلَى النَّادِي.

٦ يُصَلِّي أَنْوَرُ فِي الْجَامِعِ الْجَدِيدِ.

٧ إِنَّهَا تُغَنِّي وَتَعْرِفُ عَلَى الْعُودِ وَالْبَيَانِو.

٨ سَنَلَاقِي أَصْدِقَانَا أَمَامَ السَّيْنِمَا.

٩ تَسَلِّينَا بِأَكْلِ الْفِشَارِ وَمُشَاهَدَةِ الْأَفْلَامِ.

١٠ الْأَصْدِقَاءُ تَعَشَّوْا مَعًا فِي مَطْعَمِ السَّمَكِ.

١١ أَتَمَنَّى أَنْ أَزُورَكُمْ فِي الْعَامِ الْقَادِمِ.

١٢ يَتَلَاقَى الْعُمَالُ فِي هَذِهِ الْكَافِيْتِرِيَا كُلِّ صَبَاحٍ.

١٣ هَلْ سَتَرْتَدَيْنِ الْفُسْتَانَ الْأَصْفَرَ الْجَدِيدَ؟

١٤ سَأَشْتَرِي قُبْعَةَ سَوْدَاءَ مِنْ هَذَا الْمَحَلِّ.

١٥ انْتَهَتْ سَارَةُ مِنْ كِتَابَةِ الرَّوَايَةِ فِي دَيْسَمْبَرِ.

## Hamzated verbs in the derived forms

As with basic form I, verbs with *hamza* (ء) as one of the root letters behave largely regularly in the derived forms, the main consideration being how to write the *hamza*. The general rules for writing *hamza* are given in Chapter 7.

The vowel before a particular derived form will determine how the *hamza* is written. For example, the vowel before the *first* root letter of form II present tense is *ḍamma* and so, in the case of a verb with initial root *hamza*, this will be written on *wāw* (و):

he rents out

يُؤَجِّرُ

However, the vowel before the *third* root letter of form II present tense is *kasra*, and so, in the case of a verb with final root *hamza*, this will be written on *yā'* (ي):

he congratulates

يُهْنِئُ

Verbs with *hamza* as the first root letter start with *madda* (أ) in the past tense of both forms III and IV. This is because the initial *hamza* combines with the *alif* before it in the case of form IV, and the *alif* after it in the case of form III:

Form III: he blamed	أَخَذَ
Form IV: he believed in	آمَنَ

## Common hamzated verbs in the derived forms

Derived *hamzated* verbs with *hamza* as a root letter include:

Form II: to influence	أَثَّرَ/يُؤَثِّرُ
Form II: to found/establish	أَسَّسَ/يُؤَسِّسُ
Form II: to confirm	أَكَّدَ/يُؤَكِّدُ
Form II: to congratulate	هَنَّأَ/يُهَنِّئُ
Form III: to blame	أَخَذَ/يُؤَاخِذُ
Form III: to reward	كَافَأَ/يُكَافِئُ
Form IV: to believe in	آمَنَ/يُؤْمِنُ
Form IV: to hurt	أَلَمَ/يُؤَلِمُ
Form IV: to construct/establish	أَنْشَأَ/يُنْشِئُ
Form V: to be influenced	تَأَثَّرَ/يَتَأَثَّرُ
Form V: to be late	تَأَخَّرَ/يَتَأَخَّرُ
Form VI: to wonder	تَسَاءَلَ/يَتَسَاءَلُ
Form VIII: to begin	ابْتَدَأَ/يَبْتَدِئُ
Form X: to rent	اسْتَأْجَرَ/يَسْتَأْجِرُ

### EXERCISE

18-15

Complete the English translation to match the Arabic.

EXAMPLE

I will rent a car tomorrow. سَأَسْتَأْجِرُ سَيَّارَةَ غَدًا.

١ أَكَّدْتُ الْحِجْزَ مَعَ مُوظَّفَةِ الْإِسْتِقْبَالِ فِي الصَّبَاحِ.

I \_\_\_\_\_ the reservation with the receptionist in the \_\_\_\_\_.

٢ لِمَاذَا دَائِمًا تَتَأَخَّرُونَ؟

Why are you always \_\_\_\_\_?

٣ إِنَّ النِّسَاءَ تَأَثَّرْنَ بِرِوَايَاتِ نَجِيبِ مَحْفُوظٍ فِي كِتَابَاتِهِنَّ.

The women were \_\_\_\_\_ by the novels of Naguib Mahfouz in their \_\_\_\_\_.

٤ اِبْتَدَأَ الحَفْلَ حِينَ وَصَلَتِ العَرُوسُ.

The party \_\_\_\_\_ when the bride \_\_\_\_\_.

٥ وَقَفَ الضُّيُوفُ فِي صَفٍّ وَهَنَّاؤُوا العَرُوسَ وَالعَرِيسَ.

The guests \_\_\_\_\_ in a row and \_\_\_\_\_ the bride and bridegroom.

٦ اَخَذَنِي اَبِي لِأَنِّي نَسِيتُ المِفْتَاحَ.

My father \_\_\_\_\_ me because I \_\_\_\_\_ the key.

٧ بَعْضُ النِّاسِ يُؤْمِنُونَ أَنَّ المَالَ يَجْلِبُ السَّعَادَةَ.

Some people \_\_\_\_\_ that money brings \_\_\_\_\_.

٨ اسْتَأْجَرْنَا شَقَّةً صَغِيرَةً تُطَلُّ عَلَى البَحْرِ.

We \_\_\_\_\_ a small apartment overlooking the \_\_\_\_\_.

٩ كَافَأَنِي المَلِكُ وَأَعْطَانِي هَذَا الوِسَامَ.

The king \_\_\_\_\_ me and \_\_\_\_\_ me this sash.

١٠ هَلْ تُؤَلِّمُكَ رَقَبَتُكَ حِينَ تَجْلِسُ أَمَامَ الكُومْبِيُوتَرِ؟

Does your neck \_\_\_\_\_ when you \_\_\_\_\_ in front of the computer?

١١ حَاوَلْتُ أَنْ تُؤَثِّرَ عَلَى القَاضِي فِي هَذِهِ القَضِيَّةِ.

She tried to \_\_\_\_\_ the judge in \_\_\_\_\_ case.

١٢ أَسَّسَ جَدِّي الشَّرِكَةَ وَأَبِي وَأَعْمَامِي وَرَثَوَهَا عَنْهُ.

My grandfather \_\_\_\_\_ the company and my father and uncles \_\_\_\_\_ it from him.

١٣ الفَرَاغَةُ أَنْشَأُوا الأَهْرَامَاتِ مُنْذُ أَلْفِ السَّنِينَ.

The Pharaohs \_\_\_\_\_ the pyramids \_\_\_\_\_ of years ago.

١٤ تَسَاءَلْتُ نَادِيَةَ عَنِ سِرِّ الزُّهُورِ الَّتِي تَصِلُ كُلَّ يَوْمٍ.

Nadia \_\_\_\_\_ about the secret of the flowers that \_\_\_\_\_ every day.

Use the vocabulary in Exercise 18.15 to translate the sentences and questions into Arabic.

EXAMPLE

إِسْتَأْجَرُوا سَيَّارَةَ أَمْسٍ. They (masc.) rented a car yesterday.

My neck is hurting me. ١

My sister congratulated the bride and the groom. ٢

The party will begin when my mother arrives. ٣

Why did you (masc.) try to influence the judge? ٤

We rewarded our son and gave him a bicycle. ٥

My grandmother founded the company, and I inherited it from her. ٦

I will rent a large apartment overlooking the park. ٧

They (fem.) wondered about the secret of the pyramids. ٨

The pharaohs believed in the power (قُدْرَة) of the stars. ٩

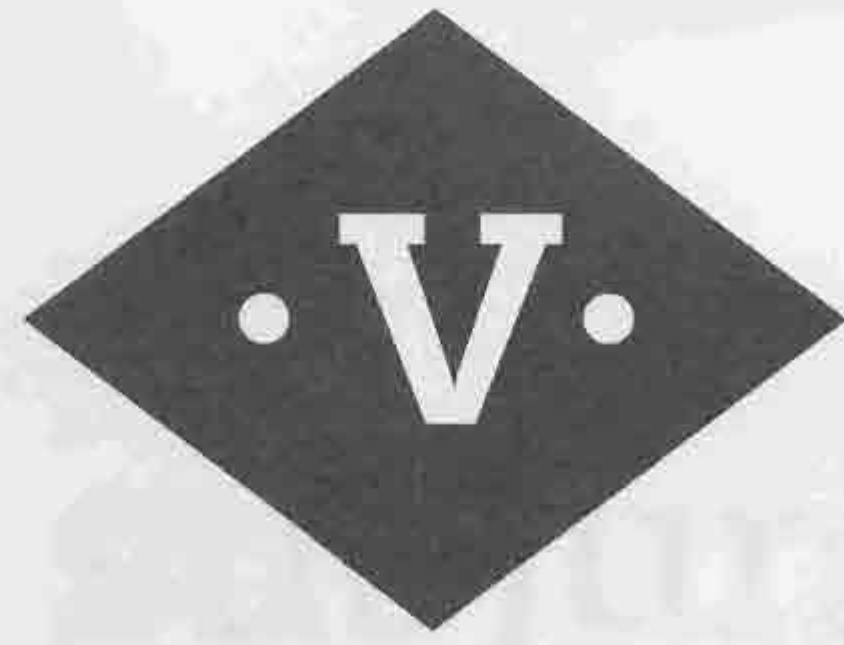
The king will construct his new palace here. ١٠

I blamed her because she forgot the book. ١١

Ahmed was late and so we didn't go to the cinema. ١٢

Have you (fem.) confirmed the reservation? ١٣

Were you (masc. pl.) influenced by his wealth? ١٤



# MOODS OF THE VERB AND VERBAL NOUNS

Variations can occur to the present tense verb in certain situations. Grammarians often call these variations “moods of the verb.” The two moods you need to know in Arabic are the *subjunctive* (المضارع المنصوب) and the *jussive* (المضارع المجزوم)—on which the *imperative* used for commands and instructions is also based. Only in a minority of cases do these moods affect the way a verb is written or generally pronounced. However, you do need to know the whole story; otherwise you cannot understand or work out the changes that occur in this significant minority.

In addition, this part looks at how to form and use verbal nouns (*swimming, conversation, teaching, etc.*). Arabic verbal nouns are very important and are used more frequently than their English equivalents.

The following table shows the subjunctive for the regular verb *كَلَّمَ* (*kallama*), including the dual parts:

	مذكر مفرد	مذكر مثنى
أنا	أَكَلِّمُ	أَكَلِّمُهُمَا
أنت (مذكر)	تَكَلِّمُ	تَكَلِّمُهُمَا
أنت (مؤنث)	تَكَلِّمِينَ	تَكَلِّمُهُمَا
هو (مذكر)	يَكَلِّمُ	يَكَلِّمُهُمَا
هي (مؤنث)	يَكَلِّمِينَ	يَكَلِّمُهُمَا

(continued)



# The subjunctive

19

The *subjunctive* (المضارع المنصوب) is the first of the two important Arabic variations or “moods” of the present tense. It is often used for a second verb whose meaning has been modified in some way. The subjunctive has some important differences from the standard present tense.

## Formation of the subjunctive

For regular verbs, the subjunctive is very similar to the standard present tense. This is also true of the derived forms.

The most significant change is that when the standard present tense ends in ن (*nūn*), this is dropped in the subjunctive. This affects the masculine plural ending ون (*-ūna*), the feminine ين (*-īna*) used for أنتِ, and the dual ending ان (*-āni*). Only the feminine plural ending ن (*-na*) remains unaffected.

Less significantly, the final (often unpronounced) *damma* that ends many parts of the standard present tense (see “Present tense formation” in Chapter 9) changes to a *fatha* in the subjunctive. In other words يجلسُ (*yajlisu*) becomes يجلسَ (*yajlisa*). As both these alternatives are usually written without vowels and pronounced يجلس (*yajlis*), you would not normally notice the change.

Irregular verbs do not stray much from the rules for regular verbs in the subjunctive. There are some minor differences in defective verbs—those that end in ي (*i*) or و (*ū*) in the standard present tense, will end in يَ (*iya*) or وَا (*uwa*) in the subjunctive (if fully pronounced). Defective verbs that end in ا (*ā*) do not change.

The following table shows the subjunctive for the regular verb يجلس *yajlis* (*sits*), including the dual parts:

	PREFIX/ SUFFIX	EXAMPLE
SINGULAR		
I أنا	أَ	أَجْلِسُ*
you (masc.) أَنْتَ	تَ	تَجْلِسُ*
you (fem.) أَنْتِ	تِ/يِ	تَجْلِسِي
he/it (masc.) هُوَ	يَ	يَجْلِسُ*
she/it (fem.) هِيَ	تَ	تَجْلِسُ*

(continued)

PREFIX/  
SUFFIX

EXAMPLE

DUAL

you (dual) أَنْتُمَا	تَـ/ا	تَجْلِسَا
they (masc. dual) هُمَا	يَـ/ا	يَجْلِسَا
they (fem. dual) هُمَا	تَـ/ا	تَجْلِسَا

PLURAL

we نَحْنُ	نَـ	نَجْلِسُ*
you (masc. pl.) أَنْتُمْ	تَـ/وا	تَجْلِسُوا†
you (fem. pl.) أَنْتُنَّ	تَـ/نَ	تَجْلِسْنَ
they (masc.) هُمْ	يَـ/وا	يَجْلِسُوا†
they (fem.) هُنَّ	يَـ/نَ	يَجْلِسْنَ

\*These parts of the present verb include a final *fatha* (أَجْلِسْ *ajlisa*, I sit; يَشْرَبْ *yashrabu*, he drinks, etc.). However, this final vowel is only pronounced in more formal Modern Standard Arabic.

†The masculine plurals have an extra *alif* in the subjunctive. As with the past tense, this *alif* is silent (see "Past tense formation and uses" in Chapter 4).

EXERCISE

19.1

Write out all the parts of the subjunctive for the verb يَسْكُنُ (*yaskun*, lives), following the example in the preceding table. Include the more formal final vowels.

EXAMPLE

أَسْكُنُ أَنَا /

Singular ١

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Dual ٢

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## Uses of the subjunctive

The subjunctive is used when verbs follow particular words (or *particles*, as they are sometimes called).

### أن + subjunctive

The most common particle requiring the subjunctive is probably *أن an (to)*. The structure *أن + subjunctive* is used frequently in Arabic to add a second verb after an initial modifying verb, where in English we would use the infinitive (e.g., *can't go* or *want to vote*), for example after verbs such as:

to be able	إِسْتَطَاعَ/يَسْتَطِيعُ
to want	أَرَادَ/يُرِيدُ، وَدَّ/يُودِّ
to hope	أَمَلَ/يَأْمَلُ
to order, command	أَمَرَ/يَأْمُرُ
to request	رَجَا/يَرْجُو
to wish	تَمَنَّى/يَتَمَنَّى

The structure *أن + subjunctive* is also used after expressions such as:

it is necessary	يَجِبُ
it appears	يَبْدُو
it is possible	مِنَ الْمُمْكِنِ

I live in an apartment near my mother's house.

أَسْكُنُ فِي شَقَّةٍ قَرِيبَةٍ مِنْ بَيْتِ أُمِّي.

I'd like to live (that I live) in an apartment near my mother's house.

أُرِيدُ أَنْ أَسْكُنَ فِي شَقَّةٍ قَرِيبَةٍ مِنْ بَيْتِ أُمِّي.

They go to the cinema every week.

يَذْهَبُونَ إِلَى السِّينِمَا كُلَّ أُسْبُوعٍ.

They can't go (that they go) today.

لَا يَسْتَطِيعُونَ أَنْ يَذْهَبُوا الْيَوْمَ.

Are you (fem.) leaving now?

هل تُغادِرين الآن؟

Do you have to leave (that you leave) now?

هل يَجِبُ أن تُغادِري الآن؟

You (masc. pl.) are listening to him.

تَسْتَمِعُونَ إِلَيْهِ

The singer is requesting you to listen  
(that you listen) to him.

يَرْجُو المَغَنِّي مِنْكُمْ أن تَسْتَمِعُوا إِلَيْهِ.

EXERCISE

19.2

Rewrite the sentences and questions with the opening expressions.

EXAMPLE

يَسْكُنُونَ فِي شَقَّةٍ قَرِيبَةٍ مِنَ المَدْرَسَةِ.

يُحِبُّونَ أن يَسْكُنُوا فِي شَقَّةٍ قَرِيبَةٍ مِنَ المَدْرَسَةِ.

١ أَلْعَبُ التَّنِيسَ كُلَّ يَوْمٍ.

..... لا أَسْتَطِيعُ أن .....

٢ تَتَرَكُونَ الحَقَائِبَ عِنْدَ البَابِ.

..... يَجِبُ أن .....

٣ نَزَرْنَا أَمَّنًا قَبْلَ السَّفَرِ.

..... أَمَلْنَا أن .....

٤ هل تَرَكَبِينَ دَرَّاجَتَكَ فِي الحَدِيقَةِ؟

..... هل تَوَدِّينَ أن .....

٥ أَزُورُهُمْ قَرِيباً.

..... أَتَمَنَّى أن .....

٦ يَرْجِعُ إِلَى البَيْتِ لِلغَدَاءِ.

..... يَجِبُ أن .....

٧ يَحْضُرَانِ إِجْتِمَاعاً يَوْمَ الخَمِيسِ.

..... يَجِبُ أن .....

٨ يَنَامُونَ السَّاعَةَ التَّاسِعَةَ.

..... طَلَبْتُ مِنْهُمْ أن .....

٩ يَجْلِسْنَ عَلَى الأَرْضِ.

..... رَجَوْنَا مِنْهُنَّ أن .....

١٠ يُنْظِمُونَ لَهَا حَفْلَةً.

..... يَوَدُّونَ أن .....

١١ تَنْصِلُ بِمَدِيرِ الْبَنْكِ.

يَجِبُ أَنْ \_\_\_\_\_

١٢ مَتَى تَتَزَوَّجَانِ؟

مَتَى تُرِيدَانِ أَنْ \_\_\_\_\_

When **أَنْ** is followed by a negative verb with **لَا**, the combination becomes **أَلَّا**:

We'd like not to go to the market today.

نُرِيدُ أَلَّا نَذْهَبَ إِلَى السُّوقِ الْيَوْمِ.

They hope not to change the menu.

يَأْمَلُونَ أَلَّا يُغَيِّرُوا قَائِمَةَ الطَّعَامِ.

I tried not to get annoyed with my brother.

حَاوَلْتُ أَلَّا أَتَضَايِقَ مِنْ أَخِي.

Is it possible that you (masc. pl.) don't study math?

هَلْ مِنْ الْمُمْكِنِ أَلَّا تَدْرُسُوا الرِّيَاضِيَّاتِ؟

EXERCISE

19.3

Rewrite the following sentences, making the verb after **أَنْ** negative.

EXAMPLE أَمَلْ أَنْ أَذْهَبَ إِلَى السُّوقِ. أَمَلْ أَلَّا أَذْهَبَ إِلَى السُّوقِ.

- ١ يَجِبُ أَنْ تُغَادِرِي الْآنَ، يَا نَادِيَةَ. \_\_\_\_\_
- ٢ أَمَرْتَنِي أُمَّي أَنْ أُسَاعِدَ أَخِي. \_\_\_\_\_
- ٣ يَأْمَلُونَ أَنْ يَنَامُوا بَعْدَ الظُّهْرِ. \_\_\_\_\_
- ٤ حَاوَلُوا أَنْ يَتَضَايِقُوا مِنْ أُخْتِهِمْ. \_\_\_\_\_
- ٥ هَلْ مِنْ الْمُمْكِنِ أَنْ أَشْتَرِيَ السِّيَّارَةَ؟ \_\_\_\_\_
- ٦ نَرْجُو مِنْكُمْ أَنْ تَسْتَمِعَا إِلَى الرَّادِيُو. \_\_\_\_\_
- ٧ طَلَبْتُ مِنْهُ أَنْ يَجْلِسَ عَلَى الْأَرْضِ. \_\_\_\_\_
- ٨ أَتَمَنَّى أَنْ تَجِدُوا الْكَنْزَ الْمَدْفُونِ. \_\_\_\_\_

## “in order to”/“so that”

Other common particles that are followed by the subjunctive include:

to/in order to	لِـ
in order to	لِكَيْ
so that	حَتَّى *

\*Also means “until.” The subjunctive is only used when **حَتَّى** means “so that.”

- 11 ذهبنا إلى السوق لِنَشْتَرِي خُضَارًا. We went to the market to buy vegetables.
- 12 انتظروا لمدة ساعتين لكي يدخلوا النادي. They (masc.) waited for two hours in order to enter the club.
- 13 هل تعملين الآن حتى تخرجي في المساء؟ Are you (fem.) working now so that you (can) go out in the evening?

EXERCISE

19.4

Fill in the gaps with the correct part of the subjunctive verb to match the English translation.

EXAMPLE

ذَهَبْتُ إِلَى الْمَطَارِ لِأَسْتَقْبِلَ أُمِّي.

I went to the airport to meet my mother.

١ تَرَكَ نَادِرٌ دُرُوسَهُ لِيَلْعَبَ كُرَةَ الْقَدَمِ فِي النُّادِي.

Nadir left his studies to play soccer in the club.

٢ هَلْ تَرْجِعِينَ لِيُجِيبِي ابْنَتِي؟

Are you (fem.) returning to help your daughter?

٣ سَأَحْتَاجُ إِلَى سُلْمٍ وَحَبْلِ لِكِي أُصْعِدَ الشَّجَرَةَ.

I will need a ladder and a rope in order to climb the tree.

٤ عَادُوا إِلَى نَفْسِ الْمَحَلِّ لِكِي يَشْتَرُوا وَاحِدَةً أُخْرَى.

They (masc.) returned to the same shop in order to buy one more.

٥ سَأَأْخُذُكَ مَعِيَ إِلَى الشَّاطِئِ حَتَّى تَعْلَمَ كَيْفَ تَسْبَحُ.

I will take you to the beach so that you learn (how) to swim.

٦ سَنَنْتَظِرُ بِجِوَارِ الْبَابِ حَتَّى نَرَى مَنْ سَيَدْخُلُ.

We will wait near the door so that we observe who will come in.

٧ هَلْ فَتَحْتُنَّ الصَّنَدُوقَ لِكِي نَعْرِفَ مَا فِيهِ؟

Did you (fem. pl.) open the box in order to know what is inside it?

٨ تَرَكَتُهَا عَلَى نَارٍ هَادِيَةٍ حَتَّى لَا تَحْرُقَ.

I left it on a low flame so that it doesn't burn.

٩ كَتَبُوا خِطَابًا لِيُشْكِرُوا الْوَزِيرَ عَلَى إِهْتِمَامِهِ.

They (masc.) wrote a letter to thank the minister for his concern.

١٠ خَلَعْنَا أَحْذِيَّتَنَا حَتَّى لَا تَسْمَعِنَا أُمِّي.

We took off our shoes so that my mother doesn't hear us.

١١ هل عُدُّتُمْ إِلَى هُنَا لِكِي \_\_\_\_\_ نِي مَعَكُمْ؟

Did you (masc. pl.) return here in order to take me with you?

١٢ نادية وإبراهيم ذَهَبَا إِلَى الْمَطَارِ لِمَ \_\_\_\_\_ أَحْمَد.

Nadia and Ibrahim went to the airport to meet Ahmed.

## Future tense negative with لَنْ

The future tense is indicated in Arabic by adding *سَوْفَ* or *سَيُ* to a present tense verb (see Chapter 10). However, the future tense negative is formed using the structure *لَنْ* + *subjunctive*.

I will write a letter to the manager. سَوْفَ أَكْتُبُ خِطَاباً لِلْمُدِيرِ.

I won't write a letter to the manager. لَنْ أَكْتُبَ خِطَاباً لِلْمُدِيرِ.

They will travel by private plane. سَيُسَافِرُونَ بِطَائِرَةٍ خَاصَّةٍ.

They won't travel by private plane. لَنْ يُسَافِرُوا بِطَائِرَةٍ خَاصَّةٍ.

You (fem.) will find the ring. سَتَجِدِينَ الخَاتِمَ.

You (fem.) will never find the ring. لَنْ تَجِدِي الخَاتِمَ أَبَداً.

### EXERCISE

## 19.5

Make these sentences negative.

EXAMPLE

سَوْفَ يَخْرُجُونَ اليَوْمَ. لَنْ يَخْرُجُوا اليَوْمَ.

١ سَأَدْرُسُ الهَنْدَسَةَ فِي الجامِعَةِ. \_\_\_\_\_

٢ سَيَزُورُونَ المَرْزَعَةَ. \_\_\_\_\_

٣ سَوْفَ أَقْصُ شَعْرِي. \_\_\_\_\_

٤ سَتَدْفَعِينَ أَكْثَرَ مِنْ خَمْسَةِ، يَا سَمِيرَةَ. \_\_\_\_\_

٥ سَتَسْمَعُ أُخْتِي نَصِيحَتِي. \_\_\_\_\_

٦ سَتَذْهَبُونَ إِلَى الشَّاطِئِ غَداً. \_\_\_\_\_

٧ سَنَبْدَأُ قَبْلَ السَّاعَةِ الخَامِسَةِ. \_\_\_\_\_

٨ سَيَمْلَأُونَ حَمَّامَ السَّبَاحَةِ بِالمَاءِ. \_\_\_\_\_

٩ سَيُخَوِّفُ كَلْبِكَ الأَطْفَالَ. \_\_\_\_\_

١٠ سَيُوقِّعُ المَلِكُ هَذِهِ الرِّسَالَةَ. \_\_\_\_\_

١١ سَتُعِدِّينَ العَقْدَ قَبْلَ يَوْمِ الخَمِيسِ. \_\_\_\_\_

- ١٢ سوف تكونون أصدقاء بعد اليوم.
- ١٣ ستحتفل بعيد ميلادك غداً.
- ١٤ أبي وأمي سوف يستقبلان الضيوف عند الباب.
- ١٥ ستعود ماري إلى زوجها.
- ١٦ سوف يبيعون السمك هنا.
- ١٧ ستعددين الدجاج.
- ١٨ سيسبب لك مشاكل.
- ١٩ سوف يفتشون المطعم الموجود بجانب النهر.
- ٢٠ أنتم سوف تكونان مهمين في حياتنا.



# The jussive

•20•

The second variation or “mood” of the present tense is the *jussive*. The jussive mood has some important uses and its formation has a greater impact on the spelling of verbs than the subjunctive.

## Formation of the jussive: Regular verbs

As with the subjunctive, the final ن (*nūn*) of the endings وَنَ (-*ūna*), يَنْ (-*īna*), and اِنْ (-*āni*) is dropped in the jussive. Only the feminine plural ending نَ (-*na*) remains unaffected.

Importantly, the final (often unpronounced) *damma* of the present tense (see “Present tense formation” in Chapter 9) that changes to *fatha* in the subjunctive, in turn changes to *sukūn* (°) in the jussive. So يَجْلِسُ (*yajlisu*) becomes يَجْلِسْ (*yajlis*). However, in the case of regular verbs, whether basic form I or derived, there is no difference in the basic spelling, and the change is not normally noticeable. *Hamzated* and assimilated verbs also generally behave regularly in the jussive.

The following table shows the jussive for the regular verb يَجْلِسْ (*yajlis*), sits, including the dual parts:

	PREFIX/ SUFFIX	EXAMPLE
SINGULAR		
I أَنَا	أَ	أَجْلِسْ
you (masc.) أَنْتَ	تَ	تَجْلِسْ
you (fem.) أَنْتِ	تِ/ي	تَجْلِسِي
he/it (masc.) هُوَ	يَ	يَجْلِسْ
she/it (fem.) هِيَ	تَ	تَجْلِسْ
DUAL		
you (dual) أَنْتُمَا	تَ/ا	تَجْلِسَا
they (masc. dual) هُمَا	يَ/ا	يَجْلِسَا
they (fem. dual) هُمَا	تَ/ا	تَجْلِسَا

(continued)

PREFIX/  
SUFFIX

EXAMPLE

PLURAL

we نَحْنُ	نَـ	نَجْلِسُ
you (masc. pl.) أَنْتُمْ	تَـ/وا	تَجْلِسُوا
you (fem. pl.) أَنْتَنَّ	تَـ/نَ	تَجْلِسْنَ
they (masc.) هُمْ	يَـ/وا	يَجْلِسُوا
they (fem.) هُنَّ	يَـ/نَ	يَجْلِسْنَ

EXERCISE

20.1

Write out all the parts of the jussive for the verb **يَسْتَمِعُ** (listens), following the example in the preceding table. Include any final sukūn.

EXAMPLE

أَسْتَمِعُ أَنَا /

Singular ١

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Dual ٢

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Plural ٣

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# Uses of the jussive

The jussive has three main uses in modern Arabic. Two of the uses are covered in this chapter. The third use (to form imperatives) is covered separately in Chapter 21.

## فَلْ + jussive

The jussive can be used after the particle فَلَ (or less commonly لَ) to mean “(so) let’s.” Notice that فَلَ is joined to the verb that follows it:

Let’s start!

فَلْنَبْدَأْ!

The weather is sunny, so let’s go to the park.

الطَّقْسُ مُشْمِسٌ فَلْنَذْهَبْ إِلَى الْحَدِيقَةِ.

### EXERCISE

### 20·2

Ibrahim is out for the day with his family. He’s in a good mood and making lots of suggestions about what they could do. Make suggestions following the prompts.

EXAMPLE

الطَّقْسُ مُشْمِسٌ/يَذْهَبْ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ

الطَّقْسُ مُشْمِسٌ فَلْنَذْهَبْ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ.

١ الطَّقْسُ حَارٌّ/يَأْكُلْ آيسٌ كَرِيمٌ

٢ الْحَدِيقَةُ وَاسِعَةٌ/يَلْعَبْ كُرَةَ الْقَدَمِ

٣ الْمَنْظَرُ جَمِيلٌ/يَأْخُذْ صُورَةً

٤ النَّهْرُ هَادِئٌ/يَرْكَبْ قَارِبًا

٥ هَذِهِ السَّنَدَوِيَّتَاتُ لَذِيذَةٌ/يَرْجِعْ هُنَا لِلْغَدَاءِ

٦ هَذِهِ الْحَقَائِبُ رَخِيصَةٌ/يَدْخُلْ الْمَحَلَّ

٧ السِّيْنَمَا قَرِيبَةٌ/يُشَاهِدِ الْفِيلْمَ الْجَدِيدَ

٨ لَا أَعْرِفُ الطَّرِيقَ إِلَى السِّيْنَمَا/يَسْأَلِ الشَّرْطِيَّ

## Past tense negative with لَمْ

There are two ways to form the past tense negative in Arabic. The simplest way is to add ما in front of a past tense verb (see “Forming the past tense negative with ما” in Chapter 4). This is common in classical texts and spoken Arabic, but modern standard Arabic tends to use the structure لَمْ + *jussive*:

He didn't drink the milk.	لَمْ يَشْرَبِ الحَلِيبَ. ( = ما شَرِبَ الحَلِيبَ.)
They (masc.) didn't go to the market yesterday.	لَمْ يَذْهَبُوا إلى السُّوقِ أَمْسَ. ( = ما ذَهَبُوا إلى السُّوقِ أَمْسَ.)
I didn't see that program.	لَمْ أَشَاهِدْ ذلكَ البَرنامِجِ. ( = ما شَاهَدْتُ ذلكَ البَرنامِجِ.)
You didn't (fem.) celebrate your birthday.	لَمْ تَحْتَفِلِي بِعيدِ مِيلادِكَ. ( = ما احْتَفَلْتِ بِعيدِ مِيلادِكَ.)

### EXERCISE

### 20·3

Twins Shukri and Nadia have completely different memories of a childhood family outing to the seaside. Play the part of Shukri and contradict Nadia's memories, using لَمْ + *jussive* and the prompts in parentheses.

EXAMPLE

سافَرْنَا بالسَّيَّارةِ. (بالباص) لَمْ نُسَافِرْ بالسَّيَّارةِ، سافَرْنَا بالباصِ.

١ ذَهَبْنَا إلى البَحْرِ الأحمرِ. (البَحْرُ المُتَوَسِّطُ)

٢ ذَهَبَتْ جَدَّتُنَا معنا. (خالَتْنَا)

٣ تَسَلَّقَ أبونا جَبَلًا. (بُرْجًا)

٤ انْكَسَرَتْ آلةُ التَّصْوِيرِ. (مِظَلَّةُ الشَّمْسِ sun umbrella)

٥ غادَرْنَا بعدَ الغَداءِ. (العِشاءُ)

٦ رَكِبْتُ جَمَلًا. (جَمارًا)

٧ لَعِبْتُ كُرَةَ القَدَمِ. (الكُرَةُ الطَّائِرَةُ volleyball)

٨ أبونا وأمُّنا طَبَخَا سَمَكًا على الشَّاطِئِ. (دَجَاجًا)

Rewrite the sentences using *لَمْ + jussive*.

EXAMPLE

ما طَلَبْنَا هذه المشروبات. لم نَطْلُبْ هذه المشروبات.

- ١ ما خَرَجَ المدير من المكتب.
- ٢ ما سَكَنْتُ سَمِيرَةَ في هذا الشارع.
- ٣ ما عَرَفُوا سَبَبَ هذا الإِجْتِمَاعِ.
- ٤ ما نَظَّفْتُمْ الأَرْضَ جَيِّدًا.
- ٥ ما تَعَلَّمْتِ من أخطائكِ.
- ٦ ما رَكِبْتُ سَيَّارَةَ بهذه السَّرْعَةِ في حَيَاتِي.
- ٧ ما تَحَدَّثْنَا في هذا المَوْضُوعِ أمام الأَوْلَادِ.
- ٨ ما تَذَكَّرْتُ عيد ميلادي!
- ٩ ما ضَحِكَ المُشَاهِدُونَ كَثِيرًا.
- ١٠ ما صَلَّحْتَ هذه المَائِدَةَ المُكْسُورَةَ.
- ١١ لماذا ما طَبَخْتُنَّ السَّمَكَةَ؟
- ١٢ البنات ما إِسْتَمْتَعْنَ بِزِيَارَةِ القَصْرِ القَدِيمِ.
- ١٣ أَكَلَ الرِّجَالُ وما دَفَعُوا الحِسَابَ.
- ١٤ ما شَكَرْتُ صَدِيقِي على الهَدِيَةِ.
- ١٥ ما إِنصَرَفُوا لِكُنِّي ما طَلَبْتُ الشُّرْطَةَ.
- ١٦ وَرَدَةَ وأحمد ما تَحَادَثَا معي في مَوْضُوعِ زَوَاجِهِمَا.

## Irregular verbs in the jussive

The final *sukūn* of the jussive can fundamentally affect irregular verbs, since the formation of some types is governed by whether there is a *sukūn* over the final root letter. *Hamzated*, doubled, and assimilated verbs generally behave as regular verbs in the jussive, but hollow and defective verbs need special attention.

## Doubled verbs

The rule affecting whether the identical root letters are written separately or together in a doubled verb is generally connected with the vowel over the third root letter in a regular verb:

- ♦ *Sukūn* over third root letter of regular verb = second and third root letters written *separately* in doubled verb
- ♦ Vowel over third root letter of regular verb = second and third root letters written *together* in doubled verb

Therefore, strictly speaking, the *sukūn* that characterizes much of the jussive means that the second and third root letters should be written separately in most parts of the jussive with **يَشُكُّ** (*yashukk*), "he doubts," becoming **يَشُكُّكُ** (*yashkuk*) in the jussive. However, in modern Arabic this rarely happens and the jussive of a doubled verb is normally written in the same way as the standard present tense.

The following table shows the jussive for the doubled verb **يَشُكُّ** (*yashukk*), "doubts," including the dual parts.

	PREFIX/ SUFFIX	EXAMPLE
SINGULAR		
I <b>أنا</b>	<b>أ</b>	<b>أَشُكُّ</b>
you (masc.) <b>أنتَ</b>	<b>تَ</b>	<b>تَشُكُّ</b>
you (fem.) <b>أنتِ</b>	<b>تِ/ي</b>	<b>تَشُكِّي</b>
he/it (masc.) <b>هُوَ</b>	<b>يَ</b>	<b>يَشُكُّ</b>
she/it (fem.) <b>هِيَ</b>	<b>تَ</b>	<b>تَشُكُّ</b>
DUAL		
you (dual) <b>أنتُمَا</b>	<b>تَ/ا</b>	<b>تَشُكُّا</b>
they (masc. dual) <b>هُمَا</b>	<b>يَ/ا</b>	<b>يَشُكُّا</b>
they (fem. dual) <b>هُمَا</b>	<b>تَ/ا</b>	<b>تَشُكُّا</b>
PLURAL		
we <b>نحنُ</b>	<b>نَ</b>	<b>نَشُكُّ</b>
you (masc. pl.) <b>أنتُم</b>	<b>تَ/وا</b>	<b>تَشُكُّوا</b>
you (fem. pl.) <b>أنتنَّ</b>	<b>تَ/نَ</b>	<b>تَشُكُّنَّ</b>
they (masc.) <b>هم</b>	<b>يَ/وا</b>	<b>يَشُكُّوا</b>
they (fem.) <b>هنَّ</b>	<b>يَ/نَ</b>	<b>يَشُكُّنَّ</b>

EXERCISE

20.5

Write out all the parts of the jussive for the doubled verb **يَرُدُّ** (answers, replies), following the example in the preceding table.

EXAMPLE

أَرُدُّ أنا /

Singular ١

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## EXERCISE

## 20·6

Translate these questions and sentences into Arabic using the jussive.

EXAMPLE

I didn't answer the telephone. لَمْ أَرُدَّ عَلَى الْهَاتِفِ

Why didn't you (masc.) answer the telephone? ١

The boy didn't answer his mother. ٢

Let's answer the letter. ٣

Why didn't you (fem.) answer yesterday? ٤

Let's reply to the invitation. ٥

I asked the girls but they didn't answer. ٦

Let's answer the telephone. ٧

They (masc.) didn't answer because they were in the garden. ٨

Rewrite the sentences and questions using *لَمْ* + jussive. (Refer to "Common basic doubled verbs" in Chapter 5 and "Doubled verbs in the derived forms" in Chapter 18 for meanings.)

EXAMPLE

ما أَحَبَّ أَحْمَدَ السَّمَكِ. لَمْ يُحِبِّ أَحْمَدُ السَّمَكِ.

- ١ ما مَرَّتِ الطَائِرَةُ فَوْقَ أَسْبَانِيَا.
- ٢ ما بَنَتْ المَحَطَّةُ هَذَا الخَبْرَ أَمْسَ.
- ٣ ما أَحَبَّتْ سَمِيرَةُ الفَلَّافِلَ.
- ٤ ما عَدَدْنَا الضِّيُوفَ عِنْدَ البَابِ.
- ٥ لِمَاذَا ما قَصَصْتَ شَعْرَكَ؟
- ٦ ما غَيَّرْنَا قَائِمَةَ الطَّعَامِ.
- ٧ ما ضَمَّنِيَ المُدْرَبُ للْفَرِيْقِ.
- ٨ ما إِسْتَحَقُّوا كَلَّ تِلْكَ المَشَاكِلِ.
- ٩ أَبِي وَأُمِّي ما أَعَدَّا الحَقِيْبَةَ للِسَفْرِ.
- ١٠ لِمَاذَا ما رَدَدْتُ؟

## Hollow verbs

Hollow verbs (with *و* or *ي* as the second root letter) change significantly in the jussive. These changes affect both the pronunciation and the spelling. The basic rules for hollow verbs are:

- ◆ *Sukūn* over third root letter = short vowel in the middle of hollow verb
- ◆ Vowel over third root letter = long vowel in the middle of hollow verb

A hollow verb in the standard present tense or in the subjunctive usually has a long vowel in the middle since, except for the relatively uncommon feminine plurals, the third root letter has a vowel over it (even if this is not generally pronounced), for example: *yazūr(u)* "he visits" (or *yazūr[a]* in the subjunctive). In the jussive, however, the third root letter has a *sukūn* over it, so the vowel in the middle becomes shortened to *ḍamma*: *yazur*. The following table shows the complete jussive for this hollow verb, including the dual parts.

	PREFIX/ SUFFIX	EXAMPLE
SINGULAR		
أنا I	أَ	أَزُرُّ
you (masc.) أَنْتَ	تَ	تَزُرُّ
you (fem.) أَنْتِ	تِ/يِ	تَزُرِّي
he/it (masc.) هُوَ	يَ	يَزُرُّ
she/it (fem.) هِيَ	تَ	تَزُرُّ



	PREFIX/ SUFFIX	EXAMPLE
<b>DUAL</b>		
you (dual) أَنْتُمَا	تَا/	تَزُورَا
they (masc. dual) هُمَا	يَا/	يَزُورَا
they (fem. dual) هُمَا	تَا/	تَزُورَا
<b>PLURAL</b>		
we نَحْنُ	نَا	نَزُورُوا
you (masc. pl.) أَنْتُمْ	تَا/وَا	تَزُورُوا
you (fem. pl.) أَنْتُنَّ	تَا/نَ	تَزُورُنَّ
they (masc.) هُمْ	يَا/وَا	يَزُورُوا
they (fem.) هُنَّ	يَا/نَ	يَزُورُنَّ

You can apply the same principle to all hollow verbs, whether basic and derived, except that a long *ā* in the standard present tense becomes *fatha* in the jussive and a long *ī* becomes *kasra*:

#### Form I (to fly)

standard present tense

يَطِيرُ

jussive

يَطِرْ

#### Form I (to sleep)

standard present tense

يَنَامُ

jussive

يَنَمْ

#### Form VIII (to need)

standard present tense

يَحْتَاجُ

jussive

يَحْتَجْ

#### Form X (to be able)

standard present tense

يَسْتَطِيعُ

jussive

يَسْتَطِعْ

EXERCISE

20·8

Write out all the parts of the jussive for the hollow verbs *يَطِير* (flies) and *يَحْتَاج* (needs), following the example in the preceding table. Include the any final sukūn.

EXAMPLE

أَطِرُ أَحْتَجُّ

Singular ١

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dual ٢

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plural ٣

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EXERCISE

20·9

Fill in the gaps with the correct part of the jussive to match the English translation. (Refer to "Common hollow verbs in the present tense" in Chapter 12, and "Hollow verbs in the derived forms" in Chapter 18 to remind yourself of the meanings.)

EXAMPLE

I didn't add salt to the food. لَمْ أُضِفْ الْمِلْحَ لِلطَّعَامِ.

١ لَمْ \_\_\_\_\_ الطائرة فوق الجبال.

The plane didn't fly above the mountains.

٢ الطقس حارٌّ فَلَ \_\_\_\_\_ في الخيمة الليلة.

It's hot, so let's sleep in the tent tonight.

٣ لَمْ \_\_\_\_\_ إلى هذه المشاكل.

They (masc.) didn't need these problems.

٤ صديقنا مريض فلـ \_\_\_\_\_ في المستشفى.

Our friend is sick, so let's visit him in hospital.

٥ لَمْ \_\_\_\_\_ الأسعار هذا العام.

Prices didn't increase this year.

٦ لَمْ \_\_\_\_\_ أحمد أن يُعدّ الغداء.

Ahmed wasn't able to prepare lunch.

٧ الأرز مطبوخ فلـ \_\_\_\_\_ الصلصة الآن.

The rice is cooked so let's add the sauce now.

٨ لَمْ \_\_\_\_\_ في شهر رمضان لأنني كنت مريضاً.

I didn't fast in Ramadan because I was sick.

٩ الطالبات لَمْ \_\_\_\_\_ حين دخلت المدرسة.

The (female) students didn't stand up when the teacher came in.

١٠ خرج الوالدان قبل الإفطار ولكنهما لَمْ \_\_\_\_\_.

The parents went out before breakfast but they haven't returned.

١١ لماذا لَمْ \_\_\_\_\_ القميص الأبيض يا إبراهيم؟

Why didn't you choose the white shirt, Ibrahim?

١٢ لا نحتاج إلى سيارتين فلـ \_\_\_\_\_ القديمة.

We don't need two cars, so let's sell the old one.

١٣ أَلَمْ \_\_\_\_\_ لسَميرة إنك حامل يا نادية؟

Didn't you tell Samira that you're pregnant, Nadia?

١٤ لماذا لَمْ \_\_\_\_\_ في ليلة الامتحان.

Why didn't you (masc. pl.) rest on the night of the exam?

## Defective verbs

Defective verbs (with و or ي as the third root letter) also change significantly in the jussive. These verbs often have a long vowel at the end of the standard present tense (see "Defective verbs" in Chapter 12); this changes to a short vowel in the jussive. For example, in the case of the standard present tense يَمْشِي *yamshī* (he walks), the final vowel is shortened to *kasra* in the jussive: يَمْشِ *yamshi*. In effect, form I defective verbs in the jussive can look as if they only have two root letters, especially if shown without vowels. The following table shows the complete jussive for يَمْشِي *yamshī*, including the dual parts.

	PREFIX/ SUFFIX	EXAMPLE
SINGULAR		
I أنا	أَ	أَمْشِ
you (masc.) أَنْتَ	تَ	تَمْشِ
you (fem.) أَنْتِ	تِ/ي	تَمْشِي
he/it (masc.) هُوَ	يَ	يَمْشِ
she/it (fem.) هِيَ	تَ	تَمْشِ
DUAL		
you (dual) أَنْتُمَا	تَ/ا	تَمْشِيَا
they (masc. dual) هُمَا	يَ/ا	يَمْشِيَا
they (fem. dual) هُمَا	تَ/ا	تَمْشِيَا
PLURAL		
we نَحْنُ	نَ	نَمْشِ
you (masc. pl.) أَنْتُمْ	تَ/وا	تَمْشُوا
you (fem. pl.) أَنْتُنَّ	تَ/نَ	تَمْشِينَ
they (masc.) هُمْ	يَ/وا	يَمْشُوا
they (fem.) هُنَّ	يَ/نَ	يَمْشِينَ

EXERCISE

20·10

Translate the following into Arabic using the verbs يَمْشِي yamshī (walks), يَرْمِي yarmi (throws), or يَجْرِي yajrī (runs).

EXAMPLE

الطَّقْسُ مُشْمِسٌ فَلْنَمْشِ إِلَى الْحَدِيقَةِ. It's sunny so let's walk to the park.

١ I didn't throw the book on the floor.

٢ Why didn't you (masc.) walk to my house?

٣ They (masc.) didn't run to (the) school.

٤ We're late (مُتَأَخَّرُونَ) so let's run.

Samira didn't throw the ball. ٥

Why didn't you (fem.) throw the ball? ٦

The girls walked but didn't run. ٧

Let's throw the stick (العصا) for the dog. ٨

Didn't you (masc. dual) walk to the park? ٩

We have a lot of time so let's walk to the museum. ١٠

As with hollow verbs, the short vowel in the jussive of defective verbs depends on the original long vowel, with a long *ā* in the standard present tense becoming *fathā* in the jussive and a long *ū* becoming *ḍamma*:

<b>Form I (to forget)</b>	
standard present tense	يُنْسَى
jussive	يَنْسَ

<b>Form I (to complain)</b>	
standard present tense	يَشْكُو
jussive	يَشْكُ

<b>Form V (to wish)</b>	
standard present tense	يَتَمَنَّى
jussive	يَتَمَنَّ

<b>Form VIII (to buy)</b>	
standard present tense	يَشْتَرِي
jussive	يَشْتِرِ

Make these sentences negative using **لَمْ + jussive**. (Refer to "Defective verbs" in Chapters 12 and 18 if you need to remind yourself of the meanings.)

EXAMPLE

بَكَيْتُ فِي الْمَدْرَسَةِ. لَمْ أَبْكِ فِي الْمَدْرَسَةِ.

- ١ لِمَاذَا أُعْطِيتِ التَّذْكَرَةَ لِأَمِّكَ؟
- ٢ لَأَقِينَا سَارَةَ فِي الْحَدِيقَةِ.
- ٣ جَرَّتْ نَادِيَةَ فِي سِبَاقِ الْأُمَّهَاتِ.
- ٤ اشْتَرَيْتُ فُبْعَةَ فِي السُّوقِ.
- ٥ دَعَوْنَا صَدِيقَنَا عَلَى الْعِشَاءِ.
- ٦ أُعْطَانِي أَحْمَدُ الْكِتَابَ.
- ٧ مَشَوْا فِي الصَّحْرَاءِ لِمُدَّةٍ طَوِيلَةٍ.
- ٨ انْتَهَتْ سَارَةُ مِنْ كِتَابَةِ الرَّوَايَةِ.
- ٩ شَكَا الْمُوظَّفُونَ مِنْ حَرَارَةِ الْمَكْتَبِ.
- ١٠ إِنَّ الصَّدِيقِينَ تَلَاقِيَا فِي النَّادِي.
- ١١ جَرَى الْأَوْلَادُ وَرَاءَ السِّيَّارَةِ وَرَمَوْا الزُّهُورَ.
- ١٢ ارْتَدَيْتِ الْفُسْتَانُ الْجَدِيدُ فِي الْحَفْلِ.
- ١٣ رَضِينَا عَنِ الْخِدْمَةِ فِي الْمَطْعَمِ.
- ١٤ أُعْطَانَا الْمُدِيرُ مِفْتَاحَ الْبَابِ.
- ١٥ رَجَوْتُ مِنْكُمْ الْإِمْتِنَاعَ مِنَ التَّدْخِينِ.

# The imperative

•21•

The *imperative* is the grammatical term given to verbs used as an order or as an instruction (*Run!*, *Look!*, etc.). In Arabic, the imperative is based on the jussive mood of the verb (see Chapter 20) and varies depending on how many people are being addressed and their gender.

## Formation of the imperative

The majority of Arabic verbs can be turned into instructions, or imperatives, by following a few straightforward steps:

1. Take the appropriate part of the jussive verb (see Chapter 20) depending on who is being addressed (e.g., one male, one female, group, etc.).

you (masc. sing.) drink	تَشْرَبْ
you (fem. sing.) look	تَنْظُرِي
you (masc. sing.) say	تَقُلْ
you (fem. sing.) sleep	تَنَامِي
you (masc. sing.) eat	تَأْكُلْ
you (fem. sing.) reply	تَرُدِّي
you (masc. pl.) try	تُحَاوِلُوا
you (fem. pl.) move	تَتَحَرَّكْنَ
you (masc. pl.) run	تَجْرُوا
you (dual) wait	تَنْتَظِرَا

2. Remove the initial prefix **تَ** (*ta*) or **تُ** (*tu*) and any initial *hamza*.

you (masc. sing.) drink	شْرَبْ
you (fem. sing.) look	نَظُرِي
you (masc. sing.) say	قُلْ
you (fem. sing.) sleep	نَامِي
you (masc. sing.) eat	كُلْ
you (fem. sing.) reply	رُدِّي

you (masc. pl.) try	حاولوا
you (fem. pl.) move	تَحْرَكْنَ
you (masc. pl.) run	جروا
you (dual) wait	انتظرا

3. If the result doesn't begin with a *sukūn*, the imperative is complete.

Say! (talking to a single male)	قُلْ!
Sleep! (talking to a single female)	نامي!
Eat! (talking to a single male)	كُلْ!
Reply! (talking to a single female)	ردّي!
Try! (talking to a mixed or male group)	حاولوا!
Move! (talking to a female group)	تَحْرَكْنَ!

4. If the result begins with a *sukūn*, an initial vowel is needed. This vowel is generally *i*, but changes to *u* if the present tense verb has *damma* as its middle vowel.

Drink! (talking to a single male)	اشرب!
Look! (talking to a single female)	انظري!
Run! (talking to a mixed or male group)	اجروا!
Wait! (talking to two people)	انتظرا!

Form IV imperatives are something of an exception as they always have an initial *fatha*.

Hurry!	أسرع!
Answer!	أجب!



Use the following list of verbs to form an imperative. Remember to start with the appropriate jussive part of the verb (see Chapter 20 for details).

decides يُقَرِّر	removes يُخْرِج	puts يَضَع
gives يُعْطِي	tidies يَرْتَّب	gathers/collects يَجْمَع
sits يَجْلِس	leaves يَتْرُك	flies يَطِير
finds يَجِد	listens يَسْتَمِع	reads يَقْرَأ
looks يَنْظُر	forgets يَنْسَى	changes يُغَيِّر
smiles يَبْتَسِم	wakes up يَسْتَيْقِظ	takes يَأْخُذ
walks يَمْشِي	advances/goes forward يَتَقَدَّم	concentrates يُرَكِّز

EXAMPLE

اَمْشِ Walk! (to a single male)

- \_\_\_\_\_ Look! (to a single male) ١
- \_\_\_\_\_ Leave! (to a single female) ٢
- \_\_\_\_\_ Read! (to a mixed or male group) ٣
- \_\_\_\_\_ Collect/gather! (to a single male) ٤
- \_\_\_\_\_ Take! (to a single female) ٥
- \_\_\_\_\_ Give! (to a single male) ٦
- \_\_\_\_\_ Remove! (to a mixed or male group) ٧
- \_\_\_\_\_ Smile! (to a single female) ٨
- \_\_\_\_\_ Sit! (to a group of females) ٩
- \_\_\_\_\_ Fly! (to a single male) ١٠
- \_\_\_\_\_ Tidy! (to two people) ١١
- \_\_\_\_\_ Advance! (to a mixed or male group) ١٢
- \_\_\_\_\_ Put! (to a single female) ١٣
- \_\_\_\_\_ Forget! (to a single male) ١٤
- \_\_\_\_\_ Decide! (to a group of females) ١٥
- \_\_\_\_\_ Find! (to a mixed or male group) ١٦
- \_\_\_\_\_ Change! (to a single male) ١٧
- \_\_\_\_\_ Listen! (to two people) ١٨
- \_\_\_\_\_ Wake up! (to a single female) ١٩
- \_\_\_\_\_ Concentrate! (to a mixed or male group) ٢٠

## EXERCISE

## 21.2

Nadir's mother goes to his room to wake him up at midday and is appalled at the state of his bedroom. She wants him to tidy it up and is giving him instructions on what he needs to do. Put the instructions in the order Nadir's mother says them, as in the example.

يا نادر، عُرفتك قَدْرَةً! اِجْمَعِ زُجَاجَاتِ الكولا الفارِغةِ كُلِّها، وَضَعها في هذا الصَّنْدُوقِ. غَيِّرِ المِلايَاتِ وَرَتِّبِ السَّرِيرِ.  
 أَنْظِرْ تحت السَّرِيرِ! أَعْطِنِي عُلْبَ البِيْتِزا الفارِغةِ هذه! أَخْرِجْ هذا الجُوربِ من عُلْبَةِ البِيْتِزا يا نادر وَضَعه في سَلَّةِ الغَسِيلِ!  
 افْتَحِ الشُّبَاكِ. خُذْ هذه الأطباقِ والأَكوابِ إلى المَطْبَخِ وأتْرُكها بِجِوارِ الحَوْضِ. اِرْمِ بَقايا هذا السَنْدُويْتِشِ القَدِيمِ في الزُّبَالَةِ.  
 متى سَتَتَعَلَّمُ يا نادر! اسْتَيْقِظْ!

\_\_\_\_\_ Take these plates and glasses to the kitchen.

\_\_\_\_\_ Remove this sock from the pizza box.

1 \_\_\_\_\_ Collect all the empty cola bottles.

\_\_\_\_\_ Change the sheets.

\_\_\_\_\_ Look under the bed.

\_\_\_\_\_ Open the window.

\_\_\_\_\_ Leave them next to the sink.

\_\_\_\_\_ Put them in this box.

\_\_\_\_\_ Put it in the laundry basket.

\_\_\_\_\_ Wake up!

\_\_\_\_\_ Throw the remains of this old sandwich in the trash.

\_\_\_\_\_ Give me these empty pizza boxes.

\_\_\_\_\_ Tidy the bed.

## EXERCISE

## 21.3

Imagine that the instructions in Exercise 21.2 are directed at Nadia instead of Nadir. Rewrite the passage changing all the imperatives to the feminine.

EXAMPLE

يا نادية عُرفتك قَدْرَةً! اِجْمَعِي زُجَاجَاتِ الكولا الفارِغةِ كُلِّها

# Negative commands

Negative imperatives are formed by لا + jussive (with prefix) to mean “don’t” as an order or instruction.

- Don't smoke! (talking to a single male) لا تُخَنْ!
- Don't drive the car! (talking to a single female) لا تقودي السيارة!
- Don't despair! (talking to a mixed or male group) لا تيأسوا!
- Don't doubt that you are the best team!  
(talking to group of females) ولا تشككن في أنكن الفريق الأفضل!
- Don't wait! (talking to two people) لا تنتظرا!

EXERCISE

21.4

Change the instructions in Exercise 21.1 into negative commands.

EXAMPLE

لا تمش! Don't walk! (to a single male)

- \_\_\_\_\_ ١
- \_\_\_\_\_ ٢
- \_\_\_\_\_ ٣
- \_\_\_\_\_ ٤
- \_\_\_\_\_ ٥
- \_\_\_\_\_ ٦
- \_\_\_\_\_ ٧
- \_\_\_\_\_ ٨
- \_\_\_\_\_ ٩
- \_\_\_\_\_ ١٠
- \_\_\_\_\_ ١١
- \_\_\_\_\_ ١٢
- \_\_\_\_\_ ١٣
- \_\_\_\_\_ ١٤
- \_\_\_\_\_ ١٥
- \_\_\_\_\_ ١٦
- \_\_\_\_\_ ١٧
- \_\_\_\_\_ ١٨

## EXERCISE

## 21.5

A soccer coach is giving a half-time talk, after the first half (الشوط الأول) in which his team let in six goals (ستة أهداف). Underline all the instructions, positive or negative, in the coach's team talk.

EXAMPLE

لا تَيْأَسُوا يا شَبَاب!

لا تَيْأَسُوا يا شَبَاب! ولا تَشْكُوا أبداً في أنكم الفريق الأفضل.

لا تَنْظُرُوا إلى النَّتِيجَةِ الآن، ولا تَدْعُوا الأهداف الستة تُؤَثِّرُ على عَزِيمَتِكُمْ.

في الشوط الثاني لا تَتْرُكُوا "كَاكِي" و"مِشْمِش" يَلْمِسان الكُرَةَ.

يا إِبْرَاهِيم، لا تَدْعُ "مِيمُو" يَهْرِبُ مِنْكَ في وَسَطِ المَلْعَبِ.

يا أَحْمَد، رَكِّزْ على "فَرْفُور" حَتَّى لا يَغِيبَ عن عَيْنِكَ لِثانِيَةِ واحدة.

لا تَتَقَدَّمُوا كُلُّكُمْ معاً. لا تَمْنَحُوهُمْ مَسَاحَاتٍ خَالِيَةً في المَلْعَبِ. لا تُعْطُوهُمْ الوَقْتَ لِلتَّفَكِيرِ.

لا تَنْسُوا تَعْلِيمَاتِي، وأَكِيدُ لَنْ يَسْتَطِيعُوا أَنْ يُسَجِّلُوا سِتَّةَ أهدافٍ أُخْرَى في الشوط الثاني.

## EXERCISE

## 21.6

Write the coach's instructions to the team in Exercise 21.5 next to the equivalent English.

EXAMPLE

لا تَمْنَحُوهُمْ مَسَاحَاتٍ خَالِيَةً don't allow them free spaces

don't forget my instructions ١

concentrate on Farfur ٢

don't go forward all together ٣

don't despair, boys ٤

don't look at the result now ◦

don't let Mimo get away from you ٦

never doubt that you are the better team ٧

don't give them time to think ٨

don't let Kaki and Mishmish touch the ball ٩

don't let the six goals affect your determination ١٠

PATTERN	EXAMPLE	VERB
فعل	الابتداء (beginning)	ابتداء
فعل	الدخول (entering)	دخول
فعل	الجموع (gathering)	جموع

## Forming verbal nouns: derived verbs

Verbal nouns derived from the verb are formed by adding a suffix to the verb stem. The suffixes are: -ة, -اء, -ان, -ان, -ان.

But some verbal nouns have more unusual patterns. For example, the verbal noun for 'to write' is 'kitāb' (writing), which is derived from the verb 'kataba' (he wrote).

VERB	VERBAL NOUN	MEANING
كتب (kataba)	كتاب (kitāb)	writing
قرأ (qara)	قراءة (qirā'a)	reading
سار (sāra)	سيرة (sīra)	journey
سار (sāra)	سيرة (sīra)	character
سار (sāra)	سيرة (sīra)	history

1. كتاب (kitāb) - writing
2. قراءة (qirā'a) - reading
3. سيرة (sīra) - journey / character / history

# The verbal noun

Verbal nouns are formed in English by adding endings such as “-tion,” “-ment,” or “-ing” (e.g., information, treatment, swimming, etc.). In Arabic the root letters are put into different patterns to make verbal nouns, known as **المصدر**.

## Forming verbal nouns: Basic verbs

Basic (form I) verbs have a number of different patterns for forming verbal nouns that need to be learned individually. The majority of form I verbal nouns fit into one of the five common patterns:

PATTERN	EXAMPLE	VERB
فَعْلٌ	hit(ing) ضَرَبَ	ضَرْبٌ/يَضْرِبُ
فُعُولٌ	entering نُحُوِلُ	نَحْوُلٌ/يَدْخُلُ
فَعَالٌ	going ذَهَابٌ	ذَهَبٌ/يَذْهَبُ
فِعَالَةٌ	swimming سِبَاحَةٌ	سَبَّحٌ/يَسْبِجُ
فَعَلٌ	work(ing) عَمَلٌ	عَمَلٌ/يَعْمَلُ

But some verbal nouns have more unusual patterns, for example **مَعْرِفَةٌ** (knowing/knowledge) from the verb **عَرَفَ/يَعْرِفُ** (to know).

### EXERCISE

#### 22.1

Decide from which form I verb each noun is derived, and then give its meaning.

EXAMPLE بَحْثٌ بَحْثٌ/يَبْحَثُ “search(ing)” from the verb

- \_\_\_\_\_ ١ رَقْصٌ
- \_\_\_\_\_ ٢ جُلُوسٌ
- \_\_\_\_\_ ٣ كِتَابَةٌ
- \_\_\_\_\_ ٤ رُجُوعٌ

٥	نَظَر
٦	رُكُوب
٧	فَهَم
٨	زِرَاعَة
٩	خُرُوج
١٠	قَوْل
١١	فَتْح
١٢	مُرُور
١٣	أَكَلَ
١٤	رَدَّ
١٥	وَصَف
١٦	قِرَاءَة
١٧	صِيَا ح
١٨	كَوْن
١٩	نِسْيَان
٢٠	نَوْم

## Forming verbal nouns: Derived verbs

Verbal nouns from derived forms are largely predictable. Only form III has a widely-used alternative.

FORM	PATTERN	EXAMPLE	VERB
II	تَفْعِيل	تَدْرِيس (teaching)	دَرَسَ/يُدْرِس
III	فِعَال	جِدَال (argument)	جَادَلَ/يُجَادِل
	مُفَاعَلَة	مُغَادِرَة (leaving)	غَادَرَ/يُغَادِر
IV	إِفْعَال	إِعْلَام (information)	أَعْلَمَ/يُعْلِم
V	تَفْعُل	تَزْوُج (marriage)	تَزَوَّجَ/يَتَزَوَّج
VI	تَفَاعُل	تِنَاقُش (debating)	تَنَاقَشَ/يَتَنَاقَش
VII	إِنْفِعَال	إِنْقِسَام (division)	إِنْقَسَمَ/يُنْقَسِم
VIII	إِفْتِعَال	إِسْتِمَاع (listening)	إِسْتَمَعَ/يَسْتَمِع
X	إِسْتِفْعَال	إِسْتِخْدَام (usage)	إِسْتَخْدَمَ/يَسْتَخْدِم

Form the verbal noun from these derived verbs. (Form III verbs are all formed with the مَفَاعَلَةٌ pattern.)

EXAMPLE

improvement حَسَّنَ/يُحَسِّنُ to improve تَحْسِين

١ اِسْتَقْبَلَ/يَسْتَقْبِلُ (to receive guests, etc.)

٢ نَظَّفَ/يُنْظِفُ to clean

٣ تَحَدَّثَ/يَتَحَدَّثُ to speak

٤ سَاعَدَ/يُسَاعِدُ to help

٥ تَسَلَّقَ/يَتَسَلَّقُ to climb

٦ اِسْتَحَبَّ/يَسْتَحِبُّ to withdraw

٧ اَصْلَحَ/يُصْلِحُ to reform

٨ اِحْتَفَلَ/يَحْتَفِلُ to celebrate

٩ اِسْتَعْلَمَ/يَسْتَعْلِمُ to inquire

١٠ دَخَّنَ/يُدَخِّنُ to smoke

١١ اِبْتَسَمَ/يَبْتَسِمُ to smile

١٢ اَرْسَلَ/يُرْسِلُ to send

١٣ شَاهَدَ/يُشَاهِدُ to view/to watch



١٤ تَكَاسَل/يَتَكَاسَل to be lazy

١٥ اِحْتَرَم/يَحْتَرِم to respect

١٦ تَصَرَّف/يَتَصَرَّف to act/to behave

١٧ رَاجِع/يُرَاجِع to review

١٨ رَتَّب/يُرَتَّب to organize/tidy

١٩ عَدَّل/يُعَدِّل to adjust

٢٠ اسْتَخْرَج/يَسْتَخْرِج to extract

## Uses of verbal nouns

Verbal nouns are found extensively in Arabic. They are used not only for generalizations, as they are in English, but also to replace or qualify verbs. In addition, many verbal nouns have also acquired a specific meaning making it important to be comfortable with the various patterns.

### Generalization

Verbal nouns are used for generalizing, much as they are in English. Note that generalizations are definite in Arabic (by including *al-* or by putting in an *idāfa* construction).

Smoking is prohibited. مَمْنُوعُ التَّدْخِينِ.

Reform of the system will take a long time. إِصْلَاحُ النِّظَامِ سَيَسْتَعْرِقُ مُدَّةً طَوِيلَةً.

Many verbal nouns have also acquired a specific meaning in general circulation. For example, the verbal noun from *خَاطَبَ/يُخَاطِبُ* (*to talk formally/speak in public*) is *خِطَابٌ* and this is also the word in general circulation for “a letter”; the verbal noun from *سَوَّقَ/يُسَوِّقُ* (*to sell, to take to market*) is *تَسْوِيقٌ* which is used for “marketing.”

You are running a summer vacation camp for teenagers from the Arab world and have been asked to write a list of rules in Arabic showing what is prohibited. Look at the prohibited activity and write the Arabic rule.

EXAMPLE

ممنوع ركوب الدراجات. riding bicycles

١ smoking in the garden

٢ writing on the desks

٣ (سائق الباص) talking to the bus driver

٤ going out of the school

٥ (السور) climbing the fence

٦ swimming in the river

٧ watching television after 9 o'clock

٨ using the computer before lunch

٩ shouting in the corridor

١٠ behaving without respect

## Verbal nouns in place of a second verb

Arabic does not have the equivalent of the English infinitive “to walk,” “to see,” and so on. Chapter 19 shows how the subjunctive can be used in Arabic for a second verb where English would use an infinitive. Another common alternative is to use the verbal noun. Look at these

pairs of sentences with the same meaning. The first uses the subjunctive and the second a verbal noun:

We'd like to tidy the room.

نُرِيدُ أَنْ نُرْتِّبَ الْغُرْفَةَ.

نُرِيدُ تَرْتِيبَ الْغُرْفَةَ.

They can't go to the cinema.

لَا يَسْتَطِيعُونَ أَنْ يَذْهَبُوا إِلَى السِّينِمَا.

لَا يَسْتَطِيعُونَ الذَّهَابَ إِلَى السِّينِمَا.

I asked you to help your mother.

طَلَبْتُ مِنْكَ أَنْ تُسَاعِدَ أُمَّكَ.

طَلَبْتُ مِنْكَ مُسَاعَدَةَ أُمَّكَ.

It is considered good style to use verbal nouns in this way, and it is often less clumsy than the subjunctive.

EXERCISE

22.4

Rephrase these sentences and questions using a verbal noun.

EXAMPLE

لا أستطيع أن أرجع إلى البيت. لا أستطيع الرجوع إلى البيت.

- ١ يُحِبُّ أَبِي أَنْ يُشَاهِدَ كُرَةَ السَّلَّةِ.
- ٢ أُرِيدُ أَنْ أَكْتُبَ رِوَايَةَ.
- ٣ يَوَدُّ الْوَلَدُ أَنْ يَتَسَلَّقَ الشَّجَرَةَ.
- ٤ يَأْمَلُونَ أَنْ يَزُورُوا أَرْوَبَا.
- ٥ هَلْ تُحِبُّ أَنْ تَقْرَأَ؟
- ٦ رَجَوْنَا مِنْهُنَّ أَنْ يَجْلِسْنَ عَلَى الْأَرْضِ.
- ٧ طَلَبْتُ مِنْكُمْ أَنْ تَتْرُكُوا الْحَقَائِبَ عِنْدَ الْبَابِ.
- ٨ طَلَبْتُ مِنِّْي أُمَّي أَنْ أَحْتَرِمَ الْمُدْرِّسِينَ.
- ٩ هَلْ تَسْتَطِيعِينَ أَنْ تَسْتَقْبِلِي خَالَتِكَ فِي الْمَطَارِ؟
- ١٠ يَأْمَلُونَ أَنْ يُغَيِّرُوا قَائِمَةَ الطَّعَامِ قَبْلَ بَدَايَةِ الصَّيْفِ.
- ١١ أَرَادَتْ نَادِيَةَ أَنْ تَزُورَ صَدِيقَتَهَا يَوْمَ الْجُمُعَةِ.
- ١٢ يَوَدُّ أَنْ يَحْضُرَ الْاجْتِمَاعَ يَوْمَ الْخَمِيسِ.
- ١٣ نَرْجُو مِنْكُمْ أَنْ تَسْتَمِعَا إِلَى الرَّادِيُو.
- ١٤ يَتَمَنَّى أَحْمَدُ أَنْ يَسْتَخْدِمَ الْكَمْبِيُوْتِرَ.
- ١٥ حَاوَلُوا أَنْ يَحْلُوا مَشَاكِلَهُمْ.

## To qualify a verb

A verbal noun can be used together with the equivalent verb to qualify, or add information about, the action:

I visited my mother for a short time  
(lit: "a short visit").

زُرْتُ أُمَّي زِيَارَةً قَصِيرَةً.

He hit me hard (lit: "a hard hit").

ضَرَبَنِي ضَرْباً شَدِيداً.

They cooperated with us fruitfully  
(lit: "a fruitful cooperation").

تَعَاوَنُوا مَعَنَا تَعَاوُناً مُثْمِراً.

### EXERCISE

## 22.5

Match the English sentences with the Arabic ones.

- |  |       |  |
|--|-------|--|
| a. The scientists made an astonishing discovery. | _____ | ١ زارونا زيارة طويلة.                          |
| b. We treated them successfully.                 | _____ | ٢ عالَجْنَاهُمْ عِلاجاً ناجِحاً.               |
| c. She sang angelically yesterday.               | _____ | ٣ اِنْتَعَشْتُ اِنْتِعاشاً كامِلاً.            |
| d. They paid me a long visit.                    | _____ | ٤ اِنطَلَقَ العَدَاءُ اِنطِلاقاً صاروخيةً.     |
| e. He made us a definite promise.                | _____ | ٥ اِبْتَكَرَ العُلَمَاءُ اِبْتِكاراً مُذهِلاً. |
| f. I was completely refreshed.                   | _____ | ٦ اِبْتَسَمْتُ حَطيبيتي اِبْتِسامةً ساجِرةً.   |
| g. The runner set off like a rocket.             | _____ | ٧ وَعَدَنِي وَعِداً اَكِيداً.                  |
| h. My fiancée smiled charmingly.                 | _____ | ٨ غَنَّتْ اَمَسٌ غِناءً ملائِكياً.             |

# •VI•

## OTHER ASPECTS OF VERBS

Part VI gathers together information and practice material on important aspects of Arabic verbs not covered in the previous parts. This includes unusual or very irregular verbs, verbs with four roots (*quadrilaterals*), compound tenses, conditional sentences, and passive verbs.

In general, doubly weak verbs follow the rules for both irregularity. For example, the verb *أدب* (to pay attention, to watch out) has the root letters *أدب* and so follows the rules for both assimilated verbs (with *أ* as the first root letter) and defective verbs (with *ب* as the final root letter).

In the past tense the verb *أدب* behaves like the defective verb *مشى* (to walk):

He paid attention

I paid attention

In the present tense the verb also behaves like the assimilated verb *تدبر* (to deliberate):

He pays attention

I pay attention

In the past negative final *ب* changes to *ف*:

He didn't pay attention

I didn't pay attention

As a result, the imperative is reduced to a single consonant with *هـ*:

Pay attention!

In reality, however, writers will generally find a way to avoid this kind of grammatical problem.

Even so, doubly weak verbs that follow the same pattern as *أدب* (and *أف*) are *أف* (to be afraid) and *أف* (to be a promise).

# Unusual verbs

•23•

## Doubly weak verbs

Doubly weak verbs are those that have more than one weak root letter. The term “doubly weak” usually includes verbs with *hamza* as one of the two “weak” roots, as well as *و* or *ي*. Such verbs are not very common but they do include a few high-frequency ones.

In general, doubly weak verbs follow the rules for both irregularities. For example, the verb *وَعَى/يَعِي* (*to pay attention, to watch out*) has the root letters *و/ع/ي* and so follows the rules for both assimilated verbs (with *و* or *ي* as the first root letter) and defective verbs (with *و* or *ي* as the final root letter).

In the past tense the verb *وَعَى/يَعِي* retains the *و*, behaving like the defective verb *مَشَى/يَمْشِي* (*to walk*):

he paid attention      وَعَى

I paid attention      وَعَيْتُ

In the present tense the verb also loses the *و*, behaving like the assimilated verb *وَصَلَ/يَصِلُ* (*to arrive*):

he pays attention      يَعِي

I pay attention      أَعِي

In the jussive any final *ي* changes to *kasra*:

he didn't pay attention      لَمْ يَعِ

I didn't pay attention      لَمْ أَعِ

And, theoretically at least, the imperative is reduced to a single consonant with *kasra*:

Pay attention!      عِ

In reality, however, writers will generally find a way to avoid this kind of grammatical extreme.

Two other doubly weak verbs that follow the same pattern as *وَعَى/يَعِي* are *وَقَى/يَقِي* (*to protect, to guard*) and *وَفَى/يَفِي* (*to fulfill, e.g., a promise*).

Write out these verbs in Arabic following the preceding pattern.

EXAMPLE

وَقَى he guarded

١ وَقَى/يَقَى

\_\_\_\_\_ he guarded

\_\_\_\_\_ I guarded

\_\_\_\_\_ he guards

\_\_\_\_\_ I guard

\_\_\_\_\_ he didn't guard

\_\_\_\_\_ I didn't guard

٢ وَقَى/يَقَى

\_\_\_\_\_ he fulfilled

\_\_\_\_\_ I fulfilled

\_\_\_\_\_ he fulfills

\_\_\_\_\_ I fulfill

\_\_\_\_\_ he didn't fulfill

\_\_\_\_\_ I didn't fulfill

Doubly weak verbs with و as the second root letter and ي as the third root letter, for example رَوَى/يَرَوَى (to relate, e.g., a story, etc.) will behave as other defective verbs with the و retaining its consonantal sound (w) throughout.

\_\_\_\_\_ he related رَوَى

\_\_\_\_\_ I related رَوَيْتُ

\_\_\_\_\_ he relates يَرَوَى

\_\_\_\_\_ I relate أَرَوَى

\_\_\_\_\_ he didn't relate لَمْ يَرَوْ

\_\_\_\_\_ I didn't relate لَمْ أَرَوْ

Another verb that follows the same pattern is نَوَى/يَنَوَى (to intend).

Translate the English sentences and questions into Arabic.

EXAMPLE

رَوَى القِصَّةَ لِأُمِّهِ. He related the story to his mother.

أُنْوِي أَنْ أَخْرُجَ بَعْدَ الغَدَاءِ. I intend to go out after lunch.

I related the story to the children. ١

We intend to go to the market tomorrow. ٢

The (fem.) teacher related the story of Ali Baba. ٣

Are you (masc.) intending to cook this fish? ٤

We didn't relate to her the details of our story. ٥

We will relate the whole story to you (masc. pl.). ٦

Nadia is not intending to celebrate her birthday. ٧

I didn't intend to travel this morning. ٨

Will you (fem.) relate everything to your mother? ٩

We are not intending to relate the details here. ١٠

## أتى/يأتي and جاء/يجيء

The two verbs commonly used to mean "to come" are both doubly weak.

### جاء/يجيء (to come)

The verb جاء/يجيء has the root letters ج/ي/ء and so follows the rules for both hollow verbs such as طار/يُطير (to fly) and hamzated verbs such as بدأ/يبدأ (to begin).



The following table shows the full conjugations for past and present tenses of the verb جاء/يجيء:

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	جِئْتُ	أَجِيءُ
you (masc.) أَنْتَ	جِئْتَ	تَجِيءُ
you (fem.) أَنْتِ	جِئْتِ	تَجِيئينَ
he/it (masc.) هُوَ	جَاءَ	يَجِيءُ
she/it (fem.) هِيَ	جَاءَتْ	تَجِيءُ
DUAL		
you (dual) أَنْتُمَا	جِئْتُمَا	تَجِيئَانِ
they (masc. dual) هُمَا	جَاءَا	يَجِيئَانِ
they (fem. dual) هُمَا	جَاءَتَا	تَجِيئَانِ
PLURAL		
we نَحْنُ	جِئْنَا	نَجِيءُ
you (masc. pl.) أَنْتُمْ	جِئْتُمْ	تَجِيئونَ
you (fem. pl.) أَنْتُنَّ	جِئْتُنَّ	تَجِيئنَ
they (masc.) هُمْ	جَاءُوا	يَجِيئونَ
they (fem.) هُنَّ	جِئْنَ	يَجِيئنَ

The long middle vowel of the present tense changes to a *kasra* in the jussive (see “Hollow verbs” in Chapter 20):

Let's come tomorrow.

فَلنَجِيءُ غداً.

My son didn't come from the club.

لَمْ يَجِيءْ ابني من النادي.

#### EXERCISE

### 23.3

Choose the correct part of the verb from the parentheses to complete the sentence.

EXAMPLE

جاءتُ (جاءتُ/جاءَ/جئتُ) أمي ومعها كعك.

١ \_\_\_\_\_ (جاءتُ/جاءَ/جئتُ) أحمد ومعهُ دُجاجة مشوية.

٢ متى \_\_\_\_\_ (نَجِيءُ/تَجِيءُ/يَجِيءُ) بابا؟ أنا جوعان!

٣ أنتِ \_\_\_\_\_ (جِئْتِ/جِئْتُ/جِئْتُمْ) في الوقت المناسب.

٤ أنا \_\_\_\_\_ (جِئْتُ/جاءتُ/جاءتُ) من المطار إلى هنا مباشرةً.

- ٥ \_\_\_\_\_ (جِئْنَا/جَاءَ/جِئْنَا) لَنَحْتَفِلَ بِعِيدِ مِيلَادِكَ.
- ٦ لَمْ \_\_\_\_\_ (يَجِيءُ/يَجِيءُ/جَاءَ) نَادِرٌ مِنَ الْمَدْرَسَةِ.
- ٧ الرُّجَالُ \_\_\_\_\_ (سَيَجِيئُونَ/سَيَجِيئُ/سَيَجِيئُ) إِلَى قَرِيَّتِنَا غَدًا.
- ٨ الْمُدْرَسَاتُ \_\_\_\_\_ (جَاءُوا/جِئْنَا/جَاءَتْ) بِأَفْكَارٍ جَدِيدَةٍ.
- ٩ لَا \_\_\_\_\_ (تَجِيءُ/جِئْنَا/تَجِيءُ) مَعَنَا هَذِهِ الْمَرَّةَ، يَا أَحْمَدُ.
- ١٠ أَنَا لَمْ \_\_\_\_\_ (جِئْتُ/أَجِيءُ/أَجِيءُ) إِلَيْكُمْ إِلَّا لِعَمَلِ الْخَيْرِ.
- ١١ \_\_\_\_\_ (سَيَجِيئُونَ/سَيَجِيئُونَ/سَتَجِيءُ) أَنْتُمْ إِلَى بَيْتِنَا فِي الْمَرَّةِ الْقَادِمَةِ.
- ١٢ هَلْ \_\_\_\_\_ (جَاءَتْ/جَاءَ/جَاءُوا) رِسَائِلٌ مِنْ شُكْرِي؟

### أتى/يأتي (to come)

The doubly weak verb أتى/يأتي is also used commonly to mean “to come.” The root letters are *ء/ت/ي* and so the verb follows the rules for both defective verbs such as *يمشي/مشى (to walk)* and *hamzated* verbs such as *أكل/يأكل (to eat)*.

The following table shows the full conjugations for past and present tenses of the verb أتى/يأتي:

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أنا	أَتَيْتُ	أَتِي
you (masc.) أَنْتَ	أَتَيْتَ	تَأْتِي
you (fem.) أَنْتِ	أَتَيْتِ	تَأْتِينَ
he/it (masc.) هُوَ	أَتَى	يَأْتِي
she/it (fem.) هِيَ	أَتَتْ	تَأْتِي
DUAL		
you (dual) أَنْتُمَا	أَتَيْتُمَا	تَأْتِيَانِ
they (masc. dual) هُمَا	أَتَيَا	يَأْتِيَانِ
they (fem. dual) هُمَا	أَتَتَا	تَأْتِيَانِ
PLURAL		
we نَحْنُ	أَتَيْنَا	نَأْتِي
you (masc. pl.) أَنْتُمْ	أَتَيْتُمْ	تَأْتُونَ
you (fem. pl.) أَنْتُنَّ	أَتَيْتُنَّ	تَأْتِينَ
they (masc.) هُمْ	أَتَوْا	يَأْتُونَ
they (fem.) هُنَّ	أَتَيْنَ	يَأْتِينَ

In the case of **أتى/يأتي** the final long vowel of the present tense changes to a *kasra* in the jussive (see “Defective verbs” in Chapter 20):

Let's come tomorrow.

فَلْنَأْتِ غَدًا.

My son didn't come from the club.

لَمْ يَأْتِ ابْنِي مِنَ النَادِي.

EXERCISE

23.4

Fill in the gaps with the correct part of the verb **أتى/يأتي** to match the English translation.

EXAMPLE

أَتَيْتُ إِلَى الْمُسْتَشْفَى حِينَ سَمِعْتُ عَنِ الْحَادِثَةِ.

I came to the hospital when I heard about the accident.

١ أنا \_\_\_\_\_ الآن من عند الحلاق.

I am coming now from the barber's.

٢ يا إبراهيم، هل \_\_\_\_\_ لنا بأخبار جديدة؟

Ibrahim, did you come to us with (any) new news?

٣ حين \_\_\_\_\_ أبوكم سأروي له كل شيء.

When your father comes, I will relate everything to him.

٤ \_\_\_\_\_ إلى النادي بعد الغداء.

We will come to the club after lunch.

٥ لا نعرف من أين \_\_\_\_\_ ولا إلى أين ذهبت.

We don't know from where she came nor where she went.

٦ إنهم \_\_\_\_\_ دائماً إلى بيتنا دون دعوة.

They always come to our house without an invitation.

٧ هل \_\_\_\_\_ من غرفة الجراحة؟

Have you (fem. pl.) come from the operating theater?

٨ لا \_\_\_\_\_ إلى هنا يا نادير! أنا \_\_\_\_\_ إلى البيت حالاً.

Don't come here, Nadir. I will come to the house immediately.

٩ \_\_\_\_\_ ماما بعد قليل وتفتح لنا الباب.

Mom will come in a little while and open the door for us.

١٠ لم \_\_\_\_\_ معكم لأن الطقس كان بارداً.

We didn't come with you because the weather was cold.

١١ هل \_\_\_\_\_ إلى هنا أمس؟

Did you two come here yesterday?

## رَأَى/يَرَى (to see)

The verb رَأَى/يَرَى (to see) has the root letters ر/ء/ي. It is unusual even amongst doubly weak verbs since the *hamza* drops out altogether in the present tense:

We saw the king and queen. رَأَيْنَا الْمَلِكَ وَالْمَلِكَةَ.

We (can) see a river in the picture. نَرَى نَهْرًا فِي الصُّورَةِ.

The following table shows the full conjugations for past and present tenses of the verb رَأَى/يَرَى:

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	رَأَيْتُ	أَرَى
you (masc.) أَنْتَ	رَأَيْتَ	تَرَى
you (fem.) أَنْتِ	رَأَيْتِ	تَرِينَ
he/it (masc.) هُوَ	رَأَى	يَرَى
she/it (fem.) هِيَ	رَأَتْ	تَرَى
DUAL		
you (dual) أَنْتُمَا	رَأَيْتُمَا	تَرِيَانِ
they (masc. dual) هُمَا	رَأَيَا	يَرِيَانِ
they (fem. dual) هُمَا	رَأَتَا	تَرِيَانِ
PLURAL		
we نَحْنُ	رَأَيْنَا	نَرَى
you (masc. pl.) أَنْتُمْ	رَأَيْتُمْ	تَرُونَ
you (fem. pl.) أَنْتُنَّ	رَأَيْتُنَّ	تَرِينَ
they (masc.) هُمْ	رَأَوْا	يَرُونَ
they (fem.) هُنَّ	رَأَيْنَ	يَرِينَ

The verb رَأَى/يَرَى can also carry the meaning of “to think” or “to believe”:

I think that she is stubborn. أرى أنها عنيدة.

Some people believe that bananas are good for (your) health. يرى بعض الناس أن الموز مُفيد للصحة.

Translate the English sentences and questions into Arabic using the verb *رَأَى/رَأَتْ*.

EXAMPLE

هل رَأَيْتَ الْمَلِكَ؟ Did you (masc.) see the king?

I saw the king. ١

We (can) see a horse in the picture. ٢

I want to see my mother. ٣

Where did you (fem. pl.) see the queen? ٤

We saw her on the balcony (في الشُّرفة) with the king. ٥

Ahmed's mother thinks that he is stubborn. ٦

I don't think that he is stubborn. ٧

They (masc.) saw a boat on the river. ٨

My brother and sister are there, and they (can) see the boat also. ٩

Some people believe that apricots are good for health. ١٠

Fatima went to the center of the capital yesterday to see the prince's wedding. She arrived early and got a good place to view the proceedings. Fatima posted on her social network page about what she saw. She mentions nine separate things. Describe what she saw in English.

ذَهَبْتُ أَمَسَ إِلَى وَسَطِ الْعَاصِمَةِ لِأَرَى حَفْلَ زَفَافِ الْأَمِيرِ. وَصَلْتُ قَبْلَ الْحَفْلِ بِثَلَاثِ سَاعَاتٍ وَوَجَدْتُ مَكَانًا جَيِّدًا بِجَانِبِ بَابِ الْقَصْرِ. رَأَيْتُ كُلَّ شَيْءٍ:

رَأَيْتُ وُصُولَ الضُّيُوفِ كُلِّهِمْ.

رَأَيْتُ رَئِيسَ الوُزَرَاءِ وَزَوْجَتَهُ.

رَأَيْتُ الْمُتَمَثِّلَةَ الْمَشْهُورَةَ "كَرَامَةَ كَرِيمَ".

رَأَيْتُ لَاعِبَ الكُرَةِ الْمَشْهُورَ "فَرْفُورَ".

رَأَيْتُ الْأَمِيرَ فِي الْمَرْكَبَةِ الذَّهَبِيَّةِ.

رَأَيْتُ الْعَرُوسَ وَفُسْتَانَهَا الْجَمِيلَ.

رَأَيْتُ الْمَلِكَ وَالْمَلِكَةَ فِي الْمَرْكَبَةِ الْمَلَكِيَّةِ.

رَأَيْتُ الْخَيُْولَ الْبَيْضَاءَ.

رَأَيْتُ الْعَائِلَةَ الْمَلَكِيَّةَ فِي شُرْفَةِ الْقَصْرِ.

EXAMPLE

She saw the arrival of all the guests.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## EXERCISE

## 23.7

Fatima is talking to her mother on her cell phone as she watches the wedding. She is telling her what she can see. Using the information in Exercise 23.6, write down what Fatima is saying. (For more of a challenge, you can try writing the sentences from memory.)

EXAMPLE

(I [can] see the arrival of all the guests.) أَرَى وُصُولَ الضُّيُوفِ كُلِّهِمْ.

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The final long vowel of the present tense *يَرَى* changes to *fatha* in the jussive, effectively leaving the verb with just a single consonant after the prefix:

Let's see.

فَلْنَرِ.

I didn't see the royal carriage.

لَمْ أَرِ الْمَرْكَبَةَ الْمَلَكِيَّةَ.

## EXERCISE

## 23.8

Some of Fatima's friends and family also went to see the wedding but didn't get there early so they only saw some of the action. Describe what they saw and didn't see using the prompts.

EXAMPLE

Nadia: arrival of the guests ✓ / royal carriage ✗

رَأَتْ نَادِيَةَ وُصُولَ الضُّيُوفِ وَلَكِنَّهَا لَمْ تَرَ الْمَرْكَبَةَ الْمَلَكِيَّةَ.

Shukri: prime minister ✓ / his wife ✗ ١

Sara: prince ✓ / bride ✗ ٢

Shukri's wife: golden carriage ✓ / white horses ✗ ٣

## لَيْسَ (not to be)

Arabic does not have a verb “to be” (is/are/am, etc.) in simple positive sentences (see Chapter 1). However, it does have a verb “not to be.” The sentence أحمد مُدرِّس (Ahmed is a teacher) can be made negative by adding لَيْسَ (or sometimes بِـ لَيْسَ):

Ahmed isn't a teacher.                      لَيْسَ أَحْمَدُ مُدْرِّسًا. (لَيْسَ أَحْمَدُ بِمُدْرِّسٍ.)

The verb لَيْسَ is unusual since it looks like a past tense verb but always has a present tense meaning. It is conjugated using past tense endings, with the stem varying in a similar way to a hollow verb:

he/it is not	لَيْسَ
she/it is not	لَيْسَتْ
they (masc.) are not	لَيْسُوا
I am not	لَسْتُ
you (masc.) are not	لَسْتَ
you (fem.) are not	لَسْتِ
we are not	لَسْنَا
you (masc. pl.) are not	لَسْتُمْ
you (fem. pl.) are not	لَسْتُنَّ
they (fem.) are not	لَسْنَ

The verb لَيْسَ will affect the predicate in the same way as كَانَ (see “كان [was/were]” in Chapter 6).

My son is a doctor.                      ابني طبيب.

My son isn't a doctor.                      لَيْسَ ابْنِي طَبِيبًا (بَطْبِيبٍ).

Nadia is busy.                      نادية مشغولة.

Nadia isn't busy.                      لَيْسَتْ نادية مشغولة.

I am in Ahmed's house.                      أنا في بيت أحمد.

I am not in Ahmed's house.                      لَسْتُ في بيت أحمد.

We are cooks.                      نحنُ طبَّاخون.

We are not cooks.                      لَسْنَا طبَّاخين.



## EXERCISE

23·9

Make these sentences negative using the verb **لَيْسَ**.

EXAMPLE

أنا في وَسَطِ المدينة. لَسْتُ في وَسَطِ المدينة.

- ١ نَحْنُ في مِصرِ.
- ٢ شُكْرِي في المَكْتَبَةِ.
- ٣ سَمِيرَةَ في بَيْتِهَا.
- ٤ أنا أَمَامَ البَنْكِ.
- ٥ أَنْتِ مَشْغُولَةٌ الآنِ.
- ٦ هم مَعَ المُدْرَسِ.
- ٧ هم مَهْنَدِسُونَ في العِرَاقِ.
- ٨ البُحِيرَةُ هَادِئَةٌ.
- ٩ أَنْتَ المَدِيرِ.
- ١٠ البَابُ مَفْتُوحٌ.
- ١١ السِّيَّارَاتُ في الشَّارِعِ.
- ١٢ أَنْتُمْ مُتَأَخَّرُونَ.
- ١٣ أَنْتُنَّ في المَدْرَسَةِ؟

## EXERCISE

23·10

Use the verb **لَيْسَ** to create Arabic sentences and questions to match the English.

EXAMPLE

We're not in the school. لَسْنَا في المَدْرَسَةِ.

I'm not in the garden. ١

Nadia isn't in America. ٢

Shukri isn't stubborn. ٣

My sister isn't tall. ٤

The car isn't in front of the house. ٥

Isn't your son a cook? ٦

We're not (male) teachers. ٧

Aren't you (masc.) in the school? ٨

This shirt isn't clean. ٩

Aren't the books in the bag? ١٠

## Using **ليسَ** to express “there isn’t” and “don’t/doesn’t have”

The verb **ليسَ** can be placed in front of the phrase **هناك** to express “there isn’t/aren’t”:

There isn't a dog in the garden.

ليسَ هناك كلب في الحديقة.

There isn't a mosque near the river.

ليسَ هناك جامع بجانب النهر.

### EXERCISE

## 23.11

Fatima is telling you about the facilities at her sporting club. Complete her descriptions following the prompts.

EXAMPLE

مَلْعَبَ تَنسٍ /  مَلْعَبَ كُرَّةِ سَلَّةٍ X هُنَاكَ مَلْعَبَ تَنسٍ وَلَكِنْ لَيْسَ هُنَاكَ مَلْعَبَ كُرَّةِ سَلَّةٍ.

(There's a tennis court but there isn't a basketball court.)

١ مَلْعَبَ كُرَّةِ الْقَدَمِ /  مَلْعَبَ جُولْفٍ X

٢ جِمْنَازِيَوْمٍ /  حَمَّامَ سِبَّاحَةٍ X

٣ كَافْتِيرِيَا /  مَطْعَمٍ X

٤ حَدِيقَةٌ /  مَقَاعِدٍ X

The verb **لَيْسَ** can also be placed in front of the phrases used to express “to have,” producing a negative meaning:

We don't have a house in the Red Sea.	لَيْسَ لَدَيْنَا بَيْتٌ فِي الْبَحْرِ الْأَحْمَرِ.
They don't have any dogs.	لَيْسَ لَهُمْ كِلَابٌ.
The grocer didn't have fresh figs yesterday.	لَيْسَ عِنْدَ الْبَقَّالِ تِينٌ طَازِجٌ أَمْسَ.
He doesn't have (with him) the key to the car.	مِفْتَاحُ السَّيَّارَةِ لَيْسَ مَعَهُ.

EXERCISE

23.12

Your friend is asking questions about you and your family, but his information is completely out of date. Correct your friend, using the verb **لَيْسَ**.

EXAMPLE هل عندكم شقة في القاهرة؟ لا، ليس عندنا شقة في القاهرة الآن.

- ١ هل عندكم كلاب؟
- ٢ هل لديكم دراجات؟
- ٣ هل عندك ألم في رجليك؟
- ٤ هل عند البقال تين طازج؟
- ٥ هل لابنكم سيارة سريعة؟
- ٦ هل لابنتكم بيت في البحر الأحمر؟
- ٧ هل لديكم شجرة طويلة في الحديقة؟
- ٨ هل معك صور العائلة اليوم؟

## Quadrilateral verbs

Most Arabic words are based on roots of three consonants. A few are based on roots of *four* consonants, and these are known as *quadrilaterals*. Sometimes the four root letters are a repeated sequence of two consonants (see “4-letter [quadrilateral] roots” in Chapter 1).

Verbs based on quadrilateral roots have their own specific vowel patterns. There is a basic form I and two significant derived forms.

## Basic (form I) quadrilateral verbs

The vowel pattern for basic quadrilateral verbs is similar to the pattern for regular verbs in forms II–IV—*fathas* in the past tense and *ḍamma/fatha/kasra* in the present tense.

to translate

تَرْجَمُ/يُتْرَجَمُ

to crackle

طَقَطَقَ/يُطَقِّطِقُ

The subject prefixes and endings remain the same as other verbs:

I translated the contract into Farsi.

تَرَجَمْتُ الْعَقْدَ إِلَى الْفَارْسِيَّةِ.

We will translate it into French tomorrow.

سَوْفَ نَتَرْجِمُهُ إِلَى الْفَرَنْسِيَّةِ غَدًا.

The dry leaves crackled on the fire.

طَقَطَقَتْ أَوْراقَ الشَّجَرِ الْجافَّةِ عَلَى النَّارِ.

They are crackling now.

إنَّهَا تُطَقِّطِقُ الآنَ.

## Common quadrilateral verbs

Common quadrilateral verbs include:

to roll

دَخَرَجَ/يُدْخِرِجُ

to adorn, to decorate

زَخَرَفَ/يُزَخِرِفُ

to mutter/to recite under your breath

تَمَمَّمَّ/يُتَمَمِّمُ

to gargle

عَرَّعَرَ/يُعَرَّرِعِرُ

to chatter

ثَرَثَرَ/يُثَرَثِرُ

to hum

دَنَّ دَنَّ/يُدَنَّ دَنَّ

to shake

زَلَزَلَ/يُزَلِّزِلُ

### EXERCISE

23·13

Write the correct part of the quadrilateral verb in the past tense and give its meaning.

EXAMPLE

we translated تَرْجَمْنَا (نحن)

١ تَمَمَّمَّ (أنا)

٢ زَلَزَلَ (هي)

٣ دَخَرَجَ (أنت)

٤ ثَرَثَرَ (أنتم)

٥ دَنَّ دَنَّ (نحن)

٦ عَرَّعَرَ (هم)

٧ زَخَرَفَ (هو)

٨ طَقَطَقَ (هي)

## EXERCISE

## 23.14

Now write the correct part of the verb in the present tense and give its meaning.

EXAMPLE

it/she rolls, is rolling يُدْرِجُ (هي) تُدْرِجُ

- \_\_\_\_\_ ١ يُتَرْجَمُ (أنتم)
- \_\_\_\_\_ ٢ يُثَرِّثُ (نحن)
- \_\_\_\_\_ ٣ يُطْقِطِقُ (هي)
- \_\_\_\_\_ ٤ يُزْحَرِفُ (أنت)
- \_\_\_\_\_ ٥ يُغْرِغِرُ (هن)
- \_\_\_\_\_ ٦ يُدْنِنُ (هم)
- \_\_\_\_\_ ٧ يُزَلِّزُ (هو)
- \_\_\_\_\_ ٨ يُتَمِّمُ (أنت)

## EXERCISE

## 23.15

Write the correct Arabic verb to match the English.

EXAMPLE

هوَ يُدْنِنُ he is humming

- \_\_\_\_\_ you (fem.) chatter ١
- \_\_\_\_\_ we gargle ٢
- \_\_\_\_\_ it (fem.) rolled ٣
- \_\_\_\_\_ it (masc.) shakes ٤
- \_\_\_\_\_ I muttered/recited under my breath ٥
- \_\_\_\_\_ it (masc.) is crackling ٦
- \_\_\_\_\_ they (masc. pl.) translated ٧
- \_\_\_\_\_ you (fem. pl.) decorate ٨

Choose one of the verbs you created in Exercise 23.15 to complete the following sentences.

EXAMPLE

مَنْ يُدْنِدِن فِي الْحَمَّامِ؟

١ \_\_\_\_\_ الفيلم العربي إلى الإنجليزية.

٢ هل ستد \_\_\_\_\_ الأطباق بعد أن تخرج من الفرن؟

٣ \_\_\_\_\_ كلمات الأغنية قبل أن أسجلها.

٤ \_\_\_\_\_ بالماء والملح كما نصحننا طبيب الأسنان.

٥ أنت لا \_\_\_\_\_ كثيراً مثل نادية وسعاد.

٦ \_\_\_\_\_ الخشب الرطب على النار.

٧ صوت جارتنا وهي غاضبة \_\_\_\_\_ المبنى كله.

٨ \_\_\_\_\_ الصخرة من قمة الجبل نحو الوادي.

## Quadrilateral verbs in the derived forms

In theory there are three derived forms for quadrilateral verbs. However, in practice form III has all but died out, and forms II and IV represent no more than a handful of verbs in common circulation. The vowel patterns are:

Form II: to philosophize

تَفَلَّسَفَ/يَتَفَلَّسَفُ

Form IV: to shudder/to quake

اِقْشَعَرَ/يَقْشَعُرُ

To philosophize about a topic is: تَفَلَّسَفَ/يَتَفَلَّسَفُ فِي مَوْضُوعٍ

I like to philosophize about life.

أُحِبُّ أَنْ أَتَفَلَّسَفَ فِي الْحَيَاةِ.

Ahmed and his friends like to spend their idle hours philosophizing. Their favorite subjects vary. Describe what they like to philosophize about, using the prompts.

EXAMPLE

Ahmed: علم النفس يُحِبُّ أَحْمَدُ أَنْ يَتَفَلَّسَفَ فِي عِلْمِ النَّفْسِ.

١ الطبيعة البشرية Khalid: human nature

٢ التاريخ Samia: history

٤ الأدب Samia's (female) friends: literature

٥ علم الوراثة Mahmoud and Nadir: genetics

٦ الأخلاقيات Amira and Sara: ethics

## Quadrilateral verbs in the derived forms

In theory there are three derived forms for quadrilateral verbs. However in practice they all but died out and forms II and IV (especially) do more than a handful of verbs as common exceptions. The vowel patterns are:

Form I: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form II: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form III: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form IV: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form V: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form VI: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form VII: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form VIII: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form IX: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form X: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

Form XI: C1VC2VC3VC4VC5VC6 (CVCVCVCVCVC)

# Compound tenses and conditional sentences

The verb كان (see “كان [was/were]” in Chapter 6) can be combined with either the past tense or the present tense to produce variations:

past perfect	كان + فَعَلَ
past continuous	كان + يَفْعَلُ

## كان + فَعَلَ Past perfect

The *past perfect* (sometimes also known as the *pluperfect*) is the equivalent of the English “had done,” moving the action further into the past tense. It is often used with the reinforcement word قَدْ. Both كان and the following past tense verb change according to the subject:

he did it.	فَعَلَهُ.
he had (already) done it.	كَانَ (قَدْ) فَعَلَهُ.
I found the keys.	وَجَدْتُ الْمَفَاتِيحَ.
I had (already) found the keys.	كُنْتُ (قَدْ) وَجَدْتُ الْمَفَاتِيحَ.

### EXERCISE

### 24.1

Turn these past tense sentences into the past perfect and give their meaning.

EXAMPLE

I had (already) visited my mother. زُرْتُ أُمَّيَ. كُنْتُ (قَدْ) زُرْتُ أُمَّيَ.

- ١ وَجَدْتُ الْقَلَمَ. \_\_\_\_\_
- ٢ فَعَلْتَهُ. \_\_\_\_\_
- ٣ اشْتَرَيْنَا مَلَابِسَ. \_\_\_\_\_
- ٤ غَادَرُوا الْبَيْتَ. \_\_\_\_\_
- ٥ مَشَى إِلَى الْمَحَطَّةِ. \_\_\_\_\_
- ٦ صَلَّحْتُ الْكُرْسِيَّ الْمَكْسُورَ. \_\_\_\_\_
- ٧ ذَهَبْنَا إِلَى النَّادِي. \_\_\_\_\_



- ٨ شَرِبْنَا الْعَصِيرَ.
- ٩ اسْتَيْقَظْتُ.
- ١٠ أَكَلُوا الْكَعْكَ.
- ١١ بَعَثَ السَّيَّارَةَ.
- ١٢ اسْتَخْدَمْتُ الْكُمِّيُوتَرَ.
- ١٣ رَدَدْتُ عَلَى الْهَاتِفِ.
- ١٤ رَأَيْنَا الْمَلِكَ.
- ١٥ رَبَّبْنَا غُرْفَتَهُمَا.

EXERCISE

24.2

Fill in the gaps to match the English translation with the correct part of the past perfect verb in parentheses.

EXAMPLE

قَفَلْتُ الْبَابَ وَلَكِنِ الْقِطَّةَ كَانَتْ (قَدْ) هَرَبَتْ. (هَرَبَ)

I closed the door but the cat had (already) escaped.

١ عَادَتِ الْقِطَّةُ إِلَى الْبَيْتِ وَلَكِنِّي \_\_\_\_\_ لِابْحَثَ عَنْهَا. (خَرَجَ)

The cat returned to the house but I had (already) gone out to search for it.

٢ وَقَفْنَا أَمَامَ شُبَّانِ التَّدَاكِرِ سَاعَتَيْنِ وَلَكِنِ التَّدَاكِرَ \_\_\_\_\_ . (نَفَذَ)

We stood at the ticket office for two hours but the tickets had (already) run out.

٣ وَصَلُوا إِلَى الْمَحَطَّةِ وَلَكِنِ الْقِطَارَ \_\_\_\_\_ . (غَادَرَ)

They arrived at the station but the train had (already) left it.

٤ طَلَبْتُ حِسَابَ الْمَطْعَمِ وَلَكِنِ أَصْدِقَائِي \_\_\_\_\_ . (دَفَعَ)

I asked for the restaurant check but my friends had already paid.

٥ أَرَدْتُ أَنْ أَطْبِخَ الْعِشَاءَ وَلَكِنِّكَ \_\_\_\_\_ . (طَبَخَ)

I wanted to cook dinner but you (fem.) had (already) cooked it.

٦ أَرَدْتُ أَنْ تُعِيدَ الْجِهَازَ وَلَكِنِّكَ \_\_\_\_\_ الْعُلْبَةَ وَاسْتَخْدَمْتَهُ. (فَتَحَ)

You (masc.) wanted to return the appliance but you had (already) opened the box and used it.

٧ ذَهَبْنَا إِلَى الْمَدْرَسَةِ وَلَكِنِ أَحْمَدَ وَخَالِدَ \_\_\_\_\_ إِلَى الْبَيْتِ. (عَادَ)

We went to the school but Ahmed and Khalid had (already) returned home.

٨ اشْتَرَيْتُ بِيِزْزَا لِدَالِيَا وَلَكِنِّهَا \_\_\_\_\_ مَعَ أُمِّهَا. (تَعَشَّى)

I bought pizza for Dalia but she had (already) had dinner with her mother.

## Past continuous كان + يَفْعَلُ

The *past continuous* is the equivalent of the English “was doing” or “used to do,” implying a continuous state or routine action in the past. As with the past perfect, كان and the following present tense verb both change according to the subject:

he does it	يَفْعَلُهُ
he was doing it	كَانَ يَفْعَلُهُ
we reside in Cairo	نُقِيمُ فِي الْقَاهِرَةِ
we were residing/used to reside in Cairo	كُنَّا نُقِيمُ فِي الْقَاهِرَةِ

### EXERCISE

## 24.3

Mohammed and his family have arrived at immigration, and the officer is asking questions about their personal details. However, it seems the database is out of date and Mohammed has to correct all the information. Play the part of Mohammed and correct the information, using the prompts in parentheses.

EXAMPLE

تُقِيمُونَ فِي الْقَاهِرَةِ. (الإسكندرية)

لا، كُنَّا نُقِيمُ فِي الْقَاهِرَةِ وَلَكِنِ الْآنَ نُقِيمُ فِي الْإِسكندرية.

(No, we used to live in Cairo but now we live in Alexandria.)

١ تَعْمَلُ أَنْتَ كَنَجَّارٍ. (مُهَنْدِس)

٢ تَعْمَلُ زَوْجَتُكَ كَمُدْرَسَةٍ. (مُفْتَشَّة)

٣ يَدْرُسُ ابْنُكَ فِي بَيْرُوتٍ. (بَارِيس)

٤ تُقِيمُ ابْنَتُكَ فِي الْكُوَيْتِ. (عُمَان)

٥ تُسَافِرُونَ إِلَى أَمْرِيكَ كُلِّ صَيْفٍ. (فَرَنْسَا)

٦ يَكْتُبُ أَبُوكَ مَقَالَاتٍ لِجَرِيدَةِ “الْأَهْرَامِ”. (جَرِيدَةُ “الدُّسْتُور”)

The subject can be placed between كان and the main verb. In the case of a plural or dual subject, كان will be singular because it comes before the subject, but the main verb after the subject will be plural or dual (see “Word order and singular/plural agreement” in Chapter 4 for more explanation):

The boys used to play tennis every day. كان الأولاد يلعبون رياضة التنس كل يوم.

But the girls used to play basketball. ولكن كانت البنات يلعبن كرة السلة.

EXERCISE

24.4

Put these sentences into the past tense using the past continuous. Place any subject between كان and the main verb.

EXAMPLE

يلعب الأطفال في الحديقة. كان الأطفال يلعبون في الحديقة.

- ١ تلعب زينة كرة القدم يوم السبت.
- ٢ أقيم في دمشق.
- ٣ يركب عمي الخيل.
- ٤ نسمع قصصاً غريبة عن هذا البيت.
- ٥ يصل الأولاد إلى المدرسة الساعة الثامنة.
- ٦ أنت تنسى عيد ميلادي.
- ٧ يظنون أن هناك أمل.
- ٨ هل تستمعون إلى الموسيقى قبل النوم؟
- ٩ هل تنظفين الأرض؟
- ١٠ يتلاقى الأصدقاء في النادي.
- ١١ يذهب الصياد إلى النهر في الفجر.
- ١٢ نتحدث عن تحسين الإنتاج.
- ١٣ تبتسم البنات كثيراً.
- ١٤ يطبخ أبي وأخي الغداء كل يوم.

## Conditional sentences

There are two main types of conditional (if) sentence:

- ◆ Possible (“if he comes, he’ll repair the bicycle”/“if you see my father, give him this”)
- ◆ Impossible or unlikely (“if he had come, he would have repaired the bicycle”/“if I were the prime minister, I would abolish all taxes”)

## Possible conditionals

Possible conditionals are formed using *إذا* or *إن*, both meaning “if.” The first verb is in the past tense—literally “if we went,” “if he came”; although the meaning is “if we go,” “if he comes.” It is usual to introduce the second half of the sentence using *فَ* (*then* or *so*):

If we go to the market, (then) we'll buy apples. إذا/إن ذهبنا إلى السوق فسَنَشْتَرِي تَفَاحاً.

If he comes, (then) he'll repair the bicycle. إذا/إن جاء فسَيُصَلِّحُ الدَّرَاجَةَ.

### EXERCISE

## 24.5

Join together the two sentences to make conditional sentences, taking care to change the verbs to the correct tense.

### EXAMPLE

يَجِيءُ أَبِي./نَذْهَبُ إِلَى الْحَدِيقَةِ. إذا/إن جاء أَبِي فسَنَذْهَبُ إِلَى الْحَدِيقَةِ.

(If my father comes, [then] we'll go to the park.)

١ أذهب إلى الحفلة./ألبس فُستاني الجديد.

٢ تأخذ هذا الطريق./تصل إلى المطار.

٣ أعطيكُم الدولارات كلها./تُنْفِقُونَهُ فِي أُسْبُوعٍ.

٤ نَشْتَرِي سَمَكَةَ./نَشْوِيهَا عَلَى الْفَحْمِ.

٥ يجيئني العقد./أوقَّعه اليوم.

٦ يقرأ أبي مُدَوَّنَتِي./يأخذ الكمبيوتر مني.

The second half of a possible conditional sentence can be an imperative (see Chapter 21):

If you (fem.) arrive before me, then reserve a seat for me. إذا/إن وصلتِ قَبْلِي فَاحْجِزِي لِي مَقْعَداً.

If you (masc. pl.) are not busy, then help your sister. إذا/إن لَمْ تَكُونُوا مَشْغُولِينَ فَسَاعِدُوا أُخْتَكُمْ.

Samia has left her teenage son, Ibrahim, in charge of the house and his baby sister for the afternoon. She left a list of instructions, but unfortunately Ibrahim ripped the paper in half by mistake. Join the two halves of the instructions back together again, as in the example.

١ فَأَعْطَاهَا زُجَاجَةً مِنْ حَلِيبِ الْأَطْفَالِ.

٥ إِذَا رَأَيْتَ الْبُسْتَانِيَّ...

٢ فَكُلُّ سَنْدَوِيْتَشٍ مِنَ الثَّلَاجَةِ.

— إِذَا أَرَدْتَ أَنْ تَجْلِسَ فِي الْحَدِيقَةِ...

٣ فَخُذْ الْهَاتِفَ مَعَكَ.

— إِنْ أُخْتُكَ اسْتَيْقَظَتْ...

٤ فَقُلْ لَهَا إِنِّي سَأَرْجِعُ السَّاعَةَ الْخَامِسَةَ.

— إِذَا رَنَّ الْجَرَسُ...

٥ فَأَعْطَاهُ عَشْرَةَ جُنِيَهَاتٍ.

— إِنْ اتَّصَلَتْ جَدَّتُكَ بِالْهَاتِفِ...

٦ فَضَعَهَا عَلَى الْمَائِدَةِ.

— إِذَا شَعَرْتَ بِالْجُوعِ...

٧ فَلَا تَفْتَحِ الْبَابَ لِأَحَدٍ.

— إِنْ أَرَدْتَ أَنْ تَسْتَمِعَ إِلَى الْمَوْسِيقَى...

٨ فَأَخْفِضِ الصَّوْتِ.

— إِذَا وَجَدْتَ مِفَاتِيحِي...

## Impossible or unlikely conditionals

Impossible or unlikely conditionals are usually formed using **لَوْ** with the second half of the sentence introduced with **لَ**. Both verbs are in the past tense, with the first verb often in the past perfect (with **كَانَ**) to emphasize the fact that the possibility has gone:

If I were rich, (then) I would buy the fastest car in the world.

لَوْ كُنْتُ غَنِيًّا لَأَشْتَرَيْتُ أَسْرَعَ سَيَّارَةً فِي الْعَالَمِ.

If we had gone to the market, we would have bought apples.

لَوْ كُنَّا ذَهَبْنَا إِلَى السُّوقِ لَأَشْتَرَيْنَا تَفَّاحًا.

If he had come, he would have repaired the bicycle.

لَوْ كَانَ جَاءَ لَصَلَّحَ الدَّرَاجَةَ.

Translate these sentences into Arabic.

EXAMPLE

If I had gone to the market, I would have bought a bag.

لَوْ كُنْتُ ذَهَبْتُ إِلَى السُّوقِ لَأَشْتَرَيْتُ حَقِيْبَةً.

١ If my father had come, we would have played tennis. ١

٢ If Ibrahim had found the keys, he would have put them on the table. ٢

If Samira had arrived before me, she would have reserved a seat for me. ٣

If I were rich, I would buy a large yacht. ٤

If you (fem.) had heard the bell, you would have opened the door. ٥

If they (masc.) had known, they would have watched the news. ٦

# The passive

The passive is generally used when an action and its object are being emphasized rather than the subject of the action. For example “the goods are transported (by train)” or “my son was found in the street (by a policeman)” in contrast to “a train transported the goods” or “a policeman found my son in the street.”

In Arabic, the passive is formed by altering the vowelizing on the verb.

## Past passive

The first vowel of the past passive is *damma*, and the final vowel (before any subject ending) is *kasra*:

transported	نَقِلَ
was transported	نُقِلَ
found	وَجِدَ
was found	وُجِدَ
The goods were transported.	نُقِلَتِ البَضَائِعُ.
My son was found in the street.	وُجِدَ ابْنِي فِي الشَّارِعِ.

A verb commonly found in the past passive is *وُلِدَ* (*was born*), from the feminine verb *وَلَدَتْ/تَلِدَ* (*to give birth*):

I was born in Chicago.	وُلِدْتُ فِي شِيكَاغُو.
The author Naguib Mahfouz was born in the year 1911.	وُلِدَ الْمُؤَلِّفُ نَجِيبَ مَحْفُوزَ عَامَ ١٩١١.

Ibrahim has made a family tree and is telling his friend about the year and birthplace of some of his relatives. Play the part of Ibrahim and use the prompts to make sentences.

EXAMPLE

أبي/ببيروت/١٩٥١ وُلِدَ أبي في بيروت عام ١٩٥١.

- ١ أمي/باريس/١٩٥٤ \_\_\_\_\_
- ٢ جدي/حيفا/١٩٢٨ \_\_\_\_\_
- ٣ جدتي/القدس/١٩٣١ \_\_\_\_\_
- ٤ أخي/بيروت/١٩٧٦ \_\_\_\_\_
- ٥ أختي/الكويت/١٩٧٨ \_\_\_\_\_
- ٦ أنا/عمان/١٩٨٠ \_\_\_\_\_
- ٧ زوجتي/إربد/١٩٨٢ \_\_\_\_\_
- ٨ ابني/عمان/٢٠٠٧ \_\_\_\_\_
- ٩ ابنتي/جرش/٢٠٠٩ \_\_\_\_\_
- ١٠ التوأم (the twins)/أمريكا/٢٠١٢ \_\_\_\_\_

Derived forms are also characterized by *ḍamma/kasra* in the passive, but may need an additional *ḍamma* in the middle:

cleaned نَظَّفَ

was cleaned نُظِّفَ

used اسْتَحْدَمَ

was used أُسْتَحْدَمَ

The bathroom was cleaned. نُظِّفَ الحَمَّامَ.

The boxes were used for storage. أُسْتَحْدِمَتِ الصَّنَادِيْقُ لِلتَّخْزِينِ.

The *kasra* of the past passive creates a long *ī* in hollow verbs:

sold باع

was sold بيع

add أضاف

was added أُضِفَ

The building was sold. بيعَ المَبْنَى.

The sugar was added in the factory. أُضِفَ السُّكَّرُ فِي المَصْنَعِ.



Convert these sentences into the passive.

EXAMPLE

(The house was sold.) باعوا البيت. بيع البيت.

- ١ وَجَدُوا الْكِتَابَ.
- ٢ باعوا السيَّارة.
- ٣ كَتَبُوا اسْمِي.
- ٤ سَرَقُوا سَاعَتِي.
- ٥ فَتَحُوا الشُّبَّاكَ.
- ٦ أَضَافُوا الْبَصَلَ لِلْحَمِّ.
- ٧ شَرَبُوا عَصِيرَ الْبَرْتَقَالِ.
- ٨ حَجَزُوا الصَّالَةَ لِلْحَفْلِ.
- ٩ قَالُوا إِنَّهُمْ لُصُوصٌ.
- ١٠ تَرَكَوا الْمَفَاتِيحَ عَلَى الْمَائِدَةِ.
- ١١ حَمَلُوا الْفِيلِمَ مِنَ الْإِنْتَرْنِتِ.
- ١٢ وَرَثُوا الْمَزْرَعَةَ عَنِ الْجَدِّ.
- ١٣ رَسَمُوا صُورَةَ جَمِيلَةٍ لِلْمُدْرَسَةِ.
- ١٤ اسْتَخْدَمُوا زَيْتَ الزَّيْتُونِ فِي هَذَا الطَّبَقِ.
- ١٥ اسْتَخْرَجُوا النَّوَاةَ (the stone) مِنَ الْمِشْمِشِ.

## Present passive

In the present passive, as in the past passive, the first vowel changes to a *ḍamma*, but the final vowel changes to *fathā*. Again this is true for all forms of the verb. Basic (form I) verbs in the present passive have only *ḍamma/fathā*; derived verbs retain any additional voweling in the middle:

picks	يَقْطِفُ
is picked	يُقْطَفُ
uses	يَسْتَخْدِمُ
is used	يُسْتَخْدَمُ
packages	يُعْبِئُ
is packaged	يُعْبَأُ

Oranges are picked in winter.

يُقَطَّف البُرْتُقال في الشِّتاء.

This room is used for meetings.

تُستخدَم هذه الغُرْفَة للاجتماعات.

The cans are packed in boxes.

تُعبَأ العُلب في صناديق.

The final *fatha* vowel of the present passive turns any long vowel in hollow and defective verbs into a long *ā*:

sells

يُبيِع

is sold

يُباع

says

يَقول

is said

يُقَال

adds

يُضيف

is added

يُضاف

The tomatoes are sold in the market.

تُباع الطَّماطِم في السوق.

It is said that the house is haunted.

يُقَال إن البيت مَسكون.

Water is added to the juice.

يُضاف الماء إلى العَصير.

EXERCISE

25.3

Translate these sentences into Arabic.

EXAMPLE

Cars are sold here. تُباع السيَّارات هنا.

١ Apples are picked in October.

٢ The floor is cleaned every day.

٣ (the) Sugar is added to the juice.

٤ The clothes are sold in America.

٥ The boxes are transported to the factory.

٦ Every day they (masc.) are left in the park for (a period of) an hour.

It is said that the princess is beautiful. ٧

The books are packed in boxes. ٨

Olive oil is always used in this restaurant. ٩

Toys are stolen from the market every day. ١٠

Assimilated verbs drop the first root letter و in the active present tense, but it reappears as a long *ū* in the passive.

finds	يَجِدُ
is found	يُوجَدُ
puts	يَضَعُ
is put	يُوضَعُ

The passive *يُوجَدُ* (*it is found*) is commonly used to mean “there is” as an alternative to *هناك*. Unlike *هناك* which remains constant, *يُوجَدُ* changes to *تُوجَدُ* when referring to the feminine or to nonhuman plurals.

There is a mosque in the town.

يُوجَدُ جَامِعٌ فِي الْمَدِينَةِ.

There is a school next to the mosque.

تُوجَدُ مَدْرَسَةٌ بِجَانِبِ الْجَامِعِ.

There are some cars in the street.

تُوجَدُ سَيَّارَاتٌ فِي الشَّارِعِ.

EXERCISE

25.4

Rewrite the following sentences using *يُوجَدُ* (for masculine) or *تُوجَدُ* (for feminine/nonhuman plural).

EXAMPLE

هناك زُجَاجَةٌ كَبِيرَةٌ تَحْتَ الْمَائِدَةِ. تُوجَدُ زُجَاجَةٌ كَبِيرَةٌ تَحْتَ الْمَائِدَةِ.

١ هناك كُرْسِيٌّ فِي الْحَدِيقَةِ.

٢ هناك كُتُبٌ عَلَى الْكُرْسِيِّ.

٣ هناك مَحَطَّةٌ أُتُوبِيسٌ فِي وَسَطِ الْمَدِينَةِ.

٤ هناك جَامِعٌ بِجَانِبِ النَّهْرِ.

٥ هناك مَحَلَّاتٌ كَثِيرَةٌ قَرِيبَةً مِنْ بَيْتِنَا.

- ٦ هناك سيارَة للبيع.
- ٧ هناك مَلابِس في الدُّرَج.
- ٨ هناك مَشَاكِل كَثيرة بِهذا المَشروع.
- ٩ هناك لُصوص وراء السور.
- ١٠ هناك الزُّهور على كلِّ مائدة.

EXERCISE

25.5

Look at the description of the process of jam production. Complete the description by writing the correct present passive part of the verb in parentheses, as in the example. Use the additional vocabulary to help you.

أجزاء parts	أقفاص crates	ثمّار fruits
عَبّوات jars	غَلِيان boiling	نار هادئة gentle heat
	تُجّار traders	شاحِنات trucks

إنتاج المُرَبّي

- ١ تُقَطَّف (يَقْطِفُ picks) ثمّار الفاكهة الناضجة ثمّ \_\_\_\_\_ (يُعْبَى packages).  
في أقفاص و \_\_\_\_\_ (يَنْقَلُ transports) إلى مَصنَع المُرَبّي.
- ٢ \_\_\_\_\_ (يُنْظَفُ cleans) الثمار ثمّ \_\_\_\_\_ (يَفْصِلُ separates).  
عنها النّواة. أحياناً \_\_\_\_\_ (يَقْطَعُ cuts) الثمار إلى أجزاء صغيرة.
- ٣ \_\_\_\_\_ (يُضِيفُ adds) السُّكَّر ثمّ \_\_\_\_\_ (يَضَعُ puts) المُرَبّي على نار هادئة.  
بعد الغليان \_\_\_\_\_ (يَضَعُ puts) جانباً و \_\_\_\_\_ (يَتْرُكُ leaves) حتّى تَبْرَد.
- ٤ بعد ذلك \_\_\_\_\_ (يُعْبَى packages) المُرَبّي في العبّوات الرُّجّاجيّة، ثمّ (يُرْصُّ stacks) في صناديق.
- ٥ أخيراً \_\_\_\_\_ (يُغْلِقُ closes) الصناديق و \_\_\_\_\_ (يُحْمَلُ loads) على الشاحِنات  
و \_\_\_\_\_ (يَنْقَلُ transports) إلى الأسواق لِـ \_\_\_\_\_ (يُوَزَّعُ distributes) على التُّجّار.

# Review

EXERCISE

26.1

Write out the complete past and present tenses of the four verbs, as in the example.

	خ/د/ج (TO EXIT)	ع/د/د (TO COUNT)	ز/و/ر (TO VISIT)	ج/د/ي (TO RUN)
SINGULAR				
I أنا	خَرَجْتُ/أَخْرَجُ	عَدَدْتُ/أَعُدُّ	زُرْتُ/أُزِرُّ	جَرَيْتُ/أَجْرِي
you (masc.) أَنْتَ	_____	_____	_____	_____
you (fem.) أَنْتِ	_____	_____	_____	_____
he/it (masc.) هُوَ	_____	_____	_____	_____
she/it (fem.) هِيَ	_____	_____	_____	_____
PLURAL				
we نَحْنُ	_____	_____	_____	_____
you (masc. pl.) أَنْتُمْ	_____	_____	_____	_____
you (fem. pl.) أَنْتُنَّ	_____	_____	_____	_____
they (masc. pl.) هُمْ	_____	_____	_____	_____
they (fem. pl.) هُنَّ	_____	_____	_____	_____
DUAL				
you (dual) أَنْتُمَا	_____	_____	_____	_____
they (masc. dual) هُمَا	_____	_____	_____	_____
they (fem. dual) هُمَا	_____	_____	_____	_____

## EXERCISE

## 26.2

This is Samira's schedule for next week. Describe what she will do on each day.

EXAMPLE

Saturday morning: visit her friend in hospital.

يوم السبت صباحاً ستزور صديقتها في المستشفى.

\_\_\_\_\_ Saturday evening: go to the cinema with Nadia. ١

\_\_\_\_\_ Sunday morning: take the broken watch to the shop. ٢

\_\_\_\_\_ Sunday evening: write a letter to her grandmother. ٣

\_\_\_\_\_ Monday morning: wash the clothes. ٤

\_\_\_\_\_ Monday evening: attend a meeting in the school. ٥

\_\_\_\_\_ Tuesday morning: reply to the e-mail from the bank. ٦

\_\_\_\_\_ Tuesday evening: play tennis in the club. ٧

\_\_\_\_\_ Wednesday morning: go to the market. ٨

\_\_\_\_\_ Wednesday evening: cook dinner for her mother. ٩

\_\_\_\_\_ Thursday morning: wash the car. ١٠

\_\_\_\_\_ Thursday evening: read a book. ١١

\_\_\_\_\_ Friday morning: run 3 miles. ١٢

\_\_\_\_\_ Friday evening: eat in the new restaurant. ١٣

## EXERCISE

## 26.3

Ibrahim's mother has asked him to do some chores and is checking that he has done them. He assures her he has done everything. Play the part of Ibrahim and answer the questions.

EXAMPLE

هل غسّلت الأطباق؟ نَعَمْ، غَسَلْتُهَا.

\_\_\_\_\_ ١ هل طبّخت الأرز؟

\_\_\_\_\_ ٢ هل فتّحت شباك غرفتك؟

\_\_\_\_\_ ٣ هل حَجَرْتَ التذاكر للفيلم الجديد؟

\_\_\_\_\_ ٤ هل وَضَعْتَ درّاجتك في الجراج؟

\_\_\_\_\_ ٥ هل أَخَذْتَ الأولاد إلى الحديقة؟

\_\_\_\_\_ ٦ هل قرأت الرسالة من المدرّب؟

\_\_\_\_\_ ٧ هل رُزّت جدك؟

\_\_\_\_\_ ٨ هل وَجَدْتَ المفاتيح؟

Choose the correct part of the verb in parentheses to complete the sentence or question.

EXAMPLE

تحدّث (يتحدّث/تحدّث/تحدّثين) أمّي الفرّنسيّة بطلاقة.

- ١ \_\_\_\_\_ (أتحدّث/يتحدّث/تحدّثين) صحتي بعد يومين في المستشفى.
- ٢ أنا \_\_\_\_\_ (سأقبل/سأقبل/سأقبل) أخي إلى الحديقة.
- ٣ يا لوسي، هل \_\_\_\_\_ (يتذكّر/تذكّر/تذكّرين) عطلتنا في مصر؟
- ٤ نادية \_\_\_\_\_ (استمتع/استمتعوا/استمتعتم) بالحفلة.
- ٥ نحن \_\_\_\_\_ (ستستقبل/سأستقبل/سنستقبل) الضيوف عند الباب.
- ٦ الأصدقاء \_\_\_\_\_ (يتقاتل/يتقاتلون/يتقاتلان) أحياناً من أجل المال.
- ٧ \_\_\_\_\_ (سأعلن/سيُعلن/سنُعلن) المتحدّث الرّسمي الخبر غداً.
- ٨ \_\_\_\_\_ (كسرت/كسروا/كسروا) اللصوص زجاج الشباك.
- ٩ نظر الأولاد إلى الصورة و \_\_\_\_\_ (ابتسموا/ابتسم/ابتسمت).
- ١٠ لا \_\_\_\_\_ (يستخدمون/استخدموا/سيستخدمون) هذا البرنامج في العمل.
- ١١ هم \_\_\_\_\_ (درّستم/درّسوا/درّس) اللّغة العربيّة في الجامعة.
- ١٢ أبي وأمّي لا \_\_\_\_\_ (يسافر/يسافرون/يسافرون) بالطائرة أبداً.
- ١٣ لماذا لا \_\_\_\_\_ (تنظّف/تنظّفن/تنظّفين) السيّارة يا بنات؟
- ١٤ \_\_\_\_\_ (تنقسم/ينقسمون/تنقسمون) الدّولة إلى محافظات شماليّة وجنوبيّة.

Make the sentences and questions negative. Use *لنّ* for the future and *لمّ* for the past. Check the following examples of each.

EXAMPLE

سيشرب الطّفل زُجاجة حليب. لنّ يشرب الطّفل زُجاجة حليب.

شاهدوا ذلك البرنامج أمس. لمّ يشاهدوا ذلك البرنامج أمس.

- ١ سوف أكتب خطاباً للوزير. \_\_\_\_\_
- ٢ سيُسافرون بطائرة خاصّة. \_\_\_\_\_
- ٣ احتفلنا بعيد ميلاد زوجي. \_\_\_\_\_
- ٤ ركبتُ جملاً في مصر. \_\_\_\_\_
- ٥ سوف يبيعون السيّارة في العام القادم. \_\_\_\_\_
- ٦ وجدوا الخاتم في السيّارة. \_\_\_\_\_

- ٧ سَنَتَحَدَّثُ فِي هَذَا الْمَوْضُوعِ أَمَامَ الْأَوْلَادِ.
- ٨ ارْتَدَيْتِ الْفُسْتَانَ الْجَدِيدَ.
- ٩ لِمَاذَا طَبَخْتِ السَّمَكَةَ؟
- ١٠ زَادَتْ الْأَسْعَارُ هَذَا الْعَامَ.
- ١١ سَيُسَبِّبُ لَكَ مَشَاكِلَ.
- ١٢ لِمَاذَا قَصَصْتَ شَعْرَكَ؟
- ١٣ سَتَجْرِي سَمِيرَةَ فِي سِبَاقِ الْأُمَّهَاتِ.
- ١٤ اسْتَطَاعَتْ نَادِيَةَ أَنْ تَسْتَقْبِلَ خَالَتَهَا فِي الْمَطَارِ.
- ١٥ لِمَاذَا رَدَدْتُمْ عَلَى الْهَاتِفِ؟
- ١٦ سَيُعِدُّ الْمُدِيرُ الْعَقْدَ قَبْلَ السَّاعَةِ الْخَامِسَةِ.

EXERCISE

26.6

A teacher is organizing a party for the end of the school semester. She is giving her pupils instructions on what to do. Playing the part of the teacher, follow the English prompts and write her instructions in Arabic using the following list of verbs.

opens يَفْتَحُ	washes يَغْسِلُ	draws يَرَسُمُ
removes يُخْرِجُ	sits يَجْلِسُ	helps يُسَاعِدُ
says يَقُولُ	counts يَعُدُّ	carries يَحْمِلُ
hurries يُسْرِعُ	tidies يُرَتِّبُ	waits يَنْتَظِرُ
stands يَقِفُ	gives يُعْطِي	puts يَضَعُ
closes يَقْفِلُ	asks for يَطْلُبُ	moves يَتَحَرَّكُ
		goes يَذْهَبُ

EXAMPLE

Nadia, Ahmed, and Samira: sit on the floor here

نادية وأحمد وسميرة: اجلسوا على الأرض هنا.

- \_\_\_\_\_ Jamila: put your bag over there ١
- \_\_\_\_\_ Bakr: open the window ٢
- \_\_\_\_\_ Warda: wash this plate ٣
- \_\_\_\_\_ Anwar: draw a picture of a house ٤
- \_\_\_\_\_ Mona, Farida, and Nabila: remove these clothes from the room ٥
- \_\_\_\_\_ Sara: help Anwar please ٦



- \_\_\_\_\_ Hussein, Jihan, and Maha: give the principal this invitation ٧
- \_\_\_\_\_ Lucy, Tom, and Karim: tidy the books ٨
- \_\_\_\_\_ Fatima, Zeinah, and Noura: wait here ٩
- \_\_\_\_\_ Badr: adjust these pictures ١٠
- \_\_\_\_\_ Amira: carry this desk over there ١١
- \_\_\_\_\_ Nadir and Zainab: request a ball from the coach ١٢
- \_\_\_\_\_ Zahra, Jamal, and Hassan: count the pens ١٣
- \_\_\_\_\_ Mohammed: stand next to the door ١٤
- \_\_\_\_\_ Ashraf and Sharifa: close the box of toys ١٥
- \_\_\_\_\_ Ibrahim: tell me, what did you do? ١٦
- \_\_\_\_\_ Quickly children. Move! Hurry up! ١٧

EXERCISE

26.7

This is the process for producing apple juice from orchard to supermarket shelf. Put the passive verbs in the list in the correct gaps to complete the process.

يُسْتَخْرَجُ	يُقَطَّفُ	تُنْقَلُ
تَوْضَعُ	تُحْمَلُ	يُضَافُ
تُعْبَأُ	يُصَبُّ	يَوْضَعُ

EXAMPLE يُقَطَّفُ التفاح في البستان.

- ١ \_\_\_\_\_ التفاح في الأقفاس.
- ٢ \_\_\_\_\_ الأقفاس إلى المصنع بالقطار.
- ٣ \_\_\_\_\_ العصير في المصنع.
- ٤ \_\_\_\_\_ السُّكَّر إلى العصير.
- ٥ \_\_\_\_\_ العصير في زجاجات.
- ٦ \_\_\_\_\_ الزجاجات في صناديق.
- ٧ \_\_\_\_\_ الصناديق على شاحنات.
- ٨ \_\_\_\_\_ زجاجات العصير على رُفوف السوبرماركت.

# Answer key

## I

## ROOTS, NONVERBAL SENTENCES, AND PRONOUNS

### 1 Word roots

1.1	to look ٤	to open ٣	to write ٢	to study ١
	to go ٨	to carry ٧	to break ٦	to wear ٥
	to kill ١٢	to work ١١	to drink ١٠	to hear ٩
		to understand ١٥	to wash ١٤	to do ١٣

1.2	٤ ع/ر/ف	٣ ق/ف/ل	٢ ط/ب/خ	١ س/ك/ن
	٨ خ/د/ج	٧ ل/ع/ب	٦ ق/ف/ز	٥ ر/ج/ع
	١٢ ظ/ه/ر	١١ ض/ر/ب	١٠ س/ق/ط	٩ ر/س/م
		١٥ ص/ن/ع	١٤ ط/ل/ب	١٣ ض/ح/ك

1.3	I worked ٤	I went out ٣	I sat ٢	I studied ١
	I closed ٨	I drank ٧	I wore ٦	I opened ٥
			I broke ١٠	I laughed ٩

1.4	٤ ل/ب/س	٣ ع/ل/م	٢ ك/ت/ب	١ د/ر/س
	٨ س/م/ع	٧ ح/م/ل	٦ ه/ب/ط	٥ ب/ح/ث
	١٢ ن/ز/ل	١١ ن/ظ/ر	١٠ ج/م/ع	٩ ر/س/م
		١٥ م/ل/ك	١٤ ف/ع/ل	١٣ ز/ر/ع

1.5	٤ ك/ر/ر	٣ ل/ل/د	٢ ر/د/د	١ س/ب/ب
	٨ ع/د/د	٧ ض/م/م	٦ ق/ص/ص	٥ ل/ف/ف
			١٠ ش/ك/ك	٩ م/ر/ر

1.6	٣ defective; to walk	٢ assimilated; to arrive	١ hollow; to visit
	٦ hollow; to fly	٥ assimilated; to wake up	٤ hollow; to say
	٩ defective; to give	٨ assimilated; to put	٧ defective; to request
	١٢ assimilated; to give birth	١١ defective; to sing	١٠ hollow; to shout

1.7	٤ و/ص/ف	٣ ب/ي/ع	٢ و/ص/ل	١ م/ش/ي
	٨ ل/ق/ي	٧ ن/ه/ي	٦ ج/ر/ي	٥ ع/و/د
	١٢ ز/ي/د	١١ ي/ق/ظ	١٠ ق/و/م	٩ ر/ج/و
		١٥ س/ق/ط	١٤ ش/ك/و	١٣ ش/ر/ي

1.8	to find ٤ و/ج/د	to put ٣ و/ض/ع	to buy ٢ ش/ر/ي	to complain ١ ش/ك/و
	to give birth ٨ و/ل/د	to appear ٧ ب/د/و	to sing ٦ غ/ن/ي	to fly ٥ ط/ي/ر
	to run ١٢ ج/ر/ي	to be certain ١١ ي/ق/ن	to stand up ١٠ ق/و/م	to go round ٩ د/و/ر
1.9	٤ م/ل/ء	٣ ب/د/ء	٢ ق/ر/ء	١ س/ء/م
	٨ ء/خ/ذ	٧ ب/ط/ء	٦ ء/م/ر	٥ س/ء/ل
			١٠ ج/ر/ء	٩ ء/ك/ل
1.10	٤ we asked	٣ we hoped	٢ we read	١ we took
	٨ we became slow	٧ we commanded/ordered	٦ we got fed up	٥ we began
			١٠ we dared	٩ we filled
1.11	٤ to roll	٣ to crackle	٢ to mutter	١ to adorn
	٨ to translate	٧ to chatter	٦ to shake	٥ to hum
1.12	٤ يُغْرِغِر	٣ يُرْزِل	٢ يُتَمْتِم	١ يُتَرْجِم
	٨ يُزْخِرِف	٧ يُثْرَثِر	٦ يُطْقِطِق	٥ يُدْخِرِج

## 2 Nonverbal sentences and pronouns

2.1	٣ شُكْرِي فِي بَيْتِي.	٢ نَادِيَةٌ فِي أَمْرِيكَ.	١ نَحْنُ فِي الْحَدِيقَةِ.
	٦ أَنَا فِي الْمَدْرَسَةِ.	٥ الْمَدْرَسَةُ بِجَانِبِ الْجَامِعِ.	٤ هُنَاكَ جَامِعٌ فِي الْمَدِينَةِ.
	٩ بَيْتِي فِي أَمْرِيكَ.	٨ الْكُتُبُ عَلَى الْكُرْسِيِّ.	٧ هُنَاكَ كُرْسِيٌّ فِي الْحَدِيقَةِ.
	١٢ أَنَا بِجَانِبِ شُكْرِي.	١١ هُنَاكَ كُتُبٌ فِي السَّيَّارَةِ.	١٠ شُكْرِي أَمَامَ السَّيَّارَةِ.
2.2	٣ لَا، الْمَلَابِسُ فِي السَّيَّارَةِ.	٢ لَا، نَادِيَةٌ فِي الْجَامِعِ.	١ لَا، شُكْرِي فِي الْبَيْتِ.
	٦ لَا، هُنَاكَ مَلَابِسٌ تَحْتَ الْكُرْسِيِّ.	٥ لَا، هُنَاكَ كُتُبٌ عَلَى الْكُرْسِيِّ.	٤ لَا، الْكُتُبُ تَحْتَ السَّيَّارَةِ.
	٩ لَا، نَحْنُ أَمَامَ الْمَدْرَسَةِ.	٨ لَا، نَادِيَةٌ فِي الْكُوَيْتِ.	٧ لَا، أَنَا فِي أَمْرِيكَ.
	١٢ لَا، الْمَلَابِسُ بِجَانِبِ الْكُرْسِيِّ.	١١ لَا، الْمَلَابِسُ تَحْتَ الْكُرْسِيِّ.	١٠ لَا، نَحْنُ بِجَانِبِ الْجَامِعِ.
		١٤ لَا، هُنَاكَ كُرْسِيٌّ فِي السَّيَّارَةِ.	١٣ لَا، هُنَاكَ مَلَابِسٌ فِي الْحَدِيقَةِ.
2.3	٤ جَدِيدَةٌ new	٣ صَغِيرَةٌ small	٢ مَقْفُولَةٌ closed
	٨ قَدِيمَةٌ old	٧ كَبِيرَةٌ big/large	٦ غَرِيبَةٌ strange
	١٢ طَوِيلَةٌ long/tall	١١ جَمِيلَةٌ beautiful	١٠ نَظِيفَةٌ clean
		١٥ مَكْسُورَةٌ broken	١٤ بَطِيئَةٌ slow
2.4	٣ هُنَاكَ قَلَمٌ قَصِيرٌ فِي الدُّرْجِ.	٢ هُنَاكَ مَحْفَظَةٌ خَفِيفَةٌ فِي الدُّرْجِ.	١ هُنَاكَ مِفْتَاحٌ صَغِيرٌ فِي الدُّرْجِ.
	٦ هُنَاكَ نَظَّارَةٌ قَدِيمَةٌ فِي الدُّرْجِ.	٥ هُنَاكَ خَاتِمٌ جَمِيلٌ فِي الدُّرْجِ.	٤ هُنَاكَ مِسْطَرَةٌ طَوِيلَةٌ فِي الدُّرْجِ.
	٩ هُنَاكَ قُفَّازٌ نَظِيفٌ فِي الدُّرْجِ.	٨ هُنَاكَ سَاعَةٌ مَكْسُورَةٌ فِي الدُّرْجِ.	٧ هُنَاكَ صُورَةٌ كَبِيرَةٌ فِي الدُّرْجِ.
			١٠ هُنَاكَ حَشْرَةٌ غَرِيبَةٌ فِي الدُّرْجِ.
2.5	٢ نَادِيَةٌ خَفِيفَةُ الْوِزْنِ.	٢ نَادِيَةٌ سَرِيعَةٌ.	١ نَادِيَةٌ نَشِيطَةٌ.
	٦ نَادِيَةٌ مُهَنْدِسَةٌ.	٥ نَادِيَةٌ ذَكِيَّةٌ جِدًّا.	٤ نَادِيَةٌ مَشْغُولَةٌ دَائِمًا.
	٩ نَادِيَةٌ خَائِفَةٌ مِنَ الْحَشْرَاتِ.	٨ نَادِيَةٌ عَصَبِيَّةٌ.	٧ نَادِيَةٌ مُجْتَهِدَةٌ فِي الْعَمَلِ.
			١٠ نَادِيَةٌ صَبُورَةٌ مَعَ الْأَطْفَالِ.

2.6	٣ هُمْ ٦ أَنَا	٢ أَنْتُنَّ ٥ أَنْتِ ٨ أَنْتِ	١ هُنَّ ٤ أَنْتُمْ ٧ هِيَ
2.7	٣ هُوَ مهندس. ٦ هي طويلة وجميلة. ٩ هُنَّ في المدرسة.	٢ هُمْ في البيت. ٥ هو في وَسَطِ المدينة. ٨ هو طویل.	١ هِيَ مشغولة دائماً. ٤ هي بجانب البيت. ٧ نَحْنُ في الحديقة. ١٠ هُمْ في أمريكا.
2.8	٣ هو ٦ هُمْ ٩ هُمْ	٢ هو ٥ هي ٨ هي	١ هي ٤ هي ٧ هو ١٠ هُنَّ
2.9	٣ المهندسان المشغولان ٦ مَمْرَان طویلان	٢ المهندسان ٥ جامعان كبيران ٨ الحديقتان الجميلتان	١ خاتمان ٤ جامعان ٧ القلمان الجديدان
2.10	٣ هما طويلتان وجميلتان. ٦ أَنْتُمَا وَلَدَان طویلان.	٢ أَنْتُمَا مُجْتَهِدَان. ٥ أَنْتُمَا بِنْتَان ذَكِيَّتَان. ٨ هما سيارتان سريعتان.	١ هما مشغولتان. ٤ هما خائِفَان من الحَشْرَات. ٧ هما بيتان قديمان.
2.11	٣ هَذِهِ السَّيَّارَات جَدِيدَة. ٦ المفاتيح الصغيرة تحت الملابس. ٩ هذه هي المفاتيح. ١٢ هذه هي ساعات أُمِّي.	٢ المَدُنُ مشهورة. ٥ هَذِهِ البُيُوت قَدِيمَة. ٨ هناك مَدُنُ كبيرة في الجنوب. ١١ هذه هي أقلام شكري.	١ الخَوَاتِمُ جَمِيلَة. ٤ الحَشْرَاتُ صَغِيرَة وَسَرِيعَة. ٧ هذه الحَقَائِبُ مَفْتُوحَة. ١٠ هذه هي الحَقَائِبُ.
2.12	٣ الصُّورُ كَبِيرَة. ٦ هذه هي البُيُوت. ٩ هذه هي مَفَاتِيحُ شُكْرِي. ١٢ هناك صُورٌ جميلة في بَيْتِي.	٢ المَفَاتِيحُ ثَقِيلَة. ٥ هذه الساعات قَدِيمَة. ٨ هذه هي خَوَاتِمُ أُمِّي. ١١ السَّيَّارَاتُ جَدِيدَة في هذا الشَّارِعِ. ١٤ هناك حَشْرَاتٌ غَرِيبَة في الدُّجِ.	١ البُيُوتُ جَمِيلَة. ٤ هذه الحَقَائِبُ خَفِيفَة. ٧ هذه هي الأقلام. ١٠ المَدُنُ صَغِيرَة في الجنوب. ١٣ هناك بُيُوتٌ قَدِيمَة في هذه المَدِينَة.
2.13	٣ فَهْمَتُكَ ٦ فَهْمَتُهُمَا ٩ مِفْتَاحِي ١٢ مِفْتَاحُهَا ١٥ مِفْتَاحُكُمْ ١٨ سَمِعْتُكَ ٢١ سَمِعْتُكَ ٢٤ سَمِعْتُكُمْ ٢٧ شَاحِنَاتُهُمْ ٣٠ شَاحِنَاتِي	٢ فَهْمَتُهُمْ ٥ فَهْمَتُكُمْ ٨ فَهْمَتُهُنَّ ١١ مِفْتَاحُهُنَّ ١٤ مِفْتَاحُهُمْ ١٧ سَمِعْتُهُ ٢٠ سَمِعْتُهَا ٢٣ سَمِعْتُكُمْ ٢٦ شَاحِنَاتُكُمْ ٢٩ شَاحِنَاتُكَ ٣٢ شَاحِنَاتُهُنَّ	١ فَهْمَتَنَا ٤ فَهْمَتُهُ ٧ فَهْمَتُنِي ١٠ مِفْتَاحِكِ ١٣ مِفْتَاحُهُ ١٦ مِفْتَاحُنَا ١٩ سَمِعْتُهُمْ ٢٢ سَمِعْتُهُنَّ ٢٥ شَاحِنَاتُهَا ٢٨ شَاحِنَاتُنَا ٣١ شَاحِنَاتُهُمَا

- 2.14 ١ أَكَلْنَاهُ. ٢ طَبَخْتَهُ. ٣ بَدَأْتَهُ.  
٤ سَمِعَهُ. ٥ مَسَكْتَهَا. ٦ غَسَلْتُهَا.  
٧ قَفَلْنَاهُ. ٨ فَهَمْتُهُمْ. ٩ دَرَسْتُمَهَا.  
١٠ وَجَدَهَا. ١١ سَمِعْتُهُنَّ. ١٢ تَبِعْنَاهُمَا.

- 2.15 ١ لِنَادِيَةٍ (عِنْدَ نَادِيَةٍ) بَيْتٌ جَمِيلٌ فِي الْمَدِينَةِ.  
٢ لِأُمِّي (عِنْدَ أُمِّي) خَوَاتِمٌ كَثِيرَةٌ فِي الدَّرَجِ.  
٣ لِصَدِيقِي (عِنْدَ صَدِيقِي) سَيَّارَةٌ سَرِيعَةٌ فِي الشَّارِعِ.  
٤ لِلْمُدْرَسَةِ (عِنْدَ الْمُدْرَسَةِ) مَكْتَبٌ صَغِيرٌ فِي الْمَدْرَسَةِ.  
٥ لِابْنِ أُخْتِي (عِنْدَ ابْنِ أُخْتِي) شَجَرَةٌ طَوِيلَةٌ فِي الْحَدِيقَةِ.  
٦ لِلبِنْتِ (عِنْدَ الْبِنْتِ) مَلَابِسٌ نَظِيفَةٌ فِي الدَّرَجِ.  
٧ لِأَحْمَدَ (عِنْدَ أَحْمَدَ) صَدِيقٌ فِي أَمْرِيكَ.  
٨ لِلْمُدِيرِ (عِنْدَ الْمُدِيرِ) صُورَةٌ جَمِيلَةٌ فِي الْمَكْتَبِ.  
٩ لِلرَّجُلِ (عِنْدَ الرَّجُلِ) نَظَّارَةٌ فِي السَّيَّارَةِ.  
١٠ لِلْمَلِكِ (عِنْدَ الْمَلِكِ) طَائِرَةٌ كَبِيرَةٌ فِي الْمَطَارِ.  
١١ لِلرَّسَّامِ (عِنْدَ الرَّسَّامِ) سَاعَةٌ قَدِيمَةٌ فِي الصَّالَةِ.  
١٢ لِهَذَا الْوَلَدِ (عِنْدَ هَذَا الْوَلَدِ) حَشْرَةٌ غَرِيبَةٌ فِي الصَّنَدُوقِ.

- 2.16 ١ عِنْدَهَا she has  
٢ عِنْدَهُمْ they (masc.) have  
٣ عِنْدِكَ you (fem.) have  
٤ عِنْدَهُ he has  
٥ عِنْدَكُمْ you (masc. pl.) have  
٦ عِنْدَكَ you (masc.) have  
٧ عِنْدِي I have  
٨ عِنْدَهُنَّ they (fem.) have  
٩ عِنْدَهُمَا they (dual) have  
١٠ عِنْدَكُنَّ you (fem. pl.) have

- 2.17 ١ عِنْدَهَا ٢ عِنْدَهُ  
٤ عِنْدَهُمْ ٥ عِنْدَهُ  
٧ عِنْدَهَا ٨ عِنْدَهُنَّ  
٣ عِنْدَهُ ٦ عِنْدَهُمَا

- 2.18 ١ لَهَا she has  
٢ لَهُمْ they have  
٣ لَكَ you (fem.) have  
٤ لَهُ he has  
٥ لَكُمْ you (pl.) have  
٦ لَكَ you (masc.) have  
٧ لِي I have  
٨ لَهُنَّ they (fem. pl.) have  
٩ لَهُمَا they (dual) have  
١٠ لَكُنَّ you (fem. pl.) have

- 2.19 ١ لَهُمْ ثَلَاثَةٌ بُيُوتٍ. ٢ لِي أُخْتُ فِي أَمْرِيكَ.  
٤ لَنَا سَاعَةٌ مَكْسُورَةٌ فِي الدَّرَجِ. ٥ لَهَا أَخٌ اسْمُهُ شُكْرِي.  
٧ لَهُمْ صُورَةٌ غَرِيبَةٌ فِي الصَّالَةِ. ٨ لَهُمَا شَقَّةٌ كَبِيرَةٌ.  
١٠ لِي سَيَّارَةٌ بَطِيئَةٌ جَدًّا. ١١ لَهُنَّ مَكْتَبٌ صَغِيرٌ فِي الْمَدْرَسَةِ.  
٣ لَكَ حَدِيقَةٌ جَمِيلَةٌ. ٤ لَهَا أُخْتُ اسْمُهَا نَادِيَةٌ.  
٥ لَكَ سَيَّارَةٌ سَرِيعَةٌ. ٦ لَكُمَا ابْنٌ ذَكِيٌّ!

- 2.20 ١ مَعَكَ كِتَابٌ نَادِيَةٌ. ٢ لَدَيْكُمْ تَيْنِ طَائِرِجِ الْيَوْمِ.  
٤ مَعَهُ شُمُوعٌ كَثِيرَةٌ. ٥ لَدَيْكَ شَقَّةٌ جَمِيلَةٌ فِي وَسْطِ الْمَدِينَةِ.  
٧ مَعِي ثَلَاثُ دُولَارَاتٍ. ٨ لَدَيْكُمَا ابْنَةٌ ذَكِيَّةٌ وَمُجْتَهِدَةٌ.  
١٠ مَعَكُمْ الْأَقْلَامُ وَالْكَتُبُ. ٩ لَدَيْنَا مَكْتَبٌ صَغِيرٌ فِي الْمَصْنَعِ.  
٦ مَعَهُنَّ مِفْتَاحُ الشَّقَّةِ. ٧ لَدَيْهَا خَوَاتِمٌ جَمِيلَةٌ.

### 3 Forming questions

- 3.1 ١ هَلْ هِيَ مُهَنْدِسَةٌ؟ ٢ هَلْ هُوَ فِي الْمَدْرَسَةِ؟ ٣ هَلْ الْكُرْسِيُّ فِي الْحَمَّامِ؟  
٤ هَلْ لِشَرِيفٍ سَيَّارَةٌ جَدِيدَةٌ؟ ٥ هَلْ الْأَقْلَامُ بِجَانِبِ الْكُتُبِ؟ ٦ هَلْ الْمُدِيرُ فِي الْمَكْتَبِ؟  
٧ هَلْ هِيَ مُهَنْدِسَةٌ؟ ٨ هَلْ هُنَاكَ حَدِيقَةٌ جَمِيلَةٌ فِي وَسْطِ الْمَدِينَةِ؟ ٩ هَلْ وَجَدْتَ نَادِيَةَ الْمِفْتَاحِ؟  
١٠ هَلْ عِنْدَهُمْ أَطْفَالٌ؟ ١١ هَلْ أَكَلَ شُكْرِي السَّمَكِ؟ ١٢ هَلْ يَسْكُنُ شَرِيفٌ فِي شَقَّةٍ صَغِيرَةٍ؟

- 3.2 ٢ هل له (عنده) شقة صغيرة؟ ١ هل يسكن قريب من بيتك؟  
 ٥ هل له (عنده) سيارة؟ ٤ هل له (عنده) أطفال؟  
 ٨ هل المكتب في وسط المدينة؟ ٧ هل الشقة قريبة من المكتب؟  
 ١١ هل هو مشغول دائماً؟ ١٠ هل هو مجتهد؟
- 3.3 ٢ أهن ممرضات؟ ١ أنت المهندس الجديد؟  
 ٥ أنت معي؟ ٤ ألا يسكن في بيروت؟  
 ٨ أنتم محاسبون؟ ٧ أهذه الحقيبة ثقيلة؟
- 3.4 ٢ كيف وجدت خاتمها؟ ١ أين وجدت خاتمها؟  
 ٥ لماذا فتحو الصندوق؟ ٤ كيف فتحو الصندوق؟  
 ٨ في أية جامعة يدرس؟ ٧ لماذا يدرس التاريخ؟  
 ١١ أين أكل في مطعم؟ ١٠ متى أكل في مطعم؟
- 3.5 ٢ من ١ ما  
 ٥ أي ٤ أين  
 ٨ ماذا ٧ هل  
 ١٠ لماذا

## II PAST TENSE

### 4 Regular basic verbs and sentence structure

- 4.1 ٢ غَسَلْنَا we washed ١ جَلَسْتُ I sat  
 ٥ حَمَلْتُنَّ you (fem. pl.) carried ٤ كَتَبْتِ you (fem.) wrote  
 ٨ لَعِبْتَ you (masc.) played ٧ كَبُرَتْ she grew up  
 ١٠ فَهَمَّنَ they (fem.) understood
- 4.2 ٢ طَبَخَ ١ خَرَجْتُ  
 ٥ فَهَمْنَا ٤ حَمَلْتِ  
 ٨ كَتَبْتُمْ ٧ جَلَسْنَا  
 ١٠ لَعِبْتُمْ
- 4.3 ٢ شَرِبْتُ فَنجان شاي. ١ شَرِبَ كوب حليب.  
 ٥ شَرِبْتُ كوب ماء. ٤ شَرِبْنَا عصير تُفّاح.  
 ٨ شَرِبْتُمْ عصير بُرتقال. ٧ شَرِبْنَا عصير ليمون.
- 4.4 ٢ she wore ١ I hit  
 ٥ you (masc. pl.) jumped ٤ he searched  
 ٨ you (masc.) hated ٧ they (masc.) stole  
 ١١ I did ١٠ you (fem.) laughed  
 ١٤ you (fem. pl.) requested ١٣ she held

- ١ شَرِبْتُ فَنَجَان قَهْوَةَ. ٢ غَسَلْتُ الْمَلَابِسَ. ٣ رَسَمْتُ صُورَةَ. 4.5  
٤ طَبَخْتُ الْغَدَاءَ. ٥ لَعِبْتُ تَنِسَ. ٦ كَتَبْتُ رِسَالَةَ الْكُتْرُونِيَّةِ.  
٧ رَكِبْتُ دَرَّاجَتَهَا. ٨ نَهَبْتُ إِلَى الْحَدِيقَةِ.
- ١ شَرِبْتُ فَنَجَان قَهْوَةَ. ٢ غَسَلْتُ الْمَلَابِسَ. 4.6  
٤ طَبَخْتُ الْغَدَاءَ. ٥ لَعِبْتُ تَنِسَ. ٦ كَتَبْتُ رِسَالَةَ الْكُتْرُونِيَّةِ.  
٧ رَكِبْتُ دَرَّاجَتِي. ٨ نَهَبْتُ إِلَى الْحَدِيقَةِ.
- ١ شَرِبُوا ٢ رَكِبْتُ 4.7  
٤ جَلَسْتُ ٥ نَخَلْنَا ٦ سَقَطَ  
٧ حَمَلْتُ ٨ سَرَقَ ٩ رَجَعْتُمْ  
١٠ سَكَنَ ١١ رَقَصْنَا ١٢ حَجَرْتُمْ
- ١ نَخَلْنَا ٢ رَجَعْتُمْ 4.8  
٤ رَقَصْنَا ٥ شَرِبُوا ٦ حَمَلْتُ  
٧ طَلَبْتُ ٨ حَجَرْتُمْ ٩ سَقَطَ  
١٠ سَرَقَ ١١ سَكَنَ ١٢ جَلَسْتُ
- ١ نَخَلُوهُ. ٢ بَحَثْنَا عَنْهَا. ٣ سَرَقُوها. 4.9  
٤ نَهَبْنَا إِلَيْهِ. ٥ رَقَصْتُ عَلَيْهِ. ٦ الْأَوْلَادُ شَرِبُوهُ.  
٧ مَتَى رَجَعْتُمْ مِنْهُ؟ ٨ هَلْ جَلَسْتُ عَلَيْهَا؟ ٩ خَرَجْتُ الْحَشْرَاتِ مِنْهَا.  
١٠ خَرَجُوا مِنْهُ. ١١ رَجَعْتُ إِلَيْهِمْ. ١٢ جَلَسُوا عَلَيْهَا.  
١٣ نَظَرْتُ إِلَيْهِنَّ. ١٤ رَسَمُوها. ١٥ سَمِعْنَا عَنْهُ.
- ١ إِنَّ شُكْرِي نَخَلَ الْغُرْفَةَ. ٢ إِنَّ أُمِّي دَفَعَتْ ثَمَنَ الْفِسْتَانِ. 4.10  
٤ إِنَّ ابْنَتِي دَرَسَتْ اللُّغَةَ الْعَرَبِيَّةَ. ٥ إِنَّ الْوَلَدَ شَرِبَ عَصِيرَ الْبَرْتِقَالِ. ٦ إِنَّ الْحَشْرَاتِ خَرَجَتْ مِنَ الشَّجَرَةِ.  
٧ إِنَّ الْمُدِيرَ نَهَبَ إِلَى مَكْتَبِهِ. ٨ إِنَّ لَيْلَى طَبَخَتْ الْغَدَاءَ. ٩ إِنَّ اللَّصَّ سَرَقَ الْحَقِيبَةَ.  
١٠ إِنَّ نَادِيَةَ تَرَكَّتِ الْمَفَاتِيحَ عَلَى الْمَائِدَةِ.
- ١ شَرِبَ الْأَوْلَادُ الْعَصِيرَ. ٢ خَرَجَتْ الْبَنَاتُ مِنَ الْبَيْتِ. 4.11  
٤ رَقَصَ كُلُّ أَصْدِقَائِي فِي الْحَفْلَةِ. ٥ حَضَرَتْ الْمُدْرَسَاتُ الْإِجْتِمَاعَ. ٦ فَتَحَ اللَّصُوصُ الشُّبَاكَ.  
٧ نَخَلْتُ الطَّالِبَاتِ الْجَامِعَةَ. ٨ عَمِلَ الرِّجَالُ حَتَّى السَّاعَةِ التَّاسِعَةِ مَسَاءً.  
٩ رَسَمَ الْأَطْفَالُ صُورَةَ جَمِيلَةَ لِلْمُدْرَسَةِ.
- ١ جَلَسَ، حَفِظُوا ٢ خَرَجْتُ، لَعِبْنَا 4.12  
٤ فَتَحَ، سَرَقُوا ٥ رَكِبْتُ، نَهَبْنَا  
٧ نَهَبَ، لَبَسُوا ٨ دَفَعَ، رَجَعُوا  
١٠ تَرَكَ، رَقَصُوا ٩ نَخَلْتُ، طَبَخْنَا
- ١ مَا رَكِبْتُ الطَّائِرَةَ أَمْسَ. ٢ مَا سَمِعُوا عَنْ هَذِهِ الْمَدِينَةِ. 4.13  
٤ مَا حَفِظْنَا الْمَسْرُحِيَّةَ كُلَّهَا. ٥ مَا خَرَجْتُ أُمِّي مِنْ غُرْفَتِهَا الْيَوْمَ. ٦ لِمَاذَا مَا حَضَرْتُ هَذَا الْإِجْتِمَاعَ؟  
٧ مَا حَرَقْتُ الْخَطَابَاتِ وَالصُّورَ. ٨ لِمَاذَا مَا تَرَكَتُمُ الْمَطْعَمَ؟ ٩ مَا طَلَبْتُ فَنَجَان قَهْوَةَ.  
١٠ الْأَوْلَادُ مَا جَلَسُوا عَلَى الْأَرْضِ.

- 4.14 ١ حَجَرَ شكري الفرقة ولكن ما بَحَثَ عن بَذَلَتُهُ.  
 ٢ ذَهَبَتْ أُمُّ نادية إلى السوق ولكن ما طَبَخَتْ الفَلافل.  
 ٣ غَسَلَ أبو نادية السيَّارة ولكن ما دَفَعَ ثَمَنَ الرُّهُور.  
 ٤ كَتَبَ عَمَّ نادية القائمة ولكن ما طَلَبَ الخُبز.  
 ٥ الأطفال رَسَمُوا (رَسَمَ الأطفال) الصُّورَ ولكن ما حَفِظُوا مَسْرَحِيَّتَهُمْ.

- 4.15 ١ هل حَجَرَ شكري الفرقة؟ نعم، حَجَرَهَا. هل بَحَثَ عن بَذَلَتُهُ؟ لا، ما بَحَثَ عَنهَا.  
 ٢ هل ذَهَبَتْ أُمُّ نادية إلى السوق؟ نعم، ذَهَبَتْ إِلَيْهِ. هل طَبَخَتْ الفَلافل؟ لا، ما طَبَخَتْهَا.  
 ٣ هل غَسَلَ أبو نادية السيَّارة؟ نعم، غَسَلَهَا. هل دَفَعَ ثَمَنَ الرُّهُور؟ لا، ما دَفَعَهُ.  
 ٤ هل كَتَبَ عَمَّ نادية القائمة؟ نعم، كَتَبَهَا. هل طَلَبَ الخُبز؟ لا، ما طَلَبَهُ.  
 ٥ هل الأطفال رَسَمُوا الصُّورَ؟ نعم، رَسَمُواهَا. هل حَفِظُوا مَسْرَحِيَّتَهُمْ؟ لا، ما حَفِظُواهَا.

- 4.16 ١ هل حَجَرْتَ مَقْعِدًا على القِطار؟ ٢ شَرِبَ ابْنِي حَلِييًّا. ٣ سَرَقَ اللُّصُوصُ حَقِييْبَتِي...  
 ٤ ...وَسَرَقُوا خَاتِمًا جَمِيلًا. ٥ حَمَلَ سَامِحٌ حَقِيْبَةً كَبِيْرَةً. ٦ حَمَلْتُ الكُتُبَ الثَقِيْلَةَ.  
 ٧ طَلَبْنَا خُبْزًا... ٨ ...وَلَكِنِ مَا طَلَبْنَا السَّمَكَ .

- 4.17 ١ رَكِبَ المُسَافِرُونَ القِطارَ. ٢ سَمِعْنَا اللَاعِبِينَ في الحديقة. ٣ نَحَلَ الطيَّارُونَ صَالَةَ الوُصُولِ.  
 ٤ نَكَّرْتُ المُمَثِّلِينَ في خِطَابِي. ٥ هل تَرَكَتِ الطَبَّاحِينَ بَعْدَ الغداء؟ ٦ خَرَجَ البَقَّالُونَ مِنْ سِوْقِ الخُضارِ.  
 ٧ جَلَسَ المُدْرِّسُونَ بَعْدَ الدَّرْسِ. ٨ لِماذا ما شَكَرَ اللَاعِبُونَ المُدْرِّيْنَ؟

## 5 Doubled verbs in the past tense

- 5.1 ١ هل رَدَدْتَ على الهَاتِفِ؟ ٢ رَدَّ على أُمَّه. ٣ رَدَدْنَا على الرِسَالَةِ.  
 ٤ لِماذا ما رَدَّتْ أُمْسُ؟ ٥ هل رَدَدْتُمْ على الدَّعْوَةِ؟ ٦ مَتَى رَدَدْتِ على المُدِيرِ.  
 ٧ رَدَدْتُ أُمْسَ. ٨ ما رَدَدَنْ على المُدْرِسَةِ.

- 5.2 ١ عَدَّوْا ٢ قَصَّ ٣ شَكَّكْتُ  
 ٤ تَمَّ ٥ لَفَّتْ ٦ بَثَّ  
 ٧ شَمِمْنَا ٨ دَلَلْتُ ٩ ضَمَمَنْ  
 ١٠ ظَنَّتِ ١١ مَدَدْتُ ١٢ مَرَّرْتَنْ

- 5.3 ١ شَمَّ ٢ تَمَّ ٣ قَصَّتْ  
 ٤ عَدَدْتُ ٥ مَدَّ ٦ دَلَّلْنَا  
 ٧ شَكَّكَنْ ٨ ظَنَّوْا ٩ لَفَفْتُمْ  
 ١٠ رَدَدْتُ ١١ ضَمَّنِي ١٢ مَرَّ شَمَّوْا

- 5.4 ١ المُهندسون مَرَّوْا على البُرجِ. ٢ لِماذا ما رَدَدْتُمْ؟ ٣ بَثَّتِ المَحَطَّاتُ هذا الخَبَرَ أُمْسَ.  
 ٤ هل شَكَّكَنْتُ في الطَبَّاحِ؟ ٥ قَصَّتِ البَنَاتُ الرُّهُورَ في الحديقة. ٦ ما مَرَّتِ الطَائِرَاتُ فِوقَ أُسبانيا.  
 ٧ عَدَدْنَا الضُّيُوفَ عِنْدَ البَابِ. ٨ لَفَّ الأَوْلَادُ حَوْلَ الحديقة وَعَدَّوْا الشَّجَرَ.



5.5 بَثَّ التلِفِرِيزِيونَ أَمَسَ حِوَاراً مَعَ فَوْزِي أَبُو شَعْرَةَ حَلَّاقِ الْمَلِكِ:  
 "قِصَّتِي هِيَ أَنَّنِي شَكَّكْتُ وَأَنَا طِفْلٌ أَن عِنْدِي مَرَضٌ خَطِيرٌ لِأَنَّي فِي يَوْمٍ مِنَ الْأَيَّامِ شَمِمْتُ رَائِحَةَ غَرِيبَةٍ عَلَى  
 وَسَادَتِي فِي الصَّبَاحِ، ثُمَّ وَجَدْتُ شَعْرِي كُلَّهُ عَلَى الْوِسَادَةِ وَفِي رَأْسِي عَدَدْتُ ثَلَاثَ شَعْرَاتٍ فَقَط. أَنَا عَدَدْتُهَا بِنَفْسِي!  
 مَرَرْتُ مَعَ أَبِي عَلَى الْمُسْتَشْفِيَّاتِ وَلَفَقْتُ مَعَ أُمِّي عَلَى كُلِّ الْأَطِبَّاءِ وَلَكِنَّهُمْ رَدُّوا "لَا أَمَل!" ظَنَنْتُ أَنَّنِي سَأَعِيشُ حَيَاتِي  
 كُلَّهَا بِثَلَاثِ شَعْرَاتٍ فَقَط.

وَجَدَنِي الْمَلِكُ وَأَنَا تَحْتَ شَجَرَةٍ فِي الْحَدِيقَةِ فَمَدَّ يَدَهُ نَحْوِي وَذَهَبْنَا إِلَى الْقَصْرِ وَضَمَّنِي إِلَى الْعُمَّالِ.  
 ثُمَّ قَصَصْتُ شَعْرَ الْمَلِكِ مَرَّةً وَبَعْدَ ذَلِكَ أَصْبَحْتُ حَلَّاقَهُ الْخَاصَّ. قِصَّتِي هِيَ دَلِيلٌ عَلَى أَنَّ الْحَيَاةَ غَرِيبَةٌ!"

5.6 بَثَّ التلِفِرِيزِيونَ أَمَسَ حِوَاراً مَعَ فَوْزِي أَبُو شَعْرَةَ حَلَّاقِ الْمَلِكِ.  
 قِصَّتُهُ هِيَ أَنَّهُ شَكَّ وَهُوَ طِفْلٌ أَن عِنْدَهُ مَرَضٌ خَطِيرٌ لِأَنَّهُ فِي يَوْمٍ مِنَ الْأَيَّامِ شَمَّ رَائِحَةَ غَرِيبَةٍ عَلَى وَسَادَتِهِ فِي الصَّبَاحِ،  
 ثُمَّ وَجَدَ شَعْرَهُ كُلَّهُ عَلَى الْوِسَادَةِ وَفِي رَأْسِهِ عَدَدَ ثَلَاثِ شَعْرَاتٍ فَقَط. هُوَ عَدَّهَا بِنَفْسِهِ!  
 مَرَّ مَعَ أَبِيهِ عَلَى الْمُسْتَشْفِيَّاتِ وَلَفَّ مَعَ أُمِّهِ عَلَى كُلِّ الْأَطِبَّاءِ وَلَكِنَّهُمْ رَدُّوا "لَا أَمَل!" ظَنَّ أَنَّهُ سَيَعِيشُ حَيَاتَهُ كُلَّهَا بِثَلَاثِ  
 شَعْرَاتٍ فَقَط.

وَجَدَهُ الْمَلِكُ وَهُوَ تَحْتَ شَجَرَةٍ فِي الْحَدِيقَةِ فَمَدَّ يَدَهُ نَحْوَهُ وَذَهَبُوا إِلَى الْقَصْرِ وَضَمَّهُ إِلَى الْعُمَّالِ.  
 ثُمَّ قَصَّ شَعْرَ الْمَلِكِ مَرَّةً وَبَعْدَ ذَلِكَ أَصْبَحَ حَلَّاقَهُ الْخَاصَّ. قِصَّتُهُ هِيَ دَلِيلٌ عَلَى أَنَّ الْحَيَاةَ غَرِيبَةٌ!"

## 6 Weak verbs in the past tense

6.1 ١ وَصَفُوا ٢ وَعَدْتُ ٣ وُلِدْتُ  
 ٤ وَصَلْتُ ٥ وَرَرْنَا ٦ وَقَعَ  
 ٧ وَقَفْتُ ٨ وَضَعْتُ ٩ وَبَنَى  
 ١٠ يَبَسْتُ ١١ وَصَلْنَا ١٢ وَرَثْتُمْ

6.2 ١ وَجَدَ ٢ وَجَدْتُ ٣ وَجَدَ  
 ٤ وَجَدْتُ ٥ وَجَدَ ٦ وَجَدُوا  
 ٧ وَجَدْنَ ٨ وَجَدْتُ

6.3 ١ وَزَنَ ٢ وَجَدْتُ ٣ وَعَدَّتْهَا  
 ٤ وَرَثْتُ ٥ وَقَعَ ٦ يَبَسْتُ  
 ٧ وَصَفُوا ٨ وَقَفْنَا ٩ وَضَعْتُ  
 ١٠ وُلِدْتُ

6.4 ١ زَارَ | he visited | زَارَتْ | she visited | زَارُوا | they (masc.) visited | زُرْتُ | I visited | زُرْتَ | you (masc.) visited  
 زُرْتِ | you (fem.) visited | زُرْنَا | we visited | زُرْتُمْ | you (masc. pl.) visited | زُرْتُنَّ | you (fem. pl.) visited  
 زُرْنَ | they (fem.) visited  
 ٢ صَاحَ | he shouted | صَاحَتْ | she shouted | صَاحُوا | they (masc.) shouted | صَحْتُ | I shouted  
 صَحْتِ | you (masc.) shouted | صَحْتِ | you (fem.) shouted | صَحْنَا | we shouted  
 صَحْتُمْ | you (masc. pl.) shouted | صَحْتُنَّ | you (fem. pl.) shouted | صَحْنَ | they (fem.) shouted

6.5	٣ زُرْتُ ٦ صَاخَتْ ٩ زَادَتْ	٢ ذَابَ ٥ زَارَ ٨ بَعَثُمْ	١ قُلْتُ ٤ طَارَتْ ٧ صَامُوا ١٠ قُمْنَ
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6.6 زاروا صباح أمس المدينة القديمة. طافوا حول أسوارها وداروا حتى وصلوا إلى باب السوق. وَجَدُوا بَسَاطًا صَغِيرًا فِي دُكَّانٍ. هِيَ كَانَ عِنْدَهَا بَسَاطٌ مِثْلَهُ وَلَكِنهَا بَاعَتْهُ لِابْنَةِ عَمِّهَا. فَمَالَتْ عَلَى الْبَائِعِ وَقَالَتْ لَهُ "مَا تَمَنُّ الْبَسَاطُ؟". قَالَ الْبَائِعُ "مِئَةٌ جُنِيهِ" وَلَكِنْ بَعْدَ سَاعَةٍ بَاعَ الْبَسَاطُ لَهُمْ بِخَمْسِينَ. عَادُوا إِلَى الْفُنْدُقِ فِي الْمَسَاءِ وَقَالُوا لِلْمُدِيرِ إِنَّهُمْ زَادُوا شَخْصًا لِأَنَّ أَخَاهَا وَصَلَ إِلَى الْفُنْدُقِ وَصَارُوا الْآنَ سِتَّةً بَدَلًا مِنْ خَمْسَةٍ.

6.7	٣ كَانَتْ سَمِيرَةٌ فِي بَيْتِهَا. ٦ كَانُوا مَعَ الْمُدْرَسِ. ٩ كَانَتْ الْبُحِيرَةُ هَادِئَةً. ١٢ كَانَتْ السِّيَّارَاتُ فِي الشَّارِعِ. ١٥ هَلْ كُنْتُمْ فِي الْمَدْرَسَةِ؟	٢ كَانَ شُكْرِي فِي الْمَكْتَبَةِ. ٥ هَلْ كُنْتَ مَشْغُولَةً؟ ٨ كُنَّ فِي الْحَدِيقَةِ. ١١ كَانَتْ الرَّسَالَةُ طَوِيلَةً. ١٤ كَانَ الْبِقَالُونَ فِي سُوقِ الْخُضَارِ/ الْبِقَالُونَ كَانُوا فِي سُوقِ الْخُضَارِ.	١ كُنَّا فِي مِصْرٍ. ٤ كُنْتُ أَمَامَ الْبَنْكِ. ٧ كَانَتْ الْفَيْرَانُ تَحْتَ الْمَائِدَةِ. ١٠ كُنْتُ الْمُدِيرِ. ١٣ أَيْنَ كُنْتُمْ؟
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6.8	٣ هَلْ كَانَتْ السِّيَّارَةُ سَرِيعَةً؟ ٦ هَلْ كُنْتُمْ أَمَامَ الْبَحْرِ؟ ٩ هَلْ كَانَ الطَّقْسُ حَارًّا؟	٢ هَلْ كَانَتْ الرَّحْلَةُ قَصِيرَةً؟ ٥ هَلْ كَانَتْ حَقِيبَتُكَ خَفِيفَةً؟ ٨ هَلْ كَانَ الْبَحْرُ هَادِئًا؟	١ هَلْ كَانَتْ الشُّقَّةُ جَدِيدَةً؟ ٤ هَلْ كَانَ الْمَنْظَرُ جَمِيلًا؟ ٧ هَلْ كَانَ ابْنُكَ صَبُورًا؟ ١٠ هَلْ كُنْتَ سَعِيدًا؟
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6.9	٣ لا، ما كَانَتْ السِّيَّارَةُ سَرِيعَةً إِطْلَاقًا! ٦ لا، ما كُنْتُمْ أَمَامَ الْبَحْرِ إِطْلَاقًا! ٩ لا، ما كَانَ الطَّقْسُ حَارًّا إِطْلَاقًا!	٢ لا، ما كَانَتْ الرَّحْلَةُ قَصِيرَةً إِطْلَاقًا! ٥ لا، ما كَانَتْ حَقِيبَتُكَ خَفِيفَةً إِطْلَاقًا! ٨ لا، ما كَانَ الْبَحْرُ هَادِئًا إِطْلَاقًا!	١ لا، ما كَانَتْ الشُّقَّةُ جَدِيدَةً إِطْلَاقًا! ٤ لا، ما كَانَ الْمَنْظَرُ جَمِيلًا إِطْلَاقًا! ٧ لا، ما كَانَ ابْنُكَ صَبُورًا إِطْلَاقًا! ١٠ لا، ما كُنْتَ سَعِيدًا إِطْلَاقًا!
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6.10	٢ كَانَ هُنَاكَ بَنْكٌ وَلَكِنْ مَا كَانَ هُنَاكَ مَكْتَبَ الْبَرِيدِ. ٤ كَانَ هُنَاكَ جَامِعٌ وَلَكِنْ مَا كَانَتْ هُنَاكَ كَنِيسَةً. ٦ كَانَتْ هُنَاكَ مَحَطَّةٌ أُتُوبِيسٌ وَلَكِنْ مَا كَانَتْ هُنَاكَ مَحَطَّةٌ قِطَارٍ.	١ كَانَ هُنَاكَ سِينَمَا وَلَكِنْ مَا كَانَ هُنَاكَ مَسْرَحٌ. ٣ كَانَتْ هُنَاكَ مَحَلَّاتٌ كَثِيرَةٌ وَلَكِنْ مَا كَانَ هُنَاكَ سُوقٌ. ٥ كَانَتْ هُنَاكَ مَدْرَسَةٌ وَلَكِنْ مَا كَانَتْ هُنَاكَ جَامِعَةٌ.
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6.11	٢ لا، كَانَ لَدَيْنَا دَرَّاجَةٌ مَكْسُورَةٌ الشَّهْرَ الْمَاضِي. ٤ لا، كَانَ عِنْدَهُ تَيْنِ طَاجِرِ يَوْمِ السَّبْتِ الْمَاضِي. ٦ لا، كَانَ لَهُ بَيْتٌ فِي الْبَحْرِ الْأَحْمَرِ مُنْذُ سَنَتَيْنِ. ٨ لا، كَانَ مَعِيَ صُورٌ أَمْسٍ.	١ لا، كَانَ عِنْدَنَا كِلَابٌ السَّنَةِ الْمَاضِيَّةِ. ٣ لا، كَانَ عِنْدِي أَلْمٌ فِي رِجْلِي الْأُسْبُوعِ الْمَاضِي. ٥ لا، كَانَ لَنَا سِيَّارَةٌ سَرِيعَةٌ مُنْذُ سَنَةٍ. ٧ لا، كَانَ لَدَيْهَا شَجَرَةٌ طَوِيلَةٌ فِي الْحَدِيقَةِ مُنْذُ ثَلَاثِ سِنِينَ.
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6.12	١ رَجَا   he requested   رَجَتْ   she requested   رَجَوْا   they (masc.) requested   رَجَوْتُ   I requested   رَجَوْنَا   we requested   رَجَوْتُمْ   you (masc. pl.) requested   رَجَوْتُنَّ   you (fem. pl.) requested   رَجَوْنَ   they (fem.) requested
	٢ دَعَا   he invited   دَعَتْ   she invited   دَعَوْا   they (masc.) invited   دَعَوْتُ   I invited   دَعَوْنَا   we invited   دَعَوْتُمْ   you (masc. pl.) invited   دَعَوْتُنَّ   you (fem. pl.) invited   دَعَوْنَ   they (fem.) invited

6.13	٣ رَجَوْتُ	٢ شَكَوْتُمْ	١ دَعَوْنَا
	٦ دَعَوْتِ	٥ شَكَوَا	٤ بَدَأَ
	٩ بَدَأْتُ	٨ شَكَوْنَ	٧ رَجَعْتُ
			١٠ دَعَا

6.14	١ رَمَى   he threw رَمَتْ   she threw رَمَوْا   they (masc.) threw رَمَيْتُ   I threw رَمَيْتَ   you (masc.) threw رَمَيْتِ   you (fem.) threw رَمَيْنَا   we threw رَمَيْتُمْ   you (masc. pl.) threw رَمَيْتُنَّ   you (fem. pl.) threw رَمَيْنَ   they (fem.) threw		
	٢ بَكَى   he cried بَكَتْ   she cried بَكَوْا   they (masc.) cried بَكَيْتُ   I cried بَكَيْتَ   you (masc.) cried بَكَيْتِ   you (fem.) cried بَكَينَا   we cried بَكَيْتُمْ   you (masc. pl.) cried بَكَيْتُنَّ   you (fem. pl.) cried بَكَينَ   they (fem.) cried		

6.15	٣ رَمَى	٢ جَرَيْتُمْ	١ مَشَيْتُ
	٦ جَرَتْ	٥ رَمَتْ، جَرَتْ	٤ بَكَيْتَ
	٩ بَكَيْنَ	٨ مَشَوْا	٧ بَكَينَا
			١٠ جَرَى، رَمَوْا

6.16	١ لَقِيَ   he met لَقِيَتْ   she met لَقُوا   they (masc.) met لَقَيْتُ   I met لَقَيْتَ   you (masc.) met لَقَيْتِ   you (fem.) met لَقَيْنَا   we met لَقَيْتُمْ   you (masc. pl.) met لَقَيْتُنَّ   you (fem. pl.) met لَقَيْنَ   they (fem.) met		
	٢ رَضِيَ   he was pleased with رَضِيَتْ   she was pleased with رَضُوا   they (masc.) were pleased with رَضَيْتُ   I was pleased with رَضَيْتَ   you (masc.) were pleased with رَضَيْتِ   you (fem.) were pleased with رَضَيْنَا   we were pleased with رَضَيْتُمْ   you (masc. pl.) were pleased with رَضَيْتُنَّ   you (fem. pl.) were pleased with رَضَيْنَ   they (fem.) were pleased with		

6.17	٢ هل نَسِيتِ اسمي؟	١ نَسِيتُ اسمَهُ.
	٥ نادية لَقَيْتِ شكري أمام السينما.	٤ هل رَضِيتِ عن العُمَالِ؟
	٨ رَضِيَ المَهْنَدِسُونَ (المَهْنَدِسُونَ رَضُوا) عن المَشْرُوعِ.	٧ هل نَسِيتِ نادية تَذَكَّرْتَهَا؟
	٣ لَقِينَا أمي في السوق.	١٠ لَقِينَاهُ أمس.
	٦ نَسِيَ شكري تَذَكَّرْتَهُ.	
	٩ متى لَقَيْتُمْ الوَازِرَ؟	

## 7 Hamzated verbs in the past tense

7.1	٣ مَلَأْتُ	٢ سَأَلْتُ	١ بَدَأْتُ
	٦ أَخَذُوا	٥ أَدْنَانَا	٤ سَبَّيْنَا
	٩ أَمَرُوا	٨ أَكَلْتُمْ	٧ جَرَوْتُ
	١٢ قَرَأْتُنَّ	١١ أَسِفْتُ	١٠ سَبَّيْنَا

7.2	٣ متى قَرَأْتُنَّ هذه الكُتُبَ؟	٢ أَخَذُوا القطار إلى القَاهِرَة.	١ سَأَلْتُ المَدير عن المَشْرُوعِ.
	٦ أَسِفْتُ على تَأْخِيرِي أمس.	٥ لِماذا بَدَأْتُ في هذا البَحْثِ؟	٤ مَلَأْتُ سَمِيرَة الرُّجَاجَة بالعَصِيرِ.
		٨ هل أَكَلْتُمْ الشوكولاتَة؟	٧ سَبَّيْنَا أَحْمَد من التِّكرار في الفِيلمِ.

7.3	٣ أَخَذْتُهُمْ	٢ ما أَكَلْتُهَا	١ أَكَلْتُهُ
	٦ ما قَرَأْتُهَا	٥ قَرَأْتُهُ	٤ ما أَخَذْتُهَا
	٩ ما أَخَذْتُهَا	٨ أَخَذَهُ	٧ مَلَأْتُهَا
			١٠ بَدَأُوا فِيهِ

7.4	٣ بَدَأُوا	٢ أَدْنَى	١ مَلَأْنَا
	٦ قَرَأَتْ	٥ سَأَلْنَا	٤ أَكَلْتُمْ
	٩ أَسْفَتْ	٨ سَبَّيْنَا	٧ أَخَذْتُ
	١٢ جَرُّوا	١١ بَطُّوا	١٠ أَخَذْنَا
	١٥ سَأَلْتَهُمْ	١٤ أَمَرْتَنِي	١٣ سَبَّيْتُمْ

## 8 Dual verbs in the past tense

8.1	٣ الحارسان كانا عند الباب.	٢ أين كُنْتُمَا أمس؟	١ اللصان أخذَا ساعتِي.
	٦ لماذا ما بَحَثْتُمَا عن العمل؟	٥ الموظفان رَدَا على رسالة المدير.	٤ هل نَسِيْتُمَا مفتاح السيارة؟
	٩ أنْتُمَا ما عَرَفْتُمَا الطريق.	٨ المرأتان ذَهَبتا إلى السوق في الصباح.	٧ هل البنتان قَصَّتا شعرهُمَا؟
	١٢ الغريبان سَأَلاني عن فندق قريب.	١١ الملاكمان بَطُّوا بعد نصف ساعة.	١٠ الولدان رَمَيَا الكرة.
8.2	٣ حَجَرَ، نَسِيَا	٢ دَخَلت، بَدَأتَا	١ دَفَعت، رَجَعتَا
	٦ سَكَن، عَمِلَا	٥ جرى، شَمَا	٤ ذَهَبت، شَكَّتَا
		٨ أَخَذ، حَمَلَهَا	٧ جَلَست، بَكَّتَا
8.3	٣ هل قرَأ الكتابين؟	٢ سَأَلتُ الولدين عن الطريق.	١ حَمَلنا الصندوقين الثقيلين.
	٦ كانتا طويلتَيْن وجميلتَيْن.	٥ ضَمَّ الاجتماع مَدِيرَيْن من الصين.	٤ كانا مُهندِسَيْن في مصر.
	٩ حَضَرتُ الاجتماعين.	٨ هل كُنْتُمَا مَشغولَيْن أمس؟	٧ هل رَكِبْتُمَا الحصانين؟
	١٢ رَمَيْتُ القميصين القديمين.	١١ سَرَقَ اللصُّ خاتَمين جميلين.	١٠ وَجَدتُ نادية حَشْرَتَيْن تحت الكتاب.

### III

## PRESENT/FUTURE TENSE

### 9 Regular basic verbs

9.1	٣ يَكْتُبُ he writes/is writing	٢ يَذْهَبُ he goes/is going	١ يَغْسِلُ he washes/is washing
	٦ يَفْهَمُ /he understands is understanding	٥ يَطْبُخُ he cooks/is cooking	٤ يَحْمِلُ he carries/is carrying
	٩ يَرِئِمُ he draws/is drawing	٨ يَرْجِعُ he returns/is returning	٧ يَتْرِكُ he leaves/is leaving
	١٢ يَضْحَكُ he laughs/is laughing	١١ يَحْرِقُ he burns/is burning	١٠ يَلْعَبُ he plays/is playing

9.2	you (fem.) wash/are washing تَغْسِلِينَ   you (masc.) wash/are washing تَغْسِلُ   I wash/am washing أَعْسِلُ
	we wash/are washing نَغْسِلُ   she washes/is washing تَغْسِلُ   he washes/is washing يَغْسِلُ
	you (fem. pl.) wash/are washing تَغْسِلْنَ   you (masc. pl.) wash/are washing يَغْسِلُونَ
	they (fem.) wash/are washing يَغْسِلْنَ   they (masc.) wash/are washing يَغْسِلُونَ
	you (masc.) go out/are going out تَخْرُجُ   I go out/am going out أَخْرُجُ
	he goes out/is going out يَخْرُجُ   you (fem.) go out/are going out تَخْرُجِينَ
	we go out/are going out نَخْرُجُ   she goes out/is going out تَخْرُجُ
	you (fem. pl.) go out/are going out تَخْرُجْنَ   you (masc. pl.) go out/are going out يَخْرُجُونَ
	they (fem.) go out/are going out يَخْرُجْنَ   they (masc.) go out/are going out يَخْرُجُونَ

- 9.3 we laugh/are laughing نَضَحَكَ ٢ I look/am looking أَنْظُرَ ١  
 you (fem.) write/are writing تَكْتُبِينَ ٤ he hears/is hearing يَسْمَعُ ٣  
 they request/are requesting يَطْلُبُونَ ٦ they (fem. pl.) gather/are gathering تَجْمَعْنَ ٥  
 you (masc.) play/are playing تَلْعَبُ ٨ she leaves/is leaving تَتْرِكُ ٧  
 they (fem. pl.) understand/are understanding يَفْهَمْنَ ١٠ you (masc. pl.) reserve/are reserving تَحْجِزُونَ ٩

- 9.4 ٢ يَشْرَبُ ١ أَحْمِلُ  
 ٥ نَدْرُسُ ٤ تَذْكُرِينَ  
 ٨ تَحْرِقُونَ ٧ يَبْحَثُنَ  
 ٩ يَرْقُصُونَ ١٠ تَرْكَبُنَ

- 9.5 ٢ تَذْهَبُ زَيْنَةَ إِلَى السُّوقِ يَوْمَ الْأَحَدِ. ١ تَلْعَبُ زَيْنَةُ التَّنِيسَ يَوْمَ السَّبْتِ.  
 ٥ تَغْسِلُ زَيْنَةُ الْمَلَابِسَ يَوْمَ الْأَرْبَعَاءِ. ٤ تَرْكَبُ زَيْنَةُ حِصَانَهَا يَوْمَ الثَّلَاثَاءِ.  
 ٦ تَدْرُسُ زَيْنَةُ الْإِنْجِلِيزِيَّةَ يَوْمَ الْخَمِيسِ. ٧ تَذْهَبُ زَيْنَةُ إِلَى السِّيْنَمَا يَوْمَ الْجُمُعَةِ.

- 9.6 ٢ أَذْهَبُ إِلَى السُّوقِ يَوْمَ الْأَحَدِ. ١ أَلْعَبُ التَّنِيسَ يَوْمَ السَّبْتِ.  
 ٥ أَعْغِشُ الْمَلَابِسَ يَوْمَ الْأَرْبَعَاءِ. ٤ أَرْكَبُ حِصَانِي يَوْمَ الثَّلَاثَاءِ.  
 ٦ أَدْرُسُ الْإِنْجِلِيزِيَّةَ يَوْمَ الْخَمِيسِ. ٧ أَذْهَبُ إِلَى السِّيْنَمَا يَوْمَ الْجُمُعَةِ.

- 9.7 ٢ تَغْسِلِينَ ١ تَضْحَكُونَ  
 ٦ يَدْرُسُونَ ٤ تَسْمَعُ  
 ٩ نَبْحَتُ ٨ يَذْهَبُ  
 ٧ يَجْمَعُونَ ١٠ يَحْرِقُ

- 9.8 ٢ طَبَعًا، أَقْفَلُهُ كُلَّ مَسَاءٍ. ١ طَبَعًا، أَعْغِشُهَا كُلَّ يَوْمٍ.  
 ٥ طَبَعًا، أَذْهَبُ إِلَيْهِ كُلَّ يَوْمٍ ائْتَيْنِ. ٤ طَبَعًا، أَحْجِزُهَا كُلَّ يَوْمٍ سَبْتٍ.  
 ٨ طَبَعًا، يَغْسِلُونَهَا كُلَّ يَوْمٍ جُمُعَةٍ. ٧ طَبَعًا، تَكْتُبُهَا كُلَّ يَوْمٍ أَحَدٍ.  
 ١١ طَبَعًا، نَرْكَبُهَا كُلَّ أُسْبُوعٍ. ١٠ طَبَعًا، نَخْرُجُ مَعَهُ كُلَّ صَبَاحٍ.  
 ٣ طَبَعًا، أَحْضَرُهُ كُلَّ أُسْبُوعٍ.  
 ٦ طَبَعًا، أَدْفَعُهُ كُلَّ شَهْرٍ.  
 ٩ طَبَعًا، يَلْعَبُنَهُ كُلَّ أُسْبُوعٍ.  
 ١٢ طَبَعًا، نَزْرَعُهَا كُلَّ رَيْبِعٍ.

- 9.9 ٢ لَا نَطْلُبُ مِنْكُمْ شَيْئًا. ١ لَا أَذْهَبُ إِلَى هَذَا الْمَطْعَمِ.  
 ٤ لَا يَرْكَبُ عَمِّي الْحِصَانَ يَوْمَ الْجُمُعَةِ. ٣ لَا يَحْجِزُ لِي أَحْمَدُ مَقْعَدًا بِجَانِبِ الشُّبَّانِ.  
 ٦ لَا نَدْرُسُ الرِّيَاضِيَّاتَ كُلَّ يَوْمٍ. ٥ إِنَّهَا لَا تَرْقُصُ فِي الْأَفْرَاحِ.  
 ٨ لَا يَسْمَعُ التَّلَامِيذُ الْجَرَسَ فَلَا يَجْلِسُونَ عَلَى الْأَرْضِ. ٧ لِمَاذَا لَا تَدْفَعِينَ الْإِيجَارَ كُلَّ أُسْبُوعٍ؟  
 ١٠ لَا يَزْرَعُ الْمُزَارِعُ هَذَا الْحَقْلَ فِي الصَّيْفِ. ٩ لَا نَشْرَبُ الْقَهْوَةَ بَعْدَ الْعِشَاءِ.

- 9.10 ٢ لَا تَذْهَبُ زَيْنَةُ إِلَى السُّوقِ أَبَدًا! ١ لَا يَغْسِلُ شُكْرِي السِّيَّارَةَ أَبَدًا!  
 ٤ لَا تَلْعَبُ سَمِيرَةُ مَعَ أُخْتِهَا أَبَدًا! ٣ صَدِيقَتِي فَاطِمَةُ لَا تَكْتُبُ لِي أَبَدًا!  
 ٦ زَوْجِي أَنَسٌ لَا يَحْضُرُ اجْتِمَاعَاتِ فِي الْمَدْرَسَةِ أَبَدًا! ٥ لَا يَقْفِلُ أَحْمَدُ الْبَابَ أَبَدًا!  
 ٨ لَا تَلْبَسُ الْبَنَاتُ (الْبَنَاتُ لَا تَلْبَسْنَ) مَلَابِسَهُنَّ الْجَدِيدَةَ أَبَدًا! ٧ لَا يَرْكَبُ الْأَوْلَادُ (الْأَوْلَادُ لَا يَرْكَبُونَ) دَرَجَاتَهُمْ أَبَدًا!

- 9.11 ٢ لِمَاذَا لَا تَذْهَبِينَ إِلَى السُّوقِ أَبَدًا، يَا زَيْنَةُ؟ ١ لِمَاذَا لَا تَغْسِلُ السِّيَّارَةَ أَبَدًا، يَا شُكْرِي؟  
 ٤ لِمَاذَا لَا تَلْعَبِينَ مَعَ أُخْتِكِ أَبَدًا، يَا سَمِيرَةُ؟ ٢ لِمَاذَا لَا تَكْتُبِينَ لَهَا أَبَدًا، يَا فَاطِمَةُ؟  
 ٦ لِمَاذَا لَا تَحْضُرُ اجْتِمَاعَاتِ فِي الْمَدْرَسَةِ أَبَدًا، يَا أَنَسُ؟ ٥ لِمَاذَا لَا تَقْفِلُ الْبَابَ أَبَدًا، يَا أَحْمَدُ؟  
 ٨ لِمَاذَا لَا تَلْبَسْنَ مَلَابِسَكُنَّ الْجَدِيدَةَ أَبَدًا، يَا بَنَاتُ؟ ٧ لِمَاذَا لَا تَرْكَبُونَ دَرَجَاتِكُمْ أَبَدًا، يَا أَوْلَادُ؟

## 10 Expressing the future

- 10.1 ١ سَنَدْخُلُ/سوف ندخل ٢ سَيَرْكَبُ/سوف يركب  
٣ سَتَدْفَعُ/سوف تدفع ٤ سَيَجْلِسُ/سوف يجلس، سَيَنْظُرُ/سوف ينظر  
٥ سَيَصْنَعُونَ/سوف يصنعون ٦ سَأَبْحَثُ/سوف أبحث  
٧ سَتَسْمَعُونَ/سوف تسمعون ٨ سَأَفْتَحُ/سوف أفتح  
٩ سَيَحْضُرُ/سوف يحضر، سَيَرْجِعُونَ/سوف يرجعون ١٠ سَتَرْسُمُ/سوف ترسم، سَيَلْعَبُنَ/سوف يلعبن

10.2 يا أصدقائي، الغد هو يوم زيارتكُم!

سوف تذهبون إلى وسط المدينة بالباص، وستنزلون أمام البنك القطري. بيتنا قريب من هناك.

في البيت سنشرب قهوة وبعد ذلك سنخرج. أولاً سنذهب إلى النادي، وأخي يوسف سيذهب معنا أيضاً. سنلعب كرة القدم وكرة السلة هناك وسوف نرجع في الساعة الواحدة للغداء. قالت أمي إنها ستطبخ لنا الغداء.

بعد الظهر سوف نحضر حفلة موسيقية، وسنسمع المغني اللبناني المشهور، رفيق خوري. حجزت أربع تذاكر أمس، ولكننا سندفع غداً. أخيراً سوف أذهب معكم إلى محطة الباص في المساء.

أنا في إنتظاركم!

صديقكم نور

- 10.3 ١ بعد ذلك سنخرج ٢ سندفع غداً ٣ ستنزلون أمام البنك القطري  
٤ أخي يوسف سيذهب معنا ٥ ستطبخ لنا الغداء ٦ سنلعب كرة القدم وكرة السلة  
٧ سنشرب قهوة ٨ سنسمع المغني اللبناني المشهور ٩ سوف نرجع في الساعة الواحدة  
١٠ سوف أذهب معكم إلى محطة الباص ١١ سنذهب إلى النادي

- 10.4 ١ بعد ذلك سيخرج. ٢ سيدفعون غداً. ٣ ستنزلين أمام البنك القطري.  
٤ أختي سميرة ستذهب معنا. ٥ سيطبخن لنا الغداء. ٦ سألعب كرة القدم وكرة السلة.  
٧ ستشرب قهوة. ٨ ستسمعون المغني اللبناني المشهور. ٩ سوف ترجع في الساعة الواحدة.  
١٠ سوف نذهب معكم إلى محطة الباص. ١١ ستذهبن إلى النادي.

- 10.5 ١ هل ستطبخ سميرة السمك؟ ٢ أين ستلعبن كرة السلة؟ ٣ كيف سأدفع؟  
٤ هل سيحملون الحقيبة؟ ٥ متى سيرجع المدير؟ ٦ ماذا سنشرب؟  
٧ أين ستتركون كُتبي؟ ٨ هل المدرسات الجديرات سيعملن غداً؟ ٩ ماذا سيحدث يوم السبت القادم؟  
١٠ متى ستحجز التذاكر؟

## 11 Doubled verbs in the present tense

- 11.1 ١ أبي يشك في الابنة. ٢ أختي تشك في السائق. ٣ أخي يشك في الزوجة.  
٤ جدي يشك في الابن. ٥ جدتي تشك في الممرضة. ٦ أولاد أختي يشكون في المحاسب.  
٧ بنات أخي يشكن في البستاني. ٨ أنا أشك في عامل النظافة. ٩ أنا أشك في عامل النظافة.

- 11.2 ١ يَطْنُونَ ٢ سَأَدُلُّ ٣ نَأْفُ  
٤ تَمْرِينَ ٥ لا تَرُدُّ ٦ نَبْتُ  
٧ لا يَضُمُّ ٨ لا تَوَدُّ ٩ سَيَعْدُنَ  
١٠ تَشْمُونَ ١١ سَتَتِمُّ ١٢ تَشْكُرَنَّ

- 11.3 ١ نَقَصَ الصُّورَ مِنَ الْمَجَالَتِ. ٢ هل تَشْكُونُ فِي الْأَسْعَارِ؟ ٣ أَمَرَ عَلَى هَذِهِ اللَّافِتَةِ كُلَّ يَوْمٍ.  
٤ بَيْتٌ مُدَوَّنَةٌ عَلَى الْإِنْتَرْنِتِ. ٥ سَوْفَ يَشْمُزُّ رَائِحَةَ السَّمَكِ. ٦ إِنَّهَا لَا تَظُنُّ أَنَّ هُنَاكَ أَمَلٌ.  
٧ سَوْفَ يَدُلُّونَكَ عَلَى الطَّرِيقِ. ٨ أَلَا تَدُلُّنِ الضُّيُوفَ إِلَى مَقَاعِدِهِمْ؟  
11.4 ١ سَاعَدَ/سَوْفَ أَعَدَّ ٢ لَا يَزِدُّونَ ٣ نَوَدُّ  
٤ تَظُنُّ ٥ سَارَدٌ ٦ لَا تَشُمُّ  
٧ لَا يَشُكُّ ٨ لَا تَبْتُ ٩ نَمُرُّ  
١٠ لَا تَلْفِينِ

## 12 Weak verbs in the present tense

- 12.1 ١ أَرِنِ ٢ سَوْفَ يَجِدُ/سَيَجِدُ ٣ لَا نَصِفُ  
٤ تَضَعُ ٥ تَقِفُ ٦ سَوْفَ نَرِثُ/سَنَرِثُ  
٧ لَا يَثْبُونُ ٨ سَوْفَ يَبْسُ/سَيَبْسُ ٩ تَدْعِينِ  
١٠ لَا تَعْدُونَ ١١ تَلِدُ ١٢ سَوْفَ تَقْعُنُ
- 12.2 ١ يَزِنُ الْبَقَالَ الْجُبْنَ وَالرَّيْتُونَ. ٢ أَجِدُ صُورًا كَثِيرَةً عَلَى الْإِنْتَرْنِتِ. ٣ تَعِدُ جَدَّتُهَا بِهَدِيَّةٍ غَالِيَةٍ.  
٤ يَقِفُ الْقَطَارُ فِي قَرِينَتِنَا. ٥ نَصِفُ السَّبَّاقَ فِي الرَادِيُو. ٦ إِنَّ الْأَوْلَادَ يَصِفُونَ مَلَامِحَ اللَّصِّ.  
٧ نَقِفُ أَمَامَ شُبَّكَ التَّذَاكِرِ. ٨ تَبْسُ الزُّهُورَ بِسَبَبِ حَرَارَةِ الشَّمْسِ. ٩ هَلْ تَضَعِينَ الْبَيْتَ فِي الْفُرْنِ صَبَاحًا؟  
١٠ لِمَاذَا لَا تَثْبُونُ مِنْ فَوْقِ السُّورِ؟
- 12.3 ١ لَا، سَأَجِدُهُ بَعْدَ الظُّهْرِ. ٢ لَا، سَأَرِنُهُ بَعْدَ الظُّهْرِ. ٣ لَا، سَأَضَعُهَا فِي الدَّرَجِ بَعْدَ الظُّهْرِ.  
٤ لَا، سَأَعِدُهَا بَعْدَ الظُّهْرِ. ٥ لَا، سَتَضَعُهَا فِي غُرْفَتِهَا بَعْدَ الظُّهْرِ. ٦ لَا، سَيَصِلُ بَعْدَ الظُّهْرِ.  
٧ لَا، سَيَصِلُونَ بَعْدَ الظُّهْرِ. ٨ لَا، سَيَصِفُهَا بَعْدَ الظُّهْرِ.
- 12.4 ١ أَعُودُ | I return/am returning | تَعُودُ | you (masc.) return/are returning  
تَعُودِينَ | you (fem.) return/are returning | يَعُودُ | he returns/is returning | تَعُودُ | she returns/is returning  
نَعُودُ | we return/are returning | تَعُودُونَ | you (masc. pl.) return/are returning  
تَعُدْنَ | you (fem. pl.) return/are returning | يَعُدُونَ | they (masc.) return/are returning  
يَعُدْنَ | they (fem.) return/are returning  
٢ أَبِيعُ | I sell/am selling | تَبِيعُ | you (masc.) sell/are selling | تَبِيعِينَ | you (fem.) sell/are selling  
يَبِيعُ | he sells/is selling | تَبِيعُ | she sells/is selling | نَبِيعُ | we sell/are selling  
تَبِيعُونَ | you (masc. pl.) sell/are selling | تَبِيعْنَ | you (fem. pl.) sell/are selling  
يَبِيعُونَ | they (masc.) sell/are selling | يَبِيعْنَ | they (fem.) sell/are selling
- 12.5 ١ يَقُولُ ٢ تَصُومُ ٣ أَقُومُ  
٤ يَذُوبُ ٥ يَطُوفُونَ ٦ تَدُورُ  
٧ يَزُورُونَ ٨ يَزِيدُ ٩ تَصِيحُ  
١٠ يَمِيلُ ١١ نَعُودُ ١٢ تَطِيرُ
- 12.6 ١ يَمِيلُ هَذَا الْبَيْتَ إِلَى الْيَسَارِ. ٢ لِمَاذَا تَصِيحِينَ؟ ٣ يَدُورُ الْمُحَرِّكُ بِصُعُوبَةٍ.  
٤ يَبِيعُونَ أَفْضَلَ أَنْوَاعِ الْمَلْحِ. ٥ لَا تَطِيرُ الدِّيُوكُ. ٦ سَمِيرَةٌ دَائِمًا تَزُورُ أُمَّهَا يَوْمَ السَّبْتِ.  
٧ يَزِيدُ عَدَدَ السُّوَّاحِ كُلَّ سَنَةٍ. ٨ هَلْ يَذُوبُ الصَّابُونَ فِي الْمَاءِ؟ ٩ لَا أَصُومُ بِسَبَبِ مَرَضِي.  
١٠ مَتَى تَقُولُ لِي الْحَقِيقَةَ؟ ١١ كَيْفَ يَتَعُودُونَ إِلَى الْمَصْنَعِ؟ ١٢ يَطْفَنُ حَوْلَ الْبُرْجِ.

12.7

- ١ أمس نامت الخالة فاطمة في غرفة سارة ولكنها ستنام الليلة في غرفة ماري.
- ٢ أمس نام أبو سميرة في فندق ولكنه سينام الليلة في غرفة أحمد.
- ٣ أمس نامت سميرة في غرفتها ولكنه ستنام الليلة في غرفة سارة.
- ٤ أمس نام أطفال سميرة في غرفة الجلوس ولكنهم سينامون الليلة في غرفة الطعام.
- ٥ أمس نامت بنات سامي في غرفة ماري ولكنها ستنام الليلة في المكتب.
- ٦ أمس نام أولاد فاطمة في المكتب ولكنهم سينامون الليلة في خيمة في الحديقة.
- ٧ أمس نام الببغاء في الحمام ولكنه سينام الليلة في المطبخ.
- ٨ أمس نامت الكلاب في المطبخ ولكنها ستنام الليلة في الجراج.

12.8

- ١ سوف نكون/سنكون في مصر.
- ٢ سوف يكون/سيكون شكري في المكتبة.
- ٣ سوف تكون/ستكون سميرة في بيتها.
- ٤ سوف أكون/سأكون أمام البنك.
- ٥ هل ستكونين مشغولة؟
- ٦ سوف يكونون/سيكونون مع المدرس.
- ٧ سوف تكون/ستكون الكلاب في الحديقة.
- ٨ سوف يكن/سيكن في العراق.
- ٩ سوف يكون/سيكون الكتاب ثقيلًا.
- ١٠ سوف تكون/ستكون المدير.
- ١١ سوف تكون/ستكون الرحلة طويلة.
- ١٢ سوف تكون/ستكون السيارات أمام المدخل.
- ١٣ سوف يكون/سيكون البقالون في سوق الخضار.
- ١٤ هل ستكونون في المدرسة؟

12.9

- ١ سنكون
- ٢ أكون
- ٣ ستكونين
- ٤ تكون
- ٥ يكون
- ٦ سيكن
- ٧ ستكون
- ٨ يكونون
- ٩ ستكونون
- ١٠ ستكن

12.10

- ١ سوف تكون/ستكون هناك فرقة كبيرة في حفل الزفاف.
- ٢ سوف يكون/سيكون هناك مطرب شهير في حفل الزفاف.
- ٣ سوف يكون/سيكون هناك ألعاب نارية في حفل الزفاف.
- ٤ سوف تكون/ستكون هناك نافورة شوكولاتة في حفل الزفاف.
- ٥ سوف يكون/سيكون هناك حمام في حفل الزفاف.
- ٦ سوف يكون/سيكون هناك ضيوف من كل العالم في حفل الزفاف.
- ٧ سوف تكون/ستكون هناك زهور على كل مائدة في حفل الزفاف.
- ٨ سوف تكون/ستكون هدية لكل ضيف في حفل الزفاف.

12.11

- ١ سيكون عندي مكتب في الطابق الخامس.
- ٢ سيكون عندنا سيارة السنة القادمة.
- ٣ سيكون عند البقال تين طازج الأسبوع القادم.
- ٤ سيكون عندها صداع في الصباح.
- ٥ سيكون عندهم ستة مقاعد في سياراتهم الجديدة.
- ٦ سيكون لأختي ثلاجة جديدة.
- ٧ سيكون للمهندسين مطعم خاص.
- ٨ سيكون لنا مطبخ صغير في الشقة الجديدة.
- ٩ سيكون لي دور كبير في الفيلم.
- ١٠ هل سيكون لك صور كثيرة في المجلة؟
- ١١ سيكون معي المفتاح.
- ١٢ هل سيكون معك كتابي؟
- ١٣ هل سيكون معكم الكلب؟
- ١٤ أمهم ستكون معهم.
- ١٥ هل سيكون لدينا اجتماع يوم السبت.
- ١٦ هل سيكون لديه حقائب كثيرة.
- ١٧ سيكون لدى المدينة مسرح جديد السنة القادمة.
- ١٨ هل سيكون لديك وقت؟
- ١٩ سوف يكون لديهم جناح كبير في المعرض.



- ١ هذه المرأة تَشْكُو من حَجَم الحَمَام.  
 ٢ هذا الولد يَشْكُو من التليفزيون المكسور.  
 ٣ هذه الشابة تَشْكُو من حَجَم السرير.  
 ٤ هؤلاء الرجال يَشْكُون من عَدَم وجود الماء الساخن.  
 ٥ هؤلاء النساء يَشْكُون من الموسيقى الصاخبة.  
 ٦ هذا الشاب يَشْكُو من تكييف الهواء.  
 ٧ هؤلاء الأطفال يَشْكُون من حَمَام السباحة المقفول.  
 ٨ أنا أَشْكُو من كل هذه المشاكل!

- ١ نَدْعُو ٢ تَشْكُو ٣ يَدْعُونَ  
 ٤ يَرْجُو ٥ يَبْدُو ٦ تَشْكِين  
 ٧ نَرْجُوكُمْ ٨ تَبْدُو ٩ سَأَدْعُو  
 ١٠ تَشْكُو

- ١ يَمْشِي ٢ أَمْشِي ٣ تَمْشُونَ  
 ٤ تَمْشِينَ ٥ يَمْشِينَ ٦ تَمْشِي  
 ٧ تَمْشِي ٨ يَمْشُونَ ٩ تَمْشِينَ

- ١ أَمْشِي ٢ يَمْشُونَ ٣ سَنَمْشِي  
 ٤ يَبْكِي ٥ سَتَرْمِين ٦ تَمْشِي  
 ٧ يَبْكِي ٨ أَمْشِي ٩ يَرْمِي  
 ١٠ يَرْمِين

- ١ أَلْقَى | I meet | تَلْقَى | you (masc.) meet | تَلْقَيْنَ | you (fem.) meet | يَلْقَى | he meets  
 تَلْقَى | she meets | نَلْقَى | we meet | تَلْقَوْنَ | you (masc. pl.) meet | تَلْقَيْنَ | you (fem. pl.) meet  
 يَلْقَوْنَ | they (masc.) meet | يَلْقَيْنَ | they (fem.) meet  
 ٢ أَرْضَى | I am pleased with | تَرْضَى | you (masc.) are pleased with | تَرْضِينَ | you (fem.) are pleased with  
 يَرْضَى | he is pleased with | تَرْضَى | she is pleased with | نَرْضَى | we are pleased with  
 تَرْضُونَ | you (masc. pl.) are pleased with | تَرْضِينَ | you (fem. pl.) are pleased with  
 يَرْضُونَ | they (masc.) are pleased with | يَرْضِينَ | they (fem.) are pleased with

- ١ أنسى اسمها دائماً.  
 ٢ نلقى أمنا في السوق دائماً.  
 ٣ يرضون عن العمال دائماً.  
 ٤ يلقي شكري نادية أمام السينما دائماً.  
 ٥ ينسى شكري تذكرتة دائماً.  
 ٦ هل تلقين سميرة في النادي دائماً؟  
 ٧ تنسين كتابك دائماً.  
 ٨ تنسى نادية مفتاح الصندوق دائماً.  
 ٩ هل تلقى الوزير في مكتبه دائماً؟  
 ١٠ إن المهندسات يرضين عن المشروع دائماً.

- ١ لا أنساها أبداً.  
 ٢ لا أنساه أبداً.  
 ٣ لا ألقاهم أبداً بعد المدرسة.  
 ٤ لا ألقاهن أبداً في مركز التسوق يوم الجمعة.  
 ٥ لا ينساه أبداً.  
 ٦ لا تلقاهن أبداً في الحديقة.

## 13 Hamzated verbs in the present tense

- 13.1 You (masc. pl.), newspaper ٣ apologize, lateness ٢ read, sleeps ١  
 will, drinks ٦ reading, subject ٥ eating, cake ٤  
 fill, hope ٩ me, now ٨ never, fed up ٧  
 dare, in ١٢ viewers, these ١١ starting, our ١٠  
 children, feel ١٤ takes, hand ١٣

- 13.2 ٢ نَأْسِفُ عَنْ تَأْخِيرِنَا. ٣ سَنَقْرَأُ عَنْهُ فِي الْجَرِيدَةِ غَدًا. ١ لا يَقْرَأُ سَمِيرٌ قَبْلَ أَنْ يَنَامَ.  
٥ يَبْدُو أَنَّكَ تَقْرَأُ عَنِ الْمَوْضُوعِ. ٦ سَوْفَ يَأْخُذُنُ الْمَشْرُوبَاتِ إِلَى الشَّاطِئِ؟ ٤ لِمَاذَا يَأْكُلُ كَعَكَةَ أُخْتِهِ؟  
٨ هَلْ سَيَأْتِنُ لَكُمْ بِالْخُرُوجِ الْآنَ؟ ٧ لا تَسْأَلُ سُوذِي مِنْ سَمَاعِهَا أَبَدًا.  
١١ هَلْ تَسْأَلِينَ مِنْ هَذِهِ الْبَرَامِجِ. ١٠ أَبَدًا الْآنَ فِي تَرْتِيبِ أُمُورِي.  
١٤ نَأْكُلُ الْحُلُوى وَنَشْعُرُ بِالنَّشَاطِ. ١٣ تَأْخُذُ الْحَمَامَةُ اللَّوزَةَ مِنْ يَدِهَا.

## 14 Dual verbs in the present tense

- 14.1 ٢ يَجْرِيَانِ ٣ يَنْسَيَانِ ١ تَعْرِفَانِ  
٥ يَسْكُنَانِ ٦ تَشْرِيَانِ ٤ تَقُولَانِ  
٨ يَحْضُرَانِ ٩ تَرْتَانِ ٧ تَسْمَعَانِ  
١٠ تَبْحَثَانِ

- 14.2 ١ كُلُّ يَوْمٍ يَقْرَأُ الْجَرِيدَةَ بَعْدَ الْإِفْطَانِ. ٢ كُلُّ يَوْمٍ يَذْهَبَانِ إِلَى السُّوقِ فِي السَّاعَةِ الْعَاشِرَةِ.  
٣ كُلُّ يَوْمٍ يَشْرَبَانِ قَهْوَةَ فِي السُّوقِ. ٤ كُلُّ يَوْمٍ يَلْقِيَانِ أَصْدِقَائَهُمَا فِي الْحَدِيقَةِ.  
٥ كُلُّ يَوْمٍ يَأْكُلَانِ الْغَدَاءَ فِي مَطْعَمِ إِيطَالِيٍّ. ٦ كُلُّ يَوْمٍ يَنَامَانِ لِمُدَّةِ سَاعَةٍ بَعْدَ الْغَدَاءِ.  
٧ كُلُّ يَوْمٍ يَزُورَانِ الْمَكْتَبَةَ فِي السَّاعَةِ الثَّلَاثَةِ. ٨ كُلُّ يَوْمٍ يَحْمِلَانِ الْكُتُبَ لِلْبَيْتِ.  
٩ كُلُّ يَوْمٍ يَلْعَبَانِ الشُّطْرَنْجَ قَبْلَ الْعِشَاءِ. ١٠ كُلُّ يَوْمٍ يَأْكُلَانِ الْعِشَاءَ فِي السَّاعَةِ السَّابِعَةِ.  
١١ كُلُّ يَوْمٍ يَكْتُبَانِ الْخُطَابَاتِ بَعْدَ الْعِشَاءِ. ١٢ كُلُّ يَوْمٍ يَنَامَانِ فِي السَّاعَةِ الْعَاشِرَةِ وَالنَّصْفِ.

- 14.3 ١ كُلُّ يَوْمٍ يَأْكُلُ أَبِي وَأُمِّي الْغَدَاءَ وَيَنَامَانِ لِمُدَّةِ سَاعَةٍ. ٢ دَائِمًا تَصِلُ الْأَخْتَانِ مَعًا وَتَشْرَبَانِ الْقَهْوَةَ.  
٣ يَقِفُ أَنْوَرٌ وَحَسَنٌ هُنَاكَ وَسِيحْمِلَانِ الْحَقِيبَةَ إِلَى غُرْفَتِكِ. ٤ تَلْعَبُ الْبِنْتَانِ الشُّطْرَنْجَ وَلَا تَرُدَّانِ عَلَى الْهَاتِفِ.  
٥ كُلُّ يَوْمٍ يَذْهَبُ الطَّالِبَانِ إِلَى الْمَكْتَبَةِ وَيَقْرَأَانِ كُتُبًا. ٦ يَدْرُسُ أَنْوَرٌ وَسَمِيرَةُ الْفَرَنْسِيَّةَ وَلَكِنَّهُمَا لَا يَفْهَمَانِ هَذِهِ الْقِصَّةَ.

## IV FORMS OF THE VERB

### 15 Forms II, III, and IV

15.1	PAST TENSE	PRESENT TENSE
SINGULAR		
أنا I	حَسَّنْتُ	أَحْسِنُ
you (masc.) أَنْتَ	حَسَّنْتَ	تُحَسِّنُ
you (fem.) أَنْتِ	حَسَّنْتِ	تُحَسِّنِينَ
هو/it (masc.) هُوَ	حَسَّنَ	يُحَسِّنُ
هي/it (fem.) هِيَ	حَسَّنَتْ	تُحَسِّنُ

(continued)

	PAST TENSE	PRESENT TENSE
PLURAL		
we نَحْنُ	حَسَّنَا	نُحَسِّنُ
you (masc. pl.) أَنْتُمْ	حَسَنْتُمْ	تُحَسِّنُونَ
you (fem. pl.) أَنْتُنَّ	حَسَنْتُنَّ	تُحَسِّنْنَ
they (masc.) هُمْ	حَسَنُوا	يُحَسِّنُونَ
they (fem.) هُنَّ	حَسَنْنَ	يُحَسِّنْنَ

	PAST TENSE	PRESENT TENSE
SINGULAR		
I أَنَا	كَسَرْتُ	أُكْسِرُ
you (masc.) أَنْتَ	كَسَرْتَ	تُكْسِرُ
you (fem.) أَنْتِ	كَسَرْتِ	تُكْسِرِينَ
he/it (masc.) هُوَ	كَسَرَ	يُكْسِرُ
she/it (fem.) هِيَ	كَسَرَتْ	تُكْسِرُ
PLURAL		
we نَحْنُ	كَسَرْنَا	نُكْسِرُ
you (masc. pl.) أَنْتُمْ	كَسَرْتُمْ	تُكْسِرُونَ
you (fem. pl.) أَنْتُنَّ	كَسَرْتُنَّ	تُكْسِرْنَ
they (masc.) هُمْ	كَسَرُوا	يُكْسِرُونَ
they (fem.) هُنَّ	كَسَرْنَ	يُكْسِرْنَ

- 15.2 No, the children broke the glass. ٢ Did Nadia break the glass? ١  
 No, they are not improving it at all. ٤ Is the government improving the road to the city? ٣  
 I am studying English in Bahrain. ٦ What are you studying, Amira? ٥  
 Did you study Arabic at university? ٨ Did the guests break their plates in the Greek wedding? ٧  
 No, but we will improve them next year. ١٠ Did you improve the team's skills this year? ٩

- 15.3 ٣ تَنْظَفُ ٢ أَعْدَلُ ١ رَحَبْنَا  
 ٦ تَجَهَّزُ ٥ يُدْرَسُونَ ٤ نَكَّرَتْ  
 ٩ حَمَلَتْ ٨ سَتَفْتَشُونَ ٧ قَطَّعْنَ  
 ١٢ يَدْخُنُ ١١ نَدْرَبُ ١٠ يُفْضَلُونَ

15.4	٣ قَطَّعْنَ	٢ سَتَفْتِشُونَ	١ حَمَلْتُ
	٦ يُدَخِّنُ	٥ يُدَرِّسُونَ	٤ رَحَّبْنَا
	٩ تَنْظِفُ	٨ نُدَرِّبُ	٧ يُفَضِّلُونَ
	١٢ تُعِدُّ	١١ نَكَّرْتُ	١٠ سَأَعْدِلُ

- 15.5
1. The young prince is coming to the restaurant tomorrow.
  2. It is his birthday.
  3. An important person from the palace will inspect the restaurant before the visit.
  4. To check cleanliness, train the staff how to greet the prince, and teach them what to do while he is there.
  5. He will adjust the tables, set up a large table beside the window, and may move some flower pots around.
  6. To fix the torn curtain and buy the most beautiful flowers in town.
  7. He will present the birthday cake to the prince when he welcomes him at the door.
  8. He wants Ahmed to heat the tea for the bodyguards.

15.6	we will prepare	سوف نُجَهِّزُ
	I organize	أُنظِّمُ
	you clean	تَنْظِفُ
	so that he inspects	لِيَفْتَشَ
	and so that he trains you (pl.)	وَلِيُدَرِّبَكُمُ
	and so that he instructs you (pl.)	وَلِيُعَلِّمَكُمُ
	I will adjust	سَأَعْدِلُ
	I will set up/arrange	وسأرتب
	we improve	نُحَسِّنُ
	I move	أُحَرِّكُ
	you fix	تُصَلِّحُ
	I will remind you	سأذكرك
	they cost me	تُكَلِّفُنِي
	I will welcome/greet	سأرحب
	I will present	وسأقدم
	he will cut it up	سَيَقْطَعُهَا
	you heat up	تُسَخِّنُ
	we thought	فَكَّرْنَا
	I believe	أُصَدِّقُ
	he prefers	يُفَضِّلُ

15.7	٣ سَاعَدْتُ ابْنَتِي فِي دُرُوسِهَا.	٢ سَافَرَ الْمَلِكُ بِطَائِرَةٍ خَاصَّةٍ.	١ شَاهَدْنَا التَّلِفِرْيُونِ.
	٦ ذَاكَرْتُ سَمِيرَةَ لِلإِمْتِحَانِ.	٥ أَبِي وَأُمِّي حَادِثًا الْمُدْرِسِ.	٤ هَلْ سَابَقْتُمُ الْبِنَاتِ؟
	٩ هَلْ رَاجَعْتِ الدُّرُوسَ يَا نَادِيَةَ؟	٨ شَارَكَتِ الْوَزِيرَةَ فِي هَذَا الإِجْتِمَاعِ.	٧ لِمَاذَا جَادَلْتَنِي؟
	١٢ مَتَى غَادَرَ الْقِطَارَ؟	١١ إِنَّ النِّسَاءَ هَاجَرْنَ إِلَى آمْرِيكَ.	١٠ قَاتَلْنَا مِنْ أَجْلِ الْحُرِّيَّةِ.

- 15.8 ١ جادلتُ أبي في موضوع الإمتحانات.  
٢ إنه يُعامِلني وكأنتني طفل.  
٣ ناقشنا هذا معهُ أمس.  
٤ قاتلَ أجدادنا من أجل الحرّية.  
٥ أحاديثُهُما عن إبنهما كُلّ يوم.  
٦ أنتم دائماً تُجادِلون المدير.  
٧ متى ستُحاديثنَ المديرَ عن الخدمة؟  
٨ جالسناها أمس.

- 15.9 أُسابقُ، نُسافرُ، لنُشاهدُ، أراجعُ، يُحاديثني، أُجادِلُهُ، وأناقِشُهُ، أُقاتِلُ، تُشاركُ، تُساعدني، يُعامِلني، أُغادرُ، سأهاجرُ

- 15.10 ١ أَسْرِعُ/يُسْرِعُ ٢ أَحْسَنُ/يُحْسِنُ ٣ أَرْسَلُ/يُرْسِلُ  
٤ أَخْبِرُ/يُخْبِرُ ٥ أَخْرَجُ/يُخْرِجُ ٦ أَقْلَعُ/يُقْلَعُ  
٧ أَنْعَشُ/يُنْعِشُ ٨ أَصْبِحُ/يُصْبِحُ ٩ أَنْقِذُ/يُنْقِذُ

- 15.11 ١ أَحْسَنْتُ في الامتحانات. أَحْسَنْتُ في الامتحانات.  
٢ سَتُرْسِلُ النتائجَ غداً. سَيُرْسِلُونَ النتائجَ غداً.  
٣ أَنْقِذْنَا الطفلَ من النهر. أَنْقَذَ الطفلَ من النهر.  
٤ سَيُصْبِحُ قائدَ الفريق. سَأُصْبِحُ قائدَ الفريق.  
٥ أَخْبَرُوا الناظرَ عن الحفلة. أَخْبَرَتِ الناظرَ عن الحفلة.  
٦ سَتُصْلِحُ الكمبيوترَ. سَيُصْلِحُنَ الكمبيوترَ.

- 15.12 ١ لماذا تُخْرِجُ الكمبيوترَ من الغرفة؟ ٢ أَسْرَعْتُ إلى المُستَشْفَى.  
٣ هل ستُنقِذِينَ زميلَهُ أيضاً؟ ٤ سوفَ نُنعِشُ الإقتصادَ.  
٥ هل ستُحسِنُونَ في الإمتحان؟ ٦ أَقْلَعُ دونَ أن يُخبرَ القائدَ.  
٧ أَنْقِذُوا أخي من السِّجْنِ. ٨ أَصْبَحُنَ فقيراً بعدَ الحربِ.

- 15.13 ١ أخو الكاتبِ ٢ في بلادِ العَدُو  
٣ من رسالة ٤ من المطارِ الحربيِّ  
٥ في الليلِ ٦ على الشاطئِ  
٧ في السِّجْنِ

## 16 Forms V and VI

- 16.1 ١ هي لا تَتَذَكَّرُ إسمي. ٢ سأَتَذَكَّرُ هذا اليومَ.  
٤ نعم، تَذَكَّرْتُهَا. ٥ أنتم لا تَتَذَكَّرُونَ عيدَ ميلادي أبداً.  
٦ هل تَتَذَكَّرِينَ الحربَ؟ ٧ هل تَذَكَّرْتِ حَقِيبَتَكَ؟  
٨ أَتَذَكَّرُهَا قليلاً. ٩ تَذَكَّرْنَاهُ في العامِ الماضي.

- 16.2 ١ يتحدَّثُ/يتكلَّمُ جرجسُ العربيَّةَ واليونانيَّةَ بطلاقة.  
٢ يتحدَّثُ/يتكلَّمُ جاكُ الفرنسيَّةَ بطلاقةَ والعربيَّةَ قليلاً.  
٣ تتحدَّثُ/تتكلَّمُ فاطمةُ الفارسيَّةَ بطلاقةَ والفرنسيَّةَ قليلاً.  
٤ يتحدَّثُ/يتكلَّمُ أحمدُ الفارسيَّةَ والعربيَّةَ بطلاقةَ والانجليزيَّةَ قليلاً.  
٥ تتحدَّثُ/تتكلَّمُ لوسيُ الصينيَّةَ بطلاقةَ واليابانيَّةَ قليلاً.  
٦ يتحدَّثُ/يتكلَّمُ ساميُ الانجليزيَّةَ بطلاقةَ والألمانيَّةَ قليلاً.  
٧ تتحدَّثُ/تتكلَّمُ ماريُ الفرنسيَّةَ والألمانيَّةَ بطلاقةَ واليونانيَّةَ قليلاً.  
٨ (أنا) أتحدَّثُ/أتكلَّمُ العربيَّةَ والانجليزيَّةَ بطلاقةَ والفرنسيَّةَ قليلاً.

- 16.3 ١ نَتَعَلَّمُ ٢ تَعَلَّمَ ٣ تَعَلَّمَ  
٤ عَلِمْنَا ٥ يَتَعَلَّمُونَ ٦ عَلِمَنَّ  
٧ تَتَعَلَّمُونَ ٨ عَلِمْتُ

16.4	٣ أَتَصَرَّفَ	٢ تَحَسَّنْتَ	١ تَتَحَرَّكَ
	٦ يَتَعَلَّمُونَ	٥ تَتَحَرَّكَ	٤ تَتَسَلَّقُ
	٩ تَتَذَكَّرِينَ	٨ تَعَلَّمْنَا	٧ تَسَلَّقَ اللَّصَّ
	١٢ تَعَلَّمْتُمْ	١١ نَتَصَرَّفُ	١٠ تَفَرَّقَتْ

16.5	٢ إِنَّ الرِّجَالَ تَقَاتَلُوا فِي هَذَا الْوَادِي.	١ إِنَّا نَتَحَادَثُ بِلُغَةٍ وَيَلِن.
	٤ هُوَلاءِ الْأَطْفَالِ يَتَقَاتَلُونَ عَلَى قِطْعَةِ الْخُبْزِ.	٣ كَلْبِي يَتَكَاسَلُ وَيَنَامُ بَعْدَ أَنْ يَأْكُلَ.
	٦ الْمَجْلِسُ يَتَنَاقَشُ الْآنَ فِي هَذِهِ الْمَشْكَلَةِ.	٥ الْأَخْتَانِ تَتَقَاتَلَانِ مِنْ أَجْلِ الْمَالِ.
	٨ إِنِّي أَتَكَاسَلُ فِي الْحَرَارَةِ.	٧ يَا شَابَاتِ، هَلْ تَحَادِثْتُنَّ فِي هَذَا الْمَشْرُوعِ؟

## 17 Forms VII, VIII, and X

17.1	٣ انْصَحَبَ	٢ يَنْقَسِمُونَ	١ انْقَلَبَ
	٦ انْقَلَبَتْ	٥ سَوْفَ تَنْسَجِبُ	٤ انْعَكَسَ
		٨ تَنْكَسِرُ	٧ تَنْقَسِمُ

17.2	٢ خَالِي مَمْدُوحٌ انْصَرَفَ السَّاعَةَ الْعَاشِرَةَ وَالنِّصْفَ مَسَاءً.	١ جِدَّتِي انْصَرَفَتْ السَّاعَةَ التَّاسِعَةَ مَسَاءً.
	٤ أَبِي وَأُمِّي انْصَرَفَا السَّاعَةَ الْحَادِيَةَ عَشْرَةَ وَالنِّصْفَ مَسَاءً.	٣ عَمَّتِي سَارَةُ انْصَرَفَتْ السَّاعَةَ الْحَادِيَةَ عَشْرَةَ مَسَاءً.
	٦ بَنَاتُ مَمْدُوحٍ انْصَرَفْنَ السَّاعَةَ الْوَاحِدَةَ وَالنِّصْفَ صَبَاحاً.	٥ أَبْنَاءُ سَارَةَ انْصَرَفُوا السَّاعَةَ الْوَاحِدَةَ صَبَاحاً.
	٨ صَدِيقَتِي مَهَا انْصَرَفَتْ السَّاعَةَ الثَّانِيَةَ وَالنِّصْفَ صَبَاحاً.	٧ صَدِيقِي يُونُسُ انْصَرَفَ السَّاعَةَ الثَّانِيَةَ صَبَاحاً.
	١٠ أَنَا انْصَرَفْتُ السَّاعَةَ الرَّابِعَةَ صَبَاحاً!	٩ وَاوْدُ وَمَارِي انْصَرَفَا السَّاعَةَ الثَّلَاثَةَ صَبَاحاً.

17.3	٣ ج/ه/د اجْتَهَدَ/يَجْتَهِدُ	٢ ج/م/ع اجْتَمَعَ/يَجْتَمِعُ	١ ب/س/م ابْتَسَمَ/يَبْتَسِمُ
	٦ س/م/ع اسْتَمَعَ/يَسْتَمِعُ	٥ ق/ر/ب اقْتَرَبَ/يَقْتَرِبُ	٤ ح/ر/م احْتَرَمَ/يَحْتَرِمُ
		٨ ن/ظ/ر انْتَضَرَ/يَنْتَظِرُ	٧ ع/ق/د اعْتَقَدَ/يَعْتَقِدُ

17.4	٣ سَتَحْتَفِلُ	٢ ارْتَفَعَتْ	١ يَسْتَمِعُ
	٦ يَحْتَرِمُ	٥ اجْتَمَعْنَا	٤ انْتَضَرُوا
	٩ ابْتَسَمَ، اقْتَرَبْتُ	٨ تَسْتَمِعْنَ	٧ نَجَّهْتُ
			١٠ اعْتَقَدْتُ، تَنْتَظِرُ

17.5	٣ نَحْنُ نَجْتَمِعُ الْيَوْمَ يَا زَمَلَائِي لِنَحْتَفِلَ	٢ أُوْدُّ أَنْ اسْتَمِعَ إِلَى اقْتِرَاحَاتِكُمْ	١ يَحْتَرِمُ كُلَّ الْوُكَلَاءِ شَرِكَتِنَا
	٦ أَنَا أُوْدُّ أَنْ يَزِيدَ هَذَا النُّجَاحُ	٥ التُّجَّارُ فِي السُّوقِ يَنْتَظِرُونَ بَضَائِعَنَا	٤ ارْتَفَعَتْ الْمُبَيْعَاتُ فِي الْعَامِ الْمَاضِي
	٩ اعْتَقَدُ أَنَّكُمْ تَتَسَاءَلُونَ	٨ وَهَذَا يَا زَمَلَائِي لِأَنَّكُمْ تَجْتَهِدُونَ	٧ لِتَحْسِينِ الْإِنْتِاجِ
			١٠ وَتَرْتَفِعُ هَذَا الْعَامُ أَيْضاً

17.6	٣ اسْتَعْلَمَ	٢ اسْتَخْدَمْتُ	١ اسْتَمْتَعْنَا
	٦ اسْتَكْبَرْتُ	٥ يَسْتَخْرِجُونَ	٤ تَسْتَحْسِنِينَ
	٩ اسْتَحْسَنْتُ	٨ تَسْتَعْلِمُونَ	٧ يَسْتَقْبِلُ
	١٢ يَسْتَكْبِرُونَ	١١ اسْتَقْبَلْنَا	١٠ اسْتَمْتَعْنَ

- 17.7 ١ الطَّبَّاحُونَ فِي مَطْعَمِنَا يَسْتَحْدِمُونَ زَيْتَ الزَّيْتُونِ.  
 ٢ سَوْفَ تَسْتَقْبِلُ الضُّيُوفَ عِنْدَ الْبَابِ.  
 ٣ اسْتَقْبَلْتَ هَذِهِ الْمَحَطَّةَ ثَلَاثَةَ مَلَايِينَ رَاكِبٍ فِي الْعَامِ الْمَاضِي.  
 ٤ هَلْ اسْتَحْدَمْتُمْ هَذَا الْبَرْنَامِجَ فِي عَمَلِكُمْ؟  
 ٥ اسْتَمْتَعْتُ بِزِيَارَةِ الْبُرْجِ وَالْمَتْحَفِ.  
 ٦ إِنَّكَ تَسْتَكْبِرُ عَلَيْنَا مُنْذُ أَنْ رَيَّحْتَ جَائِزَةَ الْمَلْيُونِ دُولَارٍ.  
 ٧ إِنَّا نَسْتَخْرِجُ الْبَتْرُولَ وَالْغَازَ الطَّبِيعِيَّ مِنْ هَذِهِ الْأَبَارِ.  
 ٨ اسْتَعْلَمَ الرَّجُلُ عَنِ مَوَاعِيدِ الْقِطَارَاتِ.  
 ٩ إِنَّ النِّسَاءَ اسْتَحْسَنْنَ فُسْتَانَ الْعُرُوسِ.  
 ١٠ هَلْ تَسْتَحْدِمِينَ الْإِنْتَرْنَ فِي الْمَدْرَسَةِ؟

## 18 Irregular verbs in the derived forms

- 18.1 ١ أَعْتَقِدُ أَنَّ فَاطِمَةَ تُحِبُّ الْأَرَانِبَ وَلَكِنَّهَا لَا تُحِبُّ الْبَطَّ.  
 ٢ أَعْتَقِدُ أَنَّ زَوْجَ فَاطِمَةَ يُحِبُّ الدَّجَاجَ وَالْبَطَّ وَلَكِنَّهُ لَا يُحِبُّ السَّمَكَ.  
 ٣ أَعْتَقِدُ أَنَّ مَنِيرَ يُحِبُّ الْأَرْزَّ وَلَكِنَّهُ لَا يُحِبُّ الْكُسْكُسَ.  
 ٤ أَعْتَقِدُ أَنَّ زَوْجَةَ مَنِيرَ تُحِبُّ الْبَطَّاطِسَ وَلَكِنَّهَا لَا تُحِبُّ الْجَرَّزَ.  
 ٥ أَعْتَقِدُ أَنَّ أَطْفَالَ فَاطِمَةَ يُحِبُّونَ الْبَيْتَزَا وَلَكِنَّهُمْ لَا يُحِبُّونَ الْفَلَّافِلَ.  
 ٦ أَعْتَقِدُ أَنَّ بَنَاتَ مَنِيرَ يُحِبُّنَ عَصِيرَ التُّفَاحِ وَلَكِنَّهُنَّ لَا يُحِبُّنَ عَصِيرَ الْبُرْتُقَالِ.

- 18.2 ١ فَاطِمَةُ أَحَبَّتْ الْأَرَانِبَ بِالْجَرَّزِ  
 ٢ زَوْجَ فَاطِمَةَ أَحَبَّ الْبَطَّ بِالْكُسْكُسِ  
 ٣ مَنِيرَ أَحَبَّ السَّمَكَ بِالْأَرْزِ  
 ٤ زَوْجَةَ مَنِيرَ أَحَبَّتْ الدَّجَاجَ بِالْبَطَّاطِسِ  
 ٥ أَطْفَالَ فَاطِمَةَ أَحَبُّوا الْبَيْتَزَا وَعَصِيرَ الْبُرْتُقَالِ  
 ٦ بَنَاتَ مَنِيرَ أَحَبَّبْنَ الْفَلَّافِلَ وَعَصِيرَ التُّفَاحِ  
 ٧ أَنَا أَحَبَّبْتُ كُلَّ الْمَأْكُولَاتِ!

- 18.3 ١ Form II رَدَدْتُ (I repeated) | أَرَدَدْتُ (I repeat)  
 ٢ Form VIII اِحْتَلَلْتُ (I occupied) | اِحْتَلَلْتُ (I occupy)  
 ٣ Form X استَحَقَّقْتُ (I deserved) | اسْتَحَقَّقْتُ (I deserve)  
 ٤ Form II سَبَّبْتُ (I caused) | اسْبَبْتُ (I cause)  
 ٥ Form VIII امْتَدَدْتُ (I extended) | اَمْتَدَدْتُ (I extend)  
 ٦ Form IV اَعَدَدْتُ (I prepared) | اُعِدُّ (I prepare)  
 ٧ Form X اسْتَمْرَرْتُ (I continued) | اسْتَمِرُّ (I continue)  
 ٨ Form V تَرَدَّدْتُ (I hesitated) | اَتَرَدَّدُ (I hesitate)  
 ٩ Form II قَرَّرْتُ (I decided) | اَقْرُرُّ (I decide)

- 18.4 1. Nadia prefers chicken.  
 2. Ahmed prefers fish.  
 3. He threatens to occupy/take over the kitchen and eat fish every day.  
 4. Nadia thinks the wife should be responsible for what happens in the kitchen.  
 5. She was going to call her mother.  
 6. He says that it is delicious and beneficial.  
 7. She hangs up and gives him a beautiful smile.  
 8. Nadia wins the argument.

- 18.5 ١ نَسْتَيْقِظُ  
 ٢ وَقَّعَ  
 ٣ يَسْتَوْرِدُونَ  
 ٤ تَتَوَقَّفُ  
 ٥ تُورَعُ  
 ٦ سَيُوظَّفُ  
 ٧ أُؤَفَّرُ  
 ٨ يَسْرُّ  
 ٩ نَتَوَقَّعُ  
 ١٠ تَتَوَافَقُ

- 18.6 ١ سَنَتَّفِقُ عَلَى الْاجْتِمَاعِ فِي الْبَنْكِ.  
 ٢ سَيُوصِلُ الْمُهَنْدِسُونَ أَنْبَابَ الْمَاءِ إِلَى الْبُيُوتِ.  
 ٣ سَتُودِعُ نَادِيَةَ الشِّيكَاتِ فِي حِسَابِهَا.  
 ٤ سَتُوقِظُ أُسْرَتِي كُلَّهَا بِتَلْفُونِكِ!  
 ٥ سَأَتَّصِلُ بِمَدِيرِ الْبَنْكِ فِي مَكْتَبِهِ.  
 ٦ إِنَّ الْأَطْفَالَ سَيُوصِلُونَ الْكَلِمَاتَ وَالصُّوْرَ.  
 ٧ هَلْ سَتَتَّفِقُونَ عَلَى الْحَفْلَةِ؟  
 ٨ إِنَّ النِّسَاءَ سَيَتَّصِلْنَ بِالْمَدْرَسَةِ يَوْمَ الْخَمِيْسِ.

- 18.7 ٢ غَيْرْنَا قَائِمَةَ الطَّعَامِ لِفَصْلِ الشُّتَاءِ.  
٤ لِمَاذَا غَيَّرْتِ قَائِمَةَ الطَّعَامِ؟  
٦ تَسَوَّقْنَ مَعًا يَوْمَ الْخَمِيسِ الْمَاضِي.  
٨ حَاوَلْنَا أَنْ نَرُدَّ عَلَى هَذِهِ الْأَسْئَلَةِ أَمْسَ.

- 18.8 ٢ مُنِيرٌ يُرِيدُ حِرَامًا مِنَ الْجِلْدِ.  
٤ أَطْفَالُ فَاطِمَةَ يُرِيدُونَ كُتُبًا فَرَنْسِيَّةً.  
٦ نَادِيَةٌ وَرُؤُوسُهَا يُرِيدَانِ مَفْرَشًا مِنَ الْقُطْنِ.

- 18.9 ٢ مُنِيرٌ لَا يَحْتَاجُ إِلَى حِرَامٍ مِنَ الْجِلْدِ.  
٤ أَطْفَالُ فَاطِمَةَ لَا يَحْتَاجُونَ إِلَى كُتُبٍ فَرَنْسِيَّةً.  
٦ نَادِيَةٌ وَرُؤُوسُهَا لَا يَحْتَاجَانِ إِلَى مَفْرَشٍ مِنَ الْقُطْنِ.

- 18.10 ٣ حَوْفٌ/يُخَوِّفُ ٢ تَطَوَّرَ/يَتَطَوَّرُ ١ أَجَابَ/يُجِيبُ  
٦ نَاوِلٌ/يُنَاوِلُ ٥ تَصَوَّرَ/يَتَصَوَّرُ ٤ إِخْتَارَ/يَخْتَارُ  
٩ صَوَّتَ/يُصَوِّتُ ٨ اسْتَرَحَ/يَسْتَرِيحُ ٧ أَضَافَ/يُضِيفُ  
١٢ لَوَّثَ/يُلَوِّثُ ١١ أَدَارَ/يُدِيرُ ١٠ تَرَوَّجَ/يَتَرَوَّجُ  
١٤ تَعَاوَنَ/يَتَعَاوَنُ ١٣ عَاوَنَ/يُعَاوِنُ

- 18.11 ٣ تَطَوَّرَتْ ٢ سَيَتَرَوَّجُ ١ يُدِيرُ  
٦ تَعَاوَنًا ٥ تَتَصَوَّرُ ٤ اسْتَرَحْنَا ٤  
٩ أُرِيدُ، يُعَاوِنُنِي ٨ سَيُخِيفُ ٧ صَوَّتُوا  
١٢ نَاوَلْتُهُ ١١ سَتَتَلَوَّثُ ١٠ لَوَّثَتْ  
١٥ نَسْتَطِيعُ، نُضِيفُ ١٤ إِخْتَرْتُ ١٣ أَجَبْتُ

- 18.12 Form II ٣ Form VIII ٢ Form III ١  
Form III ٦ Form X ٥ Form IV ٤  
Form VIII ٩ Form II ٨ Form VII ٧  
Form IV ١٠

- 18.13 ٣ اسْتَرَيْتُمْ ٢ سَمَّيْنَا ١ أَلَاقِي  
٦ اسْتَتْنَتِ ٥ يُصَلُّونَ ٤ تَرْتَدِينَ  
٩ سَأَعْطِي ٨ سَتُنْتَهِي ٧ غَنِيَّتَ  
١٢ يُنَادِينَ ١١ أَنْهَى ١٠ يَنْحَنِي

- 18.14 My husband returned from work, had lunch, then went to sleep. ١  
Hey, Khalil, your father is calling you! ٢  
We will name our daughter Dalia because it's my grandmother's name. ٣  
He gave me a small box for my mother. ٤  
We finished our exams (tests) and went to the club. ٥  
Anwar prays in the new mosque. ٦



She sings and plays the *oud* and piano. ٧

We will meet our friends in front of the cinema. ٨

We amused ourselves by eating popcorn and watching movies. ٩

The friends had dinner together in the fish restaurant. ١٠

I hope to visit you (all) next year. ١١

The workers meet in this cafeteria (coffee shop) every morning. ١٢

Will you be wearing the new yellow dress? ١٣

I will buy a black hat from this store. ١٤

Sarah finished writing the novel in December. ١٥

18.15	influenced, writings ٣	late ٢	confirmed, morning ١
	blamed, forgot ٦	stood, congratulated ٥	started, arrived ٤
	rewarded, gave ٩	rented, sea ٨	believe, happiness ٧
	founded, inherited ١٢	influence, this ١١	hurt, sit ١٠
		wondered, arrived ١٤	built, thousands ١٣

18.16	٢ هَنَّتْ أُخْتِي العروس والعريس.	١ رَقَبْتِي تُؤَلِّمْنِي.
	٤ لِمَاذَا حَاوَلْتِ أَنْ تُؤَثِّرَ عَلَى الْقَاضِي؟	٣ سَيَبْتَدِي الحفل حين تَصِلِ أُمِّي.
	٦ أَسَّسَتْ جَدَّتِي الشَّرِكَةَ وَأَنَا وَرَثَتُهَا عَنْهَا.	٥ كَافَأْنَا ابْنَنَا وَأَعْطَيْنَاهُ دَرَجَةً.
	٨ تَسَاءَلَنَ عَنْ سِرِّ الأهرامات.	٧ سَأَسْتَأْجِرُ شَقَّةً كَبِيرَةً تُطَلُّ عَلَى الحديقة.
	١٠ سَيُنْشِئُ المَلِكُ قَصْرَهُ الجَدِيدَ هُنَا.	٩ أَمَنْ الفراعنة بِقُدْرَةِ النُّجُومِ.
	١٢ تَأَخَّرَ أَحْمَدُ فَمَا زَهَبْنَا إِلَى السِينَمَا.	١١ أَخَذْتُهَا لِأَنَّهَا نَسِيَتْ الكِتَابَ.
	١٤ هَلْ تَأَثَّرْتُمْ بِمَالِهِ؟	١٣ هَلْ أَكَّدْتَ الحَجْرَ؟

## V

## MOODS OF THE VERB AND VERBAL NOUNS

### 19 The subjunctive

19.1	١ أَسْكُنُ أَنَا   تَسْكُنُ أَنْتَ (masc.)   تَسْكُنِي أَنْتِ (fem.)   يَسْكُنُ هُوَ   تَسْكُنُ هِيَ she
	٢ تَسْكُنَا أَنْتُمَا (dual)   يَسْكُنَانِ هُمَا (dual)   تَسْكُنَانِ هُمَا (dual) they (fem. dual)
	٣ نَسْكُنُ نَحْنُ   تَسْكُنُونَ أَنْتُمْ (masc. pl.)   تَسْكُنْنَ أَنْتُنَّ (fem. pl.)   يَسْكُنُونَ هُمْ (masc.)   يَسْكُنْنَ هُنَّ (fem.)

19.2	١ أَلْعَبُ التَّنِسَ كُلَّ يَوْمٍ.	٢ تَتْرَكُوا الحَقَائِبَ عِنْدَ البَابِ.	٣ نَزُرُ أُمَّنَا قَبْلَ السَّفَرِ.
	٤ تَرَكْبِي دَرَجَتِكَ فِي الحديقة؟	٥ أَرُورُهُمْ قَرِيبًا.	٦ يَرْجِعُ إِلَى البَيْتِ لِلغَدَاءِ.
	٧ يَحْضُرُوا اجْتِمَاعًا يَوْمَ الخَمِيسِ.	٨ يَنَامُوا السَّاعَةَ التَّاسِعَةَ.	٩ يَجْلِسُنَ عَلَى الأَرْضِ.
	١٠ يُنْظَمُوا لَهَا حَفْلَةً.	١١ نَتَّصِلُ بِمَدِيرِ البَنْكِ.	١٢ تَتَزَوَّجَانِ؟

19.3	١ يَجِبُ أَلَّا تُغَادِرِي الآنَ، يَا نَادِيَةَ.	٢ أَمَرْتَنِي أُمِّي أَلَّا أُسَاعِدَ أَخِي.	٣ يَأْمَلُونَ أَلَّا يَنَامُوا بَعْدَ الظُّهْرِ.
	٤ حَاوَلُوا أَلَّا يَتَضَايِقُوا مِنْ أُخْتِهِمْ.	٥ هَلْ مِنْ المُمَكِّنِ أَلَّا أَشْتَرِيَ السَّيَّارَةَ؟	٦ نَرْجُو مِنْكُمْ أَلَّا تَسْتَمِعَا إِلَى الرَادِيُو.
	٧ طَلَبْتُ مِنْهُ أَلَّا يَجْلِسَ عَلَى الأَرْضِ.	٨ أَتَمَنَّى أَلَّا تَجِدُوا الكَنْزَ المَدْفُونِ.	

- 19.4 ١ لِيَلْعَبَ ٢ لِتُسَاعِدِي ٣ أَتَسَلِّقَ  
٤ يَشْتَرُوا ٥ تَتَعَلَّمُ ٦ تُرَاقِبُ  
٧ لِتَعْرِفُنَ ٨ لَا تَحْتَرِقِ ٩ لِيَشْكُرُوا  
١٠ لَا تَسْمَعْنَا ١١ تَأْخُذُونِي ١٢ لِيَسْتَقْبِلَا

- 19.5 ١ لن أدرُس الهندسة في الجامعة.  
٢ لن يَزوروا المزرعة.  
٣ لن أَقْصَّ شعري.  
٤ لن تَدْفَعِي أكثر من خمسة، يا سميرة.  
٥ لن تَسْمَعِ أُختي نصيحتي.  
٦ لن تَذْهَبُوا إلى الشاطئ غداً.  
٧ لن نَبْدَأُ قبل الساعة الخامسة.  
٨ لن يَمْلَأُوا حَمَّامَ السباحة بالماء.  
٩ لن يُخَوِّفَ كَلْبِكَ الأطفال.  
١٠ لن يُوقِّعَ الْمَلِكُ هذه الرسالة.  
١١ لن تُعِدِّي العقد قبل يوم الخميس.  
١٢ لن تَكُونُوا أَصْدِقَاءَ بَعْدَ اليوم.  
١٣ لن تَحْتَفِلَ بعيد ميلادك غداً.  
١٤ لن يَبِيعُوا السَّمَكُ هنا.  
١٥ لن تَعُودَ ماري إلى زوجها.  
١٦ لن يُسَبِّبَ لَكَ مَشَاكِلَ.  
١٧ لن يُفْتَشُوا المَطْعَمَ الموجود بجانب النهر.  
١٨ لن يَسْتَقْبِلَا الضيوف عند الباب.  
١٩ لن تُنْتَمَا لن تكونا مُهمَّين في حياتنا.  
٢٠ لن يُبِيعُوا السَّمَكُ هنا.  
٢١ لن تُعِدِّي العقد قبل يوم الخميس.  
٢٢ لن تَكُونُوا أَصْدِقَاءَ بَعْدَ اليوم.  
٢٣ لن تَحْتَفِلَ بعيد ميلادك غداً.  
٢٤ لن يَبِيعُوا السَّمَكُ هنا.  
٢٥ لن يُسَبِّبَ لَكَ مَشَاكِلَ.  
٢٦ لن يُفْتَشُوا المَطْعَمَ الموجود بجانب النهر.  
٢٧ لن تُنْتَمَا لن تكونا مُهمَّين في حياتنا.  
٢٨ لن يَبِيعُوا السَّمَكُ هنا.  
٢٩ لن يُسَبِّبَ لَكَ مَشَاكِلَ.  
٣٠ لن يُفْتَشُوا المَطْعَمَ الموجود بجانب النهر.

## 20 The jussive

- 20.1 ١ أَسْتَمِعُ أنا I | تَسْتَمِعُ أنتَ you (masc.) | تَسْتَمِعِي أنتِ you (fem.) | يَسْتَمِعُ هو he | تَسْتَمِعُ هي she  
٢ تَسْتَمِعَا أَنْتُمَا you (dual) | يَسْتَمِعَانِ هُمَا they (masc. dual) | تَسْتَمِعَانِ هُمَا they (fem. dual)  
٣ نَسْتَمِعُ نحن we | تَسْتَمِعُوا أَنْتُمْ you (masc. pl.) | تَسْتَمِعْنَ أَنْتُنَّ you (fem. pl.) | يَسْتَمِعُونَ هُمْ they (masc.) | يَسْتَمِعْنَ هُنَّ they (fem.)

- 20.2 ١ الطَّعْسُ حَارٌّ فلنأكلُ آيس كريم.  
٢ الحديقة واسعة فلنلعبُ كرة القدم.  
٣ المنظر جميل فلنأخذُ صورة.  
٤ النهر هادئٌ فلنركبُ قارباً.  
٥ هذه السندويشات لذيذة فلنرجعُ هنا للغداء.  
٦ هذه الحقايب رخيصة فلندخلُ المحلَّ.  
٧ السينما قريبة فلنشاهدُ الفيلم الجديد.  
٨ لا أعرفُ الطريقَ إلى السينما فلنسألُ الشرطيَّ.

- 20.3 ١ لم نذهبْ إلى البحر الأحمر، ذهبنا إلى البحر المتوسط.  
٢ لم تذهبْ جدتُنا معنا، ذهبَتْ خالتُنا معنا.  
٣ لم يتسلَّقْ أبونا جبلاً، تسلَّقَ بُرجاً.  
٤ لم تنكسرْ آلة التصوير، انكسرتْ مظلة الشمس.  
٥ لم تُغادرْ بعد الغداء، غادرتنا بعد العشاء.  
٦ لم تتركبِ جَمَلاً، ركبتِ جِماراً.  
٧ لم أَلْعَبُ كرة القدم، لعبتُ الكرة الطائرة.  
٨ لم نَطْبُخْ سَمَكاً على الشاطئ، طبَّخنا نِجَاجاً.

- 20.4 ١ لم يخرُجَ المدير من المكتب.  
٢ لم تسكنْ سميرة في هذا الشارع.  
٣ لم يعرفوا سببَ هذا الاجتماع.  
٤ لم تُنظفوا الأرض جيداً.  
٥ لم تتعلَّمي من أخطائك.  
٦ لم أركبْ سيارة بهذه السرعة في حياتي.  
٧ لم نتحدَّثْ في هذا الموضوع أمام الأولاد.  
٨ لم تتذكَّري عيد ميلادي!  
٩ لم يضحكُ المشاهدون كثيراً.  
١٠ لم تُصلحْ هذه المائدة المكسورة.  
١١ لماذا لم تطبخن السمكة؟  
١٢ البنات لم يستمتعنَ بزيارة القصر القديم.  
١٣ أكلَ الرجال ولم يدفعوا الحساب.  
١٤ لم أشكرُ صديقي على الهدية.  
١٥ لم ينصرفوا لكنني لم أطلبُ الشرطة.  
١٦ وردة وأحمد لم يتحدَّثا معي في موضوع زواجهما.

- 20.5 ١ أَرَدْتُ أَنَا I | تَرُدُّ أَنْتَ (masc.) | تَرُدِّي أَنْتِ (fem.) | you | يَرُدُّ هُوَ he | تَرُدُّ هِيَ she  
 ٢ تَرُدُّا أَنْتُمَا (dual) | you | يَرُدُّا هُمَا (dual) | they (masc.) | تَرُدُّا هُمَا (dual) | they (fem.)  
 ٣ نَرُدُّ نَحْنُ we | تَرُدُّوْا أَنْتُمْ (masc. pl.) | you (masc. pl.) | تَرُدُّنَّ أَنْتُنَّ (fem. pl.) | you (fem. pl.)  
 يَرُدُّوْا هُمْ (masc.) | they (masc.) | يَرُدُّنَّ هُنَّ (fem.) | they (fem.)

- 20.6 ١ لماذا لم تَرُدِّ على الهاتف؟  
 ٢ لم يَرُدِّ الولد على أمه.  
 ٣ فَلَنَرُدِّ على الرُّسالة.  
 ٤ لماذا لم تَرُدِّي أمس؟  
 ٥ فَلَنَرُدِّ على الدَّعوة.  
 ٦ سَأَلْتُ البنات ولكنَّهُنَّ لم يَرُدُنَّ.  
 ٧ فَلَنَرُدِّ على الهاتف.  
 ٨ لم يَرُدُّوا لأنَّهُم كانوا في الحديقة.

- 20.7 ١ لم تَمُرَّ الطائِرة فوق أسبانيا.  
 ٢ لم تَبُتْ المحطَّة هذا الخَبَر أمس.  
 ٣ لم تُحِبَّ سميرة الفَلافل.  
 ٤ لَمْ نَعُدَّ الضُّيوف عند الباب.  
 ٥ لماذا لم تَقْضِي شَعْرَكَ؟  
 ٦ لم نُغَيِّرْ قائِمة الطَّعام.  
 ٧ لم يَضْمِنِي المُدْرَبُ للفريق.  
 ٨ لم يَسْتَحِقُّوا كُلَّ تِلْكَ المُشاكل.  
 ٩ أَبِي وَأُمِّي لم يُعِدَّا الحَقِيبَةَ للسَّفَر.  
 ١٠ لماذا لم تَرُدِّ؟

- 20.8 ١ أَطِرْتُ أَحْتَجُّ I | تَطِيرُ تَحْتَجُّ (masc.) | you | تَطِيرِي تَحْتاجِي (fem.) | you | تَطِرُ تَحْتَجُّ she  
 ٢ تَطِيرَا تَحْتاجَا (dual) | you | يَطِيرَا يَحْتاجَا (dual) | they (masc.) | تَطِيرَا تَحْتاجَا (dual) | they (fem.)  
 ٣ نَطِرُ نَحْتَجُّ we | تَطِيرُوا تَحْتاجُوا (masc. pl.) | you (masc. pl.) | تَطِرُنَّ تَحْتَجُنَّ (fem. pl.) | you (fem. pl.)  
 يَطِيرُوا يَحْتاجُوا (masc.) | they (masc.) | يَطِرُنَّ يَحْتَجُنَّ (fem.) | they (fem.)

- 20.9 ١ تَطِرُ ٢ فَلَنَنْتُمْ ٣ أَحْتَجُّ  
 ٤ فَلَنَرُدُّهُ ٥ نَرُدُّ ٦ يَسْتَطِعُ  
 ٧ فَلَنُضِيفُ ٨ أَصُمُّ ٩ يَقُومُنَّ  
 ١٠ يَعُودَا ١١ تَخْتَرُ ١٢ فَلَنْبِعُ  
 ١٣ نَقُولِي ١٤ تَسْتَرِيحُوا

- 20.10 ١ لم أَرَمِ الكتاب على الأرض.  
 ٢ لماذا لم تَمشِ إلى بيتي؟  
 ٣ لم يَجْرُوا إلى المدرسة.  
 ٤ نحن مُتَأَخَّرُونَ، فلنَجِرْ.  
 ٥ لم تَرَمِ سميرة الكرة.  
 ٦ لماذا لم ترمي الكرة؟  
 ٧ مَشَتْ البنات ولكنَّهُنَّ لم يَجْرِينَ.  
 ٨ فلنَرَمِ العصا للكلب.  
 ٩ ألم تَمشِيا إلى الحديقة؟  
 ١٠ لدينا وقت كثير، فلنَمشِ إلى المتحف.

- 20.11 ١ لماذا لم تُعْطِي التَذْكَرَةَ لِزُمْكَ؟  
 ٢ لم نَلَقَ سارة في الحديقة.  
 ٣ لم تَجِرِ نادية في سِبَاقِ الأُمَّهات.  
 ٤ لم تُعْطِنِي أحمد الكتاب.  
 ٥ لم نَدْعُ صَدِيقَنَا على العشاء.  
 ٦ لم يَمشُوا في الصَّحراءِ لِمدَّةٍ طويِلة.  
 ٧ لم يَشْكُ المُوظَّفُونَ من حَرارةِ المَكْتَبِ.  
 ٨ لم تَنْتَهِ سارة من كِتَابَةِ الرِّوَايةِ.  
 ٩ لم يَجِرِ الأَوْلادُ وَرَاءَ السَّيَّارةِ ولم يَرْمُوا الرُّهُورَ.  
 ١٠ إنَّ الصَّدِيقِينَ لم يَتَلَقَّيا في النادِي.  
 ١١ لم نَرْضَ عَنِ الخِدْمَةِ في المَطْعَمِ.  
 ١٢ لم تَرْتَدِّي الفُستَآنَ الجَدِيدَ في الحفْلِ.  
 ١٣ لم نَرُجْ مِنْكُمْ الإِمْتِناعَ مِنَ التَّدخينِ.  
 ١٤ لم يُعْطِنَا المُدِيرَ مِفْتَاحَ البابِ.

## 21 The imperative

21.1	٢ اقْرَأُوا!	٢ اْتُرْكِي!	١ اُنْظُر!
	٦ اَعْطِ!	٥ خُذِي!	٤ اِجْمَعْ!
	٩ اِجْلِسْ!	٨ اِبْتَسِمِي!	٧ اَخْرِجُوا!
	١٢ تَقَدَّمُوا!	١١ رَتِّبَا!	١٠ طِر!
	١٥ قَرِّزْ!	١٤ اِنْسِ!	١٣ ضَعْ!
	١٨ اسْتَمْعَا!	١٧ غَيِّر!	١٦ جِدُوا!
		٢٠ رَكِّزُوا!	١٩ اسْتَيْقِظِي!

- 21.2
1. Collect all the empty cola bottles.
  2. Put them in this box.
  3. Change the sheets.
  4. Tidy the bed.
  5. Look under the bed.
  6. Give me these empty pizza boxes.
  7. Remove this sock from the pizza box.
  8. Put it in the laundry basket.
  9. Open the window.
  10. Take these plates and glasses to the kitchen.
  11. Leave them next to the sink.
  12. Throw the remains of this old sandwich in the trash.
  13. Wake up!

21.3 يا نادية عُرفتك قَدْرَة! اِجْمَعِي زُجَاجَاتِ الْكُولَا الْفَارِغَةَ كُلَّهَا، وَضَعِيهَا فِي هَذَا الصَّنَدُوقِ. غَيِّرِي الْمَلَايَاتِ وَرَتِّبِي السَّرِيرِ. اُنْظُرِي تَحْتَ السَّرِيرِ! اَعْطِينِي عُلْبَ الْبِيْتَزَا الْفَارِغَةَ هَذِهِ! اَخْرِجِي هَذَا الْجُورْبَ مِنْ عُلْبَةِ الْبِيْتَزَا يَا نَادِيَةَ وَضَعِيهِ فِي سَلَّةِ الْغَسِيلِ! افْتَحِي الشَّبَاكَ. خُذِي هَذِهِ الْأَطْبَاقَ وَالْأَكْوَابَ إِلَى الْمَطْبَخِ وَأُتْرِكِيهَا بِجَوَارِ الْحَوْضِ. اِرْمِي بَقَايَا هَذَا السَّنْدُويْتَشِ الْقَدِيمِ فِي الرِّيَالَةِ. مَتَى سَتَتَعَلَّمِينَ يَا نَادِيَةَ! اسْتَيْقِظِي!

21.4	٣ لَا تَقْرَأُوا!	٢ لَا تَتْرُكِي!	١ لَا تَنْظُر!
	٦ لَا تُعْطِ!	٥ لَا تَأْخُذِي!	٤ لَا تَجْمَعْ!
	٩ لَا تَجْلِسْ!	٨ لَا تَبْتَسِمِي!	٧ لَا تُخْرِجُوا!
	١٢ لَا تَتَقَدَّمُوا!	١١ لَا تُرَتِّبَا!	١٠ لَا تَطِر!
	١٥ لَا تُقَرِّزْ!	١٤ لَا تَنْسِ!	١٣ لَا تَضَعْ!
	١٨ لَا تَسْتَمْعَا!	١٧ لَا تُغَيِّر!	١٦ لَا تَجِدُوا!
		٢٠ لَا تُرَكِّزُوا!	١٩ لَا تَسْتَيْقِظِي!

21.5 لَا تَيَأْسُوا يَا شَبَاب! وَلَا تَشْكُوا أَبَدًا فِي أَنْكُمُ الْفَرِيقِ الْأَفْضَلِ. لَا تَنْظُرُوا إِلَى النَّتِيجَةِ الْآنَ، وَلَا تَدْعُوا الْأَهْدَافَ السَّنَّةَ تُؤَثِّرُ عَلَى عَزِيمَتِكُمْ. فِي الشُّوْطِ الثَّانِي لَا تَتْرُكُوا "كَاكِي" وَ"مِشْمِش" يَلْمِسانِ الْكُرَةَ. يَا إِبْرَاهِيمَ، لَا تَدْعُ "مِيمُو" يَهْرِبُ مِنْكَ فِي وَسْطِ الْمَلْعَبِ. يَا أَحْمَدَ، رَكِّزْ عَلَى "فَرْفُور" حَتَّى لَا يَغِيبَ عَنْ عَيْنِكَ لِثَانِيَةَ وَاحِدَةٍ. لَا تَتَقَدَّمُوا كُلَّكُمْ مَعًا. لَا تَمْنَحُوهُمْ مَسَاحَاتَ خَالِيَةٍ فِي الْمَلْعَبِ. لَا تُعْطُوهُمْ الْوَقْتَ لِلتَّفَكِيرِ. لَا تَنْسُوا تَعْلِيمَاتِي، وَأَكِيدُ لَنْ يَسْتَطِيعُوا أَنْ يُسَجِّلُوا سَنَةً أَهْدَافَ أُخْرَى فِي الشُّوْطِ الثَّانِي.

21.6	٣ لَا تَتَقَدَّمُوا كُلَّكُمْ مَعًا	٢ رَكِّزْ عَلَى "فَرْفُور"	١ لَا تَنْسُوا تَعْلِيمَاتِي
	٦ لَا تَدْعُ "مِيمُو" يَهْرِبُ مِنْكَ	٥ لَا تَنْظُرُوا إِلَى النَّتِيجَةِ الْآنَ	٤ لَا تَيَأْسُوا يَا شَبَاب!
	٩ لَا تَتْرُكُوا "كَاكِي" وَ"مِشْمِش" يَلْمِسانِ الْكُرَةَ	٨ لَا تُعْطُوهُمْ الْوَقْتَ لِلتَّفَكِيرِ	٧ لَا تَشْكُوا أَبَدًا فِي أَنْكُمُ الْفَرِيقِ الْأَفْضَلِ

١٠ لَا تَدْعُوا الْأَهْدَافَ السَّنَّةَ تُؤَثِّرُ عَلَى عَزِيمَتِكُمْ

## 22 The verbal noun

- 22.1
- |  |   |
|--|---|
| ٢ جَلَسَ/يَجْلِسُ "sitting" from the verb              | ١ رَقَصَ/يَرْقُصُ "dancing" from the verb       |
| ٤ رَجَعَ/يَرْجِعُ "return(ing)" from the verb          | ٣ كَتَبَ/يَكْتُبُ "writing" from the verb       |
| ٦ رَكَبَ/يَرْكَبُ "riding" from the verb               | ٥ نَظَرَ/يَنْظُرُ "looking" from the verb       |
| ٨ زَرَعَ/يَزْرَعُ "planting/agriculture" from the verb | ٧ فَهَمَ/يَفْهَمُ "understanding" from the verb |
| ١٠ قَالَ/يَقُولُ "saying" from the verb                | ٩ خَرَجَ/يَخْرُجُ "exiting" from the verb       |
| ١٢ مَرَّ/يَمُرُّ "passing" from the verb               | ١١ فَتَحَ/يَفْتَحُ "opening" from the verb      |
| ١٤ رَدَّ/يُرَدُّ "reply(ing)" from the verb            | ١٣ أَكَلَ/يَأْكُلُ "eating" from the verb       |
| ١٦ قَرَأَ/يَقْرَأُ "reading" from the verb             | ١٥ وَصَفَ/يَصِفُ "description" from the verb    |
| ١٨ كَانَ/يَكُونُ "being/existence" from the verb       | ١٧ صَاحَ/يَصِيحُ "shouting" from the verb       |
| ٢٠ نَامَ/يَنَامُ "sleep(ing)" from the verb            | ١٩ نَسِيَ/يَنْسَى "forgetting" from the verb    |

- 22.2
- |                                   |                            |
|-----------------------------------|----------------------------|
| ٢ تَنْظِيفٌ cleaning              | ١ اسْتِيقْبَالٌ reception  |
| ٤ مُسَاعَدَةٌ help(ing)           | ٣ تَحَدُّثٌ speaking       |
| ٦ اِنْسِحَابٌ withdrawal          | ٥ تَسَلُّقٌ climbing       |
| ٨ اِحْتِفَالٌ celebration         | ٧ اِصْلَاحٌ reform(ing)    |
| ١٠ تَدْخِينٌ smoking              | ٩ اسْتِعْلَامٌ inquiring   |
| ١٢ اِرْسَالٌ sending              | ١١ اِبْتِسَامٌ smiling     |
| ١٤ تَكَاسُلٌ being lazy           | ١٣ مُشَاهَدَةٌ viewing     |
| ١٦ تَصَرُّفٌ behaving/behavior    | ١٥ اِحْتِرَامٌ respect     |
| ١٨ تَرْتِيبٌ organization/tidying | ١٧ مُرَاجَعَةٌ review(ing) |
| ٢٠ اسْتِخْرَاجٌ extraction        | ١٩ تَعْدِيلٌ adjustment    |

- 22.3
- |                                      |   |
|--------------------------------------|---|
| ٢ ممنوع الكتابة على المكاتب          | ١ ممنوع التدخين في الحديقة                  |
| ٤ ممنوع الخروج من المدرسة            | ٣ ممنوع التحدث مع سائق الباص                |
| ٦ ممنوع السباحة في النهر             | ٥ ممنوع تسلق السور                          |
| ٨ ممنوع استخدام الكمبيوتر قبل الغداء | ٧ ممنوع مشاهدة التلفزيون بعد الساعة التاسعة |
| ١٠ ممنوع التصرف دون احترام           | ٩ ممنوع الصياح في الممر                     |

- 22.4
- |   |  |
|---|--|
| ٢ أريد كتابة رواية.                           | ١ يحبُّ أبي مشاهدة كرة السلة.            |
| ٤ يأملون زيارة أوروبا.                        | ٣ يودُّ الولد تسلق الشجرة.               |
| ٦ رجونا منهنَّ الجلوس على الأرض.              | ٥ هل تحبُّ القراءة؟                      |
| ٨ طلبت مني أمي احترام المدرسين.               | ٧ طلبت منكم ترك الحقائق عند الباب.       |
| ١٠ يأملون تغيير قائمة الطعام قبل بداية الصيف. | ٩ هل تستطيعين استقبال خالتك في المطار؟   |
| ١٢ يودُّ حضور الاجتماع يوم الخميس.            | ١١ أرادت نادية زيارة صديقتها يوم الجمعة. |
| ١٤ يتمنى أحمد استخدام الكمبيوتر.              | ١٣ نرجو منكم الاستماع إلى الراديو.       |
|   | ١٥ حاولوا حل مشاكلهم.                    |

- 22.5
- |     |     |     |
|-----|-----|-----|
| f ٣ | b ٢ | d ١ |
| h ٦ | a ٥ | g ٤ |
|     | c ٨ | e ٧ |

## 23 Unusual verbs

- 23.1 ١ رَوَيْتُ القِصَّةَ للأطفال. ٢ نَنُوِي أَن نَذْهَبَ إِلَى السُّوقِ غَدًا. ٣ رَوَيْتُ لَنَا المَدْرَسَةَ قِصَّةَ عَلِي بَابَا. ٤ هَل تَنُوِي أَن تَطْبُخَ هَذَا السَّمَكِ؟ ٥ لَمْ نَرَوْ لَهَا تَفَاصِيلَ قِصَّتِنَا. ٦ سَنَرُوِي لَكُم القِصَّةَ كُلَّهَا. ٧ لَا تَنُوِي نَادِيَةً أَن تَحْتَفِلَ بِعِيدِ مِيلَادِهَا. ٨ لَمْ أَنُوِي السَّفَرَ هَذَا الصَّبَاحِ. ٩ هَل سَنَرُوِيْنَ كُلَّ شَيْءٍ لِأَمَّكَ؟ ١٠ لَا نَنُوِي أَن نَرُوِي التَّفَاصِيلَ هُنَا.
- 23.2 ١ جَاءَ ٢ يَجِيءُ ٣ جِئْتُ ٤ جِئْتُ ٥ جِئْنَا ٦ يَجِيءُ ٧ سَيَجِيئُونَ ٨ جِئْنَا ٩ تَجِيءُ ١٠ أَجِيءُ ١١ سَتَجِيئُونَ ١٢ جَاءَتْ
- 23.3 ١ آتِي ٢ آتَى ٣ يَأْتِي ٤ سَنَأْتِي ٥ أَنْتَ ٦ يَأْتُونَ ٧ أَتِيئُنَّ ٨ تَأَتْ، سَأْتِي ٩ سَتَأْتِي ١٠ نَأَتْ ١١ أَتِيئُمَا
- 23.4 ١ رَأَيْتُ المَلِكَ. ٢ نَرَى حِصَانًا فِي الصُّورَةِ. ٣ أَوَدَّ أَن أَرَى أُمَّي. ٤ أَيْنَ رَأَيْتُنَّ المَلِكَةَ؟ ٥ رَأَيْتُهَا فِي الشُّرْفَةِ مَعَ المَلِكِ. ٦ تَرَى أُمَّ أَحْمَدَ أَنَّهُ عَنِيدٌ. ٧ أَنَا لَا أَرَى أَنَّهُ عَنِيدٌ. ٨ رَأَوْا مَرَكَبًا عَلَى النُّهْرِ. ٩ أَخِي وَأَخْتِي هُنَاكَ وَهُمَا يَرِيَانِ المَرَكَبَ أَيضًا. ١٠ يَرَى بَعْضُ النَّاسِ أَن المِشْمِشَ مُفِيدٌ لِلصِّحَّةِ.
- 23.5 1. She saw the prime minister and his wife. 2. She saw the famous actress "Carmella Kareem." 3. She saw the famous football player "Farfour." 4. She saw the prince in the golden carriage. 5. She saw the bride and her beautiful dress. 6. She saw the king and queen in the royal carriage. 7. She saw the white horses. 8. She saw the royal family on the balcony of the palace.
- 23.6 ١ أَرَى رَئِيسَ الوُزَرَاءِ وَزَوْجَتَهُ. ٢ أَرَى المُمَثِّلَةَ المَشْهُورَةَ "كَرَامَلَّةَ كَرِيمٍ". ٣ أَرَى لِأَعْبِ الكُرَّةِ المَشْهُورِ "فَرْفُورٍ". ٤ أَرَى الأَمِيرَ فِي المَرَكَبَةِ الذَّهَبِيَّةِ. ٥ أَرَى العُرُوسَ وَفُسْتَانَهَا الجَمِيلِ. ٦ أَرَى المَلِكَ وَالمَلِكَةَ فِي المَرَكَبَةِ المَلَكِيَّةِ. ٧ أَرَى الخِيُولَ البَيْضَاءِ. ٨ أَرَى العَائِلَةَ المَلَكِيَّةَ فِي شُرْفَةِ القَصْرِ.
- 23.7 ١ رَأَى شَكْرِي رَئِيسَ الوُزَرَاءِ وَلَكِنَّهُ لَمْ يَرَ زَوْجَتَهُ. ٢ رَأَتْ سَارَةَ الأَمِيرِ وَلَكِنَّهَا لَمْ تَرَ العُرُوسَ. ٣ رَأَتْ زَوْجَةَ شَكْرِي المَرَكَبَةَ الذَّهَبِيَّةَ وَلَكِنَّهَا لَمْ تَرَ الخِيُولَ البَيْضَاءِ. ٤ رَأَى أَطْفَالَ سَارَةَ (أَطْفَالَ سَارَةَ رَأَوْا) المُمَثِّلَةَ المَشْهُورَةَ وَلَكِنَّهُمْ لَمْ يَرَوْا لِأَعْبِ الكُرَّةِ المَشْهُورِ. ٥ رَأَى خَالِدٌ وَسَمِيرَةٌ (خَالِدٌ وَسَمِيرَةٌ رَأَيَا) وَصُولَ الضُّيُوفِ وَلَكِنَّهُمَا لَمْ يَرِيَا العَائِلَةَ المَلَكِيَّةَ فِي الشُّرْفَةِ.
- 23.8

- 23.9 ١ لَسْنَا فِي مِصر. ٢ لَيْسَ شُكْرِي فِي المَكْتَبَةِ.  
 ٣ لَيْسَتْ سَمِيرَةَ فِي بَيْتِهَا. ٤ لَسْتُ أَمَامَ البَنْكِ.  
 ٥ لَسْتُ مَشغُولَةٌ الآنَ. ٦ لَيْسُوا مَعَ المُدْرِسِ.  
 ٧ لَيْسُوا مهندسين فِي العِراقِ. ٨ لَيْسَتْ البُحِيرَةُ هادئةً.  
 ٩ لَسْتُ المَدِيرِ. ١٠ لَيْسَ البَابُ مَفْتُوحاً.  
 ١١ لَيْسَتْ السِيَّاراتُ فِي الشَّارِعِ. ١٢ لَسْتُمُ مُتَأَخَّرِينَ.  
 ١٣ أَلَسْتُنَّ فِي المَدْرَسَةِ؟
- 23.10 ١ لَسْتُ فِي الحَدِيقَةِ. ٢ لَيْسَتْ نَادِيَةٌ فِي أَمْرِيكَ.  
 ٣ لَيْسَ شُكْرِي عَنيداً. ٤ لَيْسَتْ أُخْتِي طَوِيلَةً.  
 ٥ لَيْسَتْ السِيَّارَةُ أَمَامَ البَيْتِ. ٦ أَلَيْسَ ابْنُكَ طَبَّاحاً؟  
 ٧ لَسْنَا مَدْرَسِينَ. ٨ أَلَسْتُ فِي المَدْرَسَةِ؟  
 ٩ لَيْسَ هَذَا القَمِيصُ نَظيفاً. ١٠ أَلَيْسَتْ الكُتُبُ فِي الحَقِيبَةِ؟
- 23.11 ١ هُنَاكَ مَلْعَبُ كُرَةِ القَدَمِ وَلَكِنْ لَيْسَ هُنَاكَ مَلْعَبُ جُولْفِ.  
 ٢ هُنَاكَ جِمْنَازِيومٌ وَلَكِنْ لَيْسَ هُنَاكَ حَمَّامٌ سِبَاحَةٍ.  
 ٣ هُنَاكَ كَافَتِيرِيَا وَلَكِنْ لَيْسَ هُنَاكَ مَطْعَمٌ.  
 ٤ هُنَاكَ حَدِيقَةٌ وَلَكِنْ لَيْسَ هُنَاكَ مَقَاعِدٌ.  
 ٥ هُنَاكَ مَلْعَبُ أَطْفَالٍ وَلَكِنْ لَيْسَ هُنَاكَ مُنْزَلٌ.  
 ٦ هُنَاكَ إِسْطَبَلَاتٌ رُكُوبُ الخَيْلِ وَلَكِنْ لَيْسَ هُنَاكَ مِضْمَانٌ.
- 23.12 ١ لا، لَيْسَ عِنْدَنَا كِلَابٌ الآنَ. ٢ لا، لَيْسَ لَدِينَا دَرَّاجَاتٌ الآنَ.  
 ٣ لا، لَيْسَ عِنْدِي أَلْمُ فِي رِجْلِي الآنَ. ٤ لا، لَيْسَ عِنْدَ البَقَّالِ تِينٌ طَازِجٌ الآنَ.  
 ٥ لا، لَيْسَ لَدِينَا سِيَّارَةٌ سَرِيعَةٌ الآنَ. ٦ لا، لَيْسَ لَدِينَا بَيْتٌ فِي البَحْرِ الأَحْمَرِ الآنَ.  
 ٧ لا، لَيْسَ لَدِينَا شَجَرَةٌ طَوِيلَةٌ فِي الحَدِيقَةِ الآنَ. ٨ لا، لَيْسَ مَعِيَ صُورَةُ العائِلَةِ اليَوْمِ.
- 23.13 ١ تَمَتَّمْتُ I muttered ٢ زَلَزَلْتُ it/she shook  
 ٣ نَحَرَجْتُ you (masc.) rolled ٤ تَرْتَرْتُمْ you (masc. pl.) chattered  
 ٥ نَدَدْنَا we hummed ٦ غَرَّغَرُوا they (masc.) gargled  
 ٧ زَخَرَفَ it/he adorned ٨ طَقَطَقَتْ it (fem.) crackled
- 23.14 ١ تَتَرَجِّمُونَ you (masc. pl.) translate, are translating ٢ نُتَرْتَرُ we chatter, are chattering  
 ٣ تَطَقَطِقُ it (fem.) crackles, is crackling ٤ تُزَخَرِفِينَ you (fem.) decorate, are decorating  
 ٥ يُغَرَّغَرْنَ they (fem.) gargle, are gargling ٦ يُدْنَدِنُونَ we hum, are humming  
 ٧ يُزَلِّزُ it/he shakes, is shaking ٨ تُتَمَتِّمُ you mutter, are muttering
- 23.15 ١ تُتَرْتَرِينَ ٢ نُغَرَّغِرُ ٣ نَحَرَجْتُ  
 ٤ يُزَلِّزُ ٥ تَمَتَّمْتُ ٦ يُطَقَطِقُ  
 ٧ تَرَجَّمُوا ٨ تَزَخَرِفُونَ
- 23.16 ١ تَرَجَّمُوا ٢ سَتُزَخَرِفُنَّ ٣ تَمَتَّمْتُ  
 ٤ نُغَرَّغِرُ ٥ نُتَرْتَرِينَ ٦ يُطَقَطِقُ  
 ٧ يُزَلِّزُ ٨ نَحَرَجْتُ
- 23.17 ١ يُحِبُّ خَالِدٌ أَنْ يَتَفَلَّسَ فِي الطَّبِيعَةِ البَشَرِيَّةِ. ٢ تُحِبُّ سَامِيَةُ أَنْ تَتَفَلَّسَ فِي التَّارِيخِ.  
 ٣ يُحِبُّ أَصْدِقَاءُ خَالِدٍ أَنْ يَتَفَلَّسُوا فِي نَظَرِيَّةِ التَّنَطُّورِ. ٤ تُحِبُّ صَدِيقَاتُ سَامِيَةَ أَنْ تَتَفَلَّسْنَ فِي الأَدَبِ.  
 ٥ يُحِبُّ مَحْمُودٌ وَنَادِرٌ أَنْ يَتَفَلَّسَا فِي عِلْمِ الوَرَاثَةِ. ٦ تُحِبُّ أَمِيرَةُ وَسَمِيرَةُ أَنْ تَتَفَلَّسَا فِي الأَخْلَاقِيَّاتِ.

## 24 Compound tenses and conditional sentences

- 24.1
- ١ كُنْتُ (قَدْ) وَجَدْتُ الْقَلَمَ. You (masc.) had (already) found the pen.
  - ٢ كَانَتْ (قَدْ) فَعَلْتَهُ. She had (already) done it.
  - ٣ كُنَّا (قَدْ) اشْتَرَيْنَا مَلَابِسَ. We had (already) bought clothes.
  - ٤ كَانُوا (قَدْ) غَادَرُوا الْبَيْتَ. They (masc.) had (already) left the house.
  - ٥ كَانَ (قَدْ) مَشَى إِلَى الْمَحْطَةِ. He had (already) walked to the station.
  - ٦ كَانَتْ (قَدْ) صَلَحَتِ الْكُرْسِيُّ الْمَكْسُورَ. She had (already) repaired the broken chair.
  - ٧ كُنَّ (قَدْ) ذَهَبْنَ إِلَى النَّادِي. They (fem.) had (already) gone to the club.
  - ٨ كُنَّا (قَدْ) شَرَبْنَا الْعَصِيرَ. We had (already) drunk the juice.
  - ٩ كَانَتْ (قَدْ) اسْتَيْقَظَتْ. She had (already) woken up.
  - ١٠ كَانُوا (قَدْ) أَكَلُوا الْكَعْكَ. They had (already) eaten the cookies.
  - ١١ كُنْتُمْ (قَدْ) بَعْتُمُ السَّيَّارَةَ. You (masc. pl.) had (already) sold the car.
  - ١٢ كُنْتُ (قَدْ) اسْتخدمْتُ الْكُمبِيُوتَرِ. I had (already) used the computer.
  - ١٣ كُنْتِ (قَدْ) رَدَدْتِ عَلَى الْهَاتِفِ. You (fem.) had (already) answered the telephone.
  - ١٤ كُنَّا (قَدْ) رَأَيْنَا الْمَلِكَ. We had (already) seen the king.
  - ١٥ كَانَا (قَدْ) رَتَّبْنَا غُرْفَتَهُمَا. They (masc. dual) had (already) tidied their room.

- 24.2
- ١ كُنْتُ (قَدْ) خَرَجْتُ
  - ٢ كَانَتْ (قَدْ) نَفَذْتُ
  - ٣ كَانَ (قَدْ) غَادَرَهَا
  - ٤ كَانُوا (قَدْ) دَفَعُوا
  - ٥ كُنْتُ (قَدْ) طَبَخْتِهِ
  - ٦ كُنْتُ (قَدْ) فَتَحْتَهُ
  - ٧ كَانَا (قَدْ) عَادَا
  - ٨ كَانَتْ (قَدْ) تَعَشَّتْ

- 24.3
- ١ لا، كُنْتُ أَعْمَلُ كَنَجَّارَ وَلَكِنِ الْآنَ أَعْمَلُ كَمُهَنْدِسٍ.
  - ٢ لا، كَانَتْ تَعْمَلُ كَمُدْرَسَةٍ وَلَكِنِ الْآنَ تَعْمَلُ كَمُفْتَشَةٍ.
  - ٣ لا، كَانَ يَدْرُسُ فِي بَيْرُوتَ وَلَكِنِ الْآنَ يَدْرُسُ فِي بَارِيسَ.
  - ٤ لا، كَانَتْ تُقِيمُ فِي الْكُوَيْتِ وَلَكِنِ الْآنَ تُقِيمُ فِي عُمَانَ.
  - ٥ لا، كُنَّا نُسَافِرُ إِلَى أَمْرِيكَ كُلِّ صَيْفٍ وَلَكِنِ الْآنَ نُسَافِرُ إِلَى فَرَنْسَا.
  - ٦ لا، كَانَ يَكْتُبُ مَقَالَاتٍ لِجَرِيدَةِ "الْأَهْرَامِ" وَلَكِنِ الْآنَ يَكْتُبُ مَقَالَاتٍ لِجَرِيدَةِ "الدُّسْتُورِ".

- 24.4
- ١ كَانَتْ زَيْنَةُ تَلْعَبُ كُرَةَ الْقَدَمِ يَوْمَ السَّبْتِ.
  - ٢ كُنْتُ أَقِيمُ فِي دِمَشْقَ.
  - ٣ كَانَ عَمِّي يَرْكَبُ الْخَيْلَ.
  - ٤ كُنَّا نَسْمَعُ قِصَصًا غَرِيبًا عَنْ هَذَا الْبَيْتِ.
  - ٥ كَانَ الْأَوْلَادُ يَصِلُونَ إِلَى الْمَدْرَسَةِ السَّاعَةَ الثَّامِنَةَ.
  - ٦ كُنْتُ تَنْسَى عِيدَ مِيلَادِي.
  - ٧ كَانُوا يَظُنُّونَ أَنَّ هُنَاكَ أَمَلٌ.
  - ٨ هَلْ كُنْتُمْ تَسْتَمِعُونَ إِلَى الْمَوْسِيقَى قَبْلَ النَّوْمِ؟
  - ٩ هَلْ كُنْتِ تَنْظِفِينَ الْأَرْضَ؟
  - ١٠ كَانَ الْأَصْدِقَاءُ يَتَلَقَّوْنَ فِي النَّادِي.
  - ١١ كَانَ الصَّيَّادُ يَذْهَبُ إِلَى النَّهْرِ فِي الْفَجْرِ.
  - ١٢ كُنَّا نَتَحَدَّثُ عَنْ تَحْسِينِ الْإِنْتَاكِ.
  - ١٣ كَانَتْ الْبَنَاتُ يَبْتَسِمُنَّ كَثِيرًا.
  - ١٤ كَانَ أَبِي وَأَخِي يَطْبُخَانِ الْغَدَاءَ كُلَّ يَوْمٍ.

- 24.5
- ١ إِذَا/إِنْ ذَهَبْتُ إِلَى الْحَفْلَةِ فَسَأَلْبِسُ فُسْتَانِي الْجَدِيدَ.
  - ٢ إِذَا/إِنْ أَخَذْتُ هَذَا الطَّرِيقَ فَسَتَصِلُ إِلَى الْمَطَارِ.
  - ٣ إِذَا/إِنْ أَعْطَيْتُكُمْ الدُّوَلَارَاتِ كُلَّهَا فَسَتُنْفِقُونَهَا فِي أَسْبُوعٍ.
  - ٤ إِذَا/إِنْ اشْتَرَيْنَا سَمَكَةً فَسَنَشْوِيهَا عَلَى الْفَحْمِ.
  - ٥ إِذَا/إِنْ جَاءَنِي الْعَقْدُ فَسَأُوقِعُهُ الْيَوْمَ.
  - ٦ إِذَا/إِنْ قَرَأْتُ أَبِي مُدَوَّنَتِي فَسَيَأْخُذُ الْكُمبِيُوتَرِ مِنِّي.



- 24.6 ٢ إذا شَعَرْتَ بالجوع... ١ إن أَخْتُكَ اسْتَيْقَظَتْ...  
 ٤ إن اتَّصَلْتَ جَدَّتَكَ بالهاتف... ٣ إذا أَرَدْتَ أَنْ تَجْلِسَ في الحديقة...  
 ٦ إذا وَجَدْتَ مفاتيحي... ٥ إذا رَأَيْتَ البُستاني...  
 ٨ إن أَرَدْتَ أَنْ تَسْتَمِعَ إلى الموسيقى... ٧ إذا رَنَّ الجَرَسُ...

- 24.7 ٢ لو كَانَ إبراهيمَ وَجَدَ المفاتيحَ لَوَضَعَهَا على المائدة. ١ لو كَانَ أَبِي جاءَ لَنَلْعَبَ التنس.  
 ٤ لو كُنْتُ غَنِيًّا لَأَشْتَرَيْتُ يَخْتًا كبيرًا. ٣ لو كَانَتْ سَمِيرَةَ وَصَلَتْ قَبْلِي لَحَجَزْتُ لي مِقْعَدًا.  
 ٦ لو كَانُوا عَرَفُوا لَشَاهَدُوا الأخبار. ٥ لو كُنْتُ سَمِعْتُ الجَرَسَ لَفَتَحْتُ الباب.

## 25 The passive

- 25.1 ٢ وُلِدَ جَدِّي في حَيْفَا عام ١٩٢٨. ١ وُلِدَتْ أُمِّي في بَارِيس عام ١٩٥٤.  
 ٤ وُلِدَ أَخِي في بَيْرُوت عام ١٩٧٦. ٣ وُلِدَتْ جَدَّتِي في القُدْس عام ١٩٣١.  
 ٦ وُلِدْتُ في عَمَّان عام ١٩٨٠. ٥ وُلِدَتْ أُخْتِي في الكُويت عام ١٩٧٨.  
 ٨ وُلِدَ ابْنِي في عَمَّان عام ٢٠٠٧. ٧ وُلِدَتْ زَوْجَتِي في إرِبْد عام ١٩٨٢.  
 ١٠ وُلِدَ التَّوَامُ (التَّوَامُ وُلِدَا) في أَمْرِيكا عام ٢٠١٢. ٩ وُلِدَتْ ابْنَتِي في جَرَش عام ٢٠٠٩.

- 25.2 ٢ بِيَعَتِ السَّيَّارَةُ. ١ وَجِدَ الكِتَابَ.  
 ٤ سُرِقَتْ سَاعَتِي. ٣ كُتِبَ اسْمِي.  
 ٦ أُضِيفَ البَصَلُ لِلْحَمِّ. ٥ فُتِحَ الشُّبَّاكُ.  
 ٨ حُجِرَتِ الصَّالَةُ لِلْحَفْلِ. ٧ شَرِبَ عَصِيرَ البَرْتِقَالِ.  
 ١٠ تُرِكَتِ المفَاتِيحُ على المَائِدَةِ. ٩ قِيلَ إِنَّهُمْ لُصُوصُ.  
 ١٢ وَرِثَتْ المَرْزَعَةَ عن الجَدِّ. ١١ حُمِّلَ الفِيلِمُ من الإنترنت.  
 ١٤ أُسْتُخْدِمَ زَيْتُ الزَيْتُونِ في هَذَا الطَّبَقِ. ١٣ رُسِمَتِ صُورَةٌ جَمِيلَةٌ للمُدْرَسَةِ.  
 ١٥ أُسْتُخْرِجَتِ النُّوَاةُ من المِشْمِشِ.

- 25.3 ٢ تُنْظَفُ الأَرْضُ كُلَّ يَوْمٍ. ١ يُقَطَفُ التُّفَّاحُ في أُكْتُوبَرِ.  
 ٤ تُبَاعُ المَلَابِسُ في أَمْرِيكا. ٣ يُضَافُ السُّكَّرُ إلى العَصِيرِ.  
 ٦ كُلَّ يَوْمٍ يُتْرَكُونَ في الحَدِيقَةِ لِمُدَّةِ سَاعَةٍ. ٥ تُنْقَلُ الصَّنَادِيقُ إلى المَصْنَعِ.  
 ٨ تُعَبَأُ الكُتُبُ في صَنَادِيقِ. ٧ يُقَالُ إنَّ الأَمِيرَةَ جَمِيلَةٌ.  
 ١٠ تُسْرَقُ لُعْبٌ من السُّوقِ كُلَّ يَوْمٍ. ٩ يُسْتُخْدَمُ زَيْتُ زَيْتُونٍ دَائِمًا في هَذَا المَطْعَمِ.

- 25.4 ٢ تَوْجَدُ كُتُبًا على الكُرْسِيِّ. ١ يَوْجَدُ كُرْسِيٌّ في الحَدِيقَةِ.  
 ٤ يَوْجَدُ جَامِعٌ بجانِبِ النَّهْرِ. ٢ تَوْجَدُ مَحَطَّةٌ أُتُوبِيسُ في وَسَطِ المَدِينَةِ.  
 ٦ تَوْجَدُ سَيَّارَةٌ لِلْبَيْعِ. ٥ تَوْجَدُ مَحَلَّاتٌ كَثِيرَةٌ قَرِيبَةً من بَيْتِنَا.  
 ٨ تَوْجَدُ مَشَاكِلٌ كَثِيرَةٌ بِهَذَا المَشْرُوعِ. ٧ تَوْجَدُ مَلَابِسٌ في الدُّرْجِ.  
 ١٠ تَوْجَدُ الزُّهُورُ على كُلِّ مَائِدَةٍ. ٩ يَوْجَدُ لُصُوصٌ وراءَ السُّورِ.

- 25.5 ٢ تُنْظَفُ، تُفْصَلُ، تُقَطَعُ ١ تُقَطَفُ، تُعَبَأُ، تُنْقَلُ  
 ٤ يُعَبَأُ، يُرْصُ ٣ يُضَافُ، يَوْضَعُ، يُتْرَكُ  
 ٥ تُغْلَقُ، تُحْمَلُ، تُنْقَلُ، لِتُوزَعَ

## 26 Review

26.1

SINGULAR

I	خَرَجْتُ/أَخْرَجُ	عَدَدْتُ/أَعِدُّ	رَزْتُ/أَزور	جَرَيْتُ/أَجْرِي
you (masc.)	خَرَجْتَ/تَخْرُجُ	عَدَدْتَ/تَعُدُّ	رَزْتَ/تَزور	جَرَيْتَ/تَجْرِي
you (fem.)	خَرَجْتِ/تَخْرُجِينَ	عَدَدْتِ/تَعُدِّينَ	رَزْتِ/تَزورِينَ	جَرَيْتِ/تَجْرِينَ
he/it (masc.)	خَرَجَ/يَخْرُجُ	عَدَّ/يَعُدُّ	زارَ/يَزور	جَرَى/يَجْرِي
she/it (fem.)	خَرَجَتْ/تَخْرُجُ	عَدَّتْ/تَعُدُّ	زارَتْ/تَزور	جَرَتْ/تَجْرِي

PLURAL

we	خَرَجْنَا/نَخْرُجُ	عَدَدْنَا/نَعُدُّ	رَزْنَا/نَزور	جَرَيْنَا/نَجْرِي
you (masc. pl.)	خَرَجْتُمْ/تَخْرُجُونَ	عَدَدْتُمْ/تَعُدُّونَ	رَزْتُمْ/تَزورُونَ	جَرَيْتُمْ/تَجْرُونَ
you (fem. pl.)	خَرَجْتُنَّ/تَخْرُجْنَ	عَدَدْتُنَّ/تَعُدُّنَّ	رَزْتُنَّ/تَزورْنَ	جَرَيْتُنَّ/تَجْرِينَ
they (masc. pl.)	خَرَجُوا/يَخْرُجُونَ	عَدَّوْا/يَعُدُّونَ	زاروا/يَزورونَ	جَرَوْا/يَجْرُونَ
they (fem.)	خَرَجْنَ/يَخْرُجْنَ	عَدَدْنَ/يَعُدُّنَّ	رَزْنَ/يَزورْنَ	جَرَيْنَ/يَجْرِينَ

DUAL

you (dual)	خَرَجْتُمَا/تَخْرُجَانِ	عَدَدْتُمَا/تَعُدَّانِ	رَزْتُمَا/تَزورانِ	جَرَيْتُمَا/تَجْرِيَانِ
they (masc. dual)	خَرَجَا/يَخْرُجَانِ	عَدَّا/يَعُدَّانِ	زارا/يَزورانِ	جَرِيَا/يَجْرِيَانِ
they (fem. dual)	خَرَجْتَا/تَخْرُجَانِ	عَدَّتَا/تَعُدَّانِ	زارتا/تَزورانِ	جَرِتَا/تَجْرِيَانِ

- 26.2
- ١ يوم السبت مساءً ستذهب إلى السينما مع نادية.
  - ٢ يوم الأحد صباحاً ستأخذ الساعة المكسورة إلى المحلّ.
  - ٣ يوم الأحد مساءً ستكتب خطاباً لجدتها.
  - ٤ يوم الاثنين صباحاً ستغسل الملابس.
  - ٥ يوم الاثنين مساءً ستحضر اجتماعاً في المدرسة.
  - ٦ يوم الثلاثاء صباحاً ستردّ على الرسالة الإلكترونية من البنك.
  - ٧ يوم الثلاثاء مساءً ستلعب التنس في النادي.
  - ٨ يوم الأربعاء صباحاً ستذهب إلى السوق.
  - ٩ يوم الأربعاء مساءً ستطبخ العشاء لأمها.
  - ١٠ يوم الخميس صباحاً ستغسل السيارة.
  - ١١ يوم الخميس مساءً ستقرأ كتاباً.
  - ١٢ يوم الجمعة صباحاً ستجري ثلاثة أميال.
  - ١٣ يوم الخميس مساءً ستأكل في المطعم الجديد.

- 26.3
- ١ نعم، طبخته.
  - ٢ نعم، فتحتّه.
  - ٣ نعم، حجرتها.
  - ٤ نعم، وضعتها في الجراج.
  - ٥ نعم، أخذتهم إلى الحديقة.
  - ٦ نعم، قرأتها.
  - ٧ نعم، رزته.
  - ٨ نعم، وجدتها.

- 26.4
- ١ تتحسن
  - ٢ سابقاً
  - ٣ تتذكّرين
  - ٤ استمتعت
  - ٥ سنستقبل
  - ٦ يتقاتلون
  - ٧ سيعلن
  - ٨ كسر
  - ٩ ابتسموا
  - ١٠ يستخدمون
  - ١١ درسوا
  - ١٢ يسافران
  - ١٣ تنظفان
  - ١٤ تنقسم

- 26.5
- ١ لن أكتب خطاباً للوزير.
  - ٢ لم نحتفل بعيد ميلاد زوجي.
  - ٣ لن يبيعوا السيارة في العام القادم.
  - ٤ لم أركب جَمَلاً في مصر.
  - ٥ لن نتحدث في هذا الموضوع أمام الأولاد.
  - ٦ لم يجدوا الخاتم في السيارة.
  - ٧ لن نحدث في هذا الموضوع أمام الأولاد.
  - ٨ لم ترتد الفستان الجديد.
  - ٩ لماذا لم تطبخن السمكة؟
  - ١٠ لم ترتد الأسعار هذا العام.
  - ١١ لن يسبب لك مشاكل.
  - ١٢ لماذا لم تقص شعرك؟
  - ١٣ لن تجري سميعة في سباق الأمهات.
  - ١٤ لم تستطع نادية أن تستقبل خالتها في المطار.
  - ١٥ لماذا لم تردوا على الهاتف؟
  - ١٦ لن يعد المدير العقد قبل الساعة الخامسة.

- 26.6
- ١ جميلة، ضعي حقيبتك هناك.
  - ٢ بكر، افتح الشباك.
  - ٣ وردة، اغسلي هذا الطبق.
  - ٤ أنور، أرسم صورة بيت.
  - ٥ منى وفريدة ونبيلة، أخرجن هذه الملابس من الغرفة.
  - ٦ سارة، ساعدي أنور من فضلك.
  - ٧ حسين وجيهان ومها، أعطوا الناظر هذه الدعوة.
  - ٨ لوسي وتوم وكريم، رتبوا الكتب.
  - ٩ فاطمة وزينة ونورا، انتظرن هنا.
  - ١٠ بدر، عدل هذه الصور.
  - ١١ أميرة، إحملي هذا المكتب إلى هناك.
  - ١٢ نادر وزينب، أطلبا كرة من المدرب.
  - ١٣ زهرة وجمال وحسن، عدوا الأقلام.
  - ١٤ محمد، قف بجانب الباب.
  - ١٥ أشرف وشريفة، اقفلا صندوق اللعب.
  - ١٦ ابراهيم، قل لي، ماذا فعلت؟
  - ١٧ بسرعة يا أولاد! تحركوا! أسرعوا!

- 26.7
- ١ يوضع
  - ٢ تُنقل
  - ٣ يُستخرج
  - ٤ يُضاف
  - ٥ يُصب
  - ٦ تُعبأ
  - ٧ تُحمّل
  - ٨ توضع

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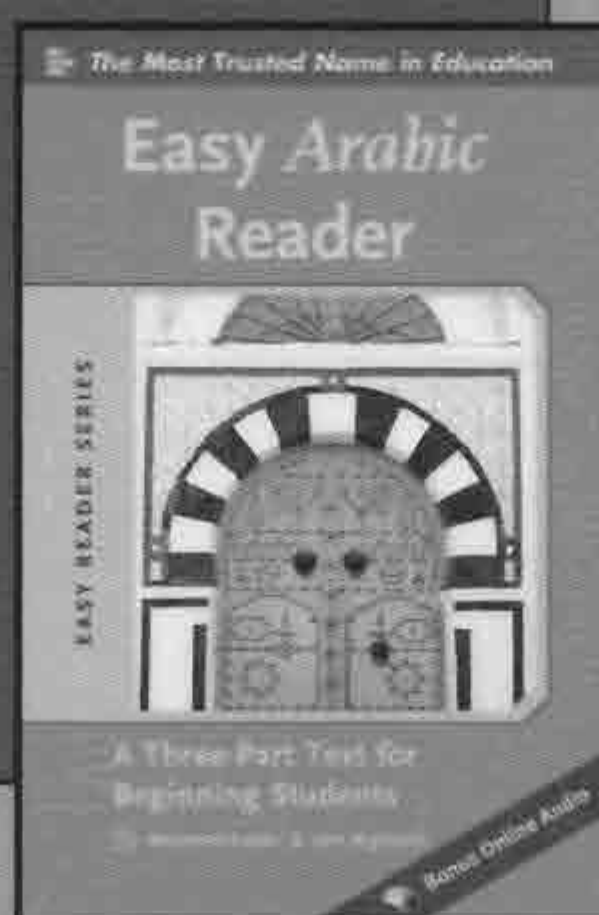
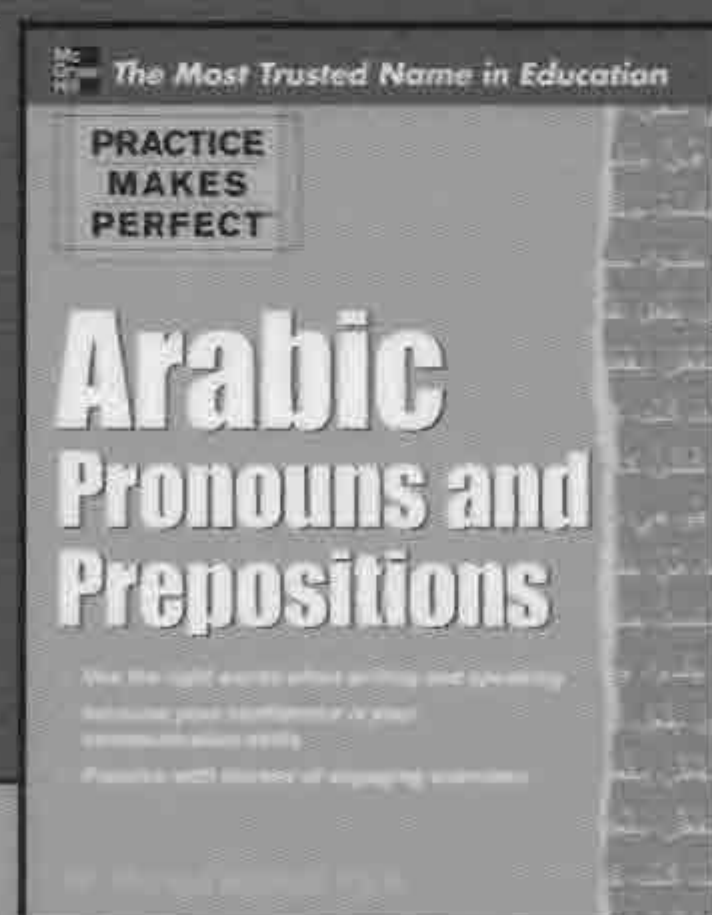
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