A R A B I C

MODERN STANDARD

Grammar Reference Book

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PREFACE

This handbook is designed to serve as a reference and a guide to the basic grammar of Modern Standard Arabic.

Its contents include all basic features as well as some additional items which go beyond the scope of the Basic Course. They are grouped in five parts:

CHAPTER ONE	PRONUNCIATION AND ORTHOGRAPHY.
CHAPTER TWO	MORPHOLOGY OF NOUNS AND RELATED ITEMS.
CHAPTER THREE	MORPHOLOGY OF VERBS AND DERIVED FORMS.
CHAPTER FOUR	PARTICLES.
CHAPTER FIVE	SYNTAX.

A comprehensive index has been added to enable the student to locate information on any particular problem he may have.

This is not a teaching text. Accordingly it does not follow the dictates of the tenets of a particular teaching approach in its arrangement. Rather, the logic inherent in the language system itself determines the outline.

In format, descriptions and rules are followed by illustrative examples of speech. A special effort was made to avoid a terminology that is antiquated or unfamiliar to the student. At the same time, new terms are explained and exhibited in speech samples.

ABBREVIATIONS

Adj.	Adjective
Acc.	Accusative
F.	Feminine
F. Pl.	Feminine Plural
F.S.	Feminine Singular
Gen.	Genitive
Imp.	Imperfect
M.	Masculine
M. Pl.	Masculine Plural
M.S.	Masculine Singular
Nom.	Nominative
N.	Noun
Per.	Perfect
Pl.	Plural

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CHAPTER ONE

PRONUNCIATION AND ORTHOGRAPHY

I. SOUND SYSTEM

The sound system of a language consists of consonants and vowels:

A. <u>Consonants</u>: The Arabic consonants (28) are grouped here for
convenience into two groups, i.e., those similar to English and those for
which there are no English equivalents. Most Arabic sounds are similar to
English sounds.

1. Similar to English

/b /	ب	/m /	م
/d /	د	/n /	ن
/f /	ف	/s /	س
/h /	ه	/t /	ت
/j /	ج	/z /	ز
/k /	ك	/w /	و
/l /	ل	/y /	ي

th /ð/ ذ   as in <u>th</u>en or <u>th</u>ese

th /θ/ ث   as in <u>th</u>in or <u>th</u>ick

sh /š/ ش   as in <u>sh</u>ip or <u>sh</u>ell

2. No English equivalent:

a. Trill /r/ ر : Although the pronunciation of /r/ ر is
sometimes, mistakingly, considered as similar to the English pronunciation,
there is a marked distinction between the two. The English /r/ is pro-
duced with one flap of the tongue (or none at all), whereas the Arabic /r/
is a distinct trill of the tongue. To practice the production of this

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sound, listen carefully to your instructor's pronunciation or to recorded exercises and try to imitate them as closely as possible.

b. /9/ ع : This sound is produced by constriction (narrowing) of the throat and expulsion of the breath with the vocal cords vibrating. Example: The pronunciation of "Arab" by a native. The recorded exercises in Lesson One of the Basic Course provide intensive practice for discrimination and production of this sound.

c. /?/ ء : This sound is a glottal stop produced by completely closing the vocal cords and then by suddenly separating them. It is a sound frequently heard in English at the beginning of a word with an initial vowel, as in "oh! oh!, essential, absolutely." It is called /hamza/ in Arabic.

d. /q/ ق : This sound is a gutteral /k/ ك pronounced from the back of the mouth. To produce this sound, the very back part of the tongue must be raised to touch the uvular region with the middle and front part of the tongue held tightly on the bottom of the mouth. To practice the production of this sound, imitate the sound of the crow.

e. /d/ ض : This sound represents an emphatic, velarized correlative of "d". To make this sound, place the tip of the tongue against the upper teeth stiffen the tongue and tighten the muscles of the throat. In trying to produce this sound, listen to your instructor's pronunciation, and imitate him closely.

f. /t/ ط : The production of this sound is like the production of the "t" with the back of the tongue raised toward the soft palate and

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the whole tongue slightly retracted. The recorded exercises in Lesson Four
of the Basic Course should help to achieve the correct pronunciation of this
sound.

g. /ḥ/ ح : This sound is produced in the pharynx by constricting
the pharyngeal walls while the vocal cords are not vibrating. It is like
an emphatic "h" produced with a strong and sustained explosion of the breath
with no rasping. A good imitation of this sound is the heavy breathing of
a person after a running out of breath. The recorded exercises in Lesson
Five of the Basic Course should help to achieve the correct pronunciation
of this sound.

h. /ṣ/ ص : This sound is produced with the teeth slightly
apart, pressing the tip of the tongue against the lower teeth and raising
the back of the tongue to press against the velum, and allowing the stream
of air to pass between the tongue and the alveolar ridge. The recorded
exercises in Lesson Seven of the Basic Course will help achieve an accept-
able pronunciation of this sound.

i. /ğ/ غ : To produce this sound, raise the back of the tongue
towards the roof of the mouth, but not close enough to touch it. The front
of the tongue is kept tight and low while the stream of air is blown out,
with the vocal cords vibrating. The recorded exercises in Lesson Eight
of the Basic Course should help achieve an acceptable pronunciation of
this sound.

j. /ẓ̌/ ظ : This sound is the emphatic counterpart of /ð/ ذ .
In trying to produce this sound, listen to your instructor's pronunciation,
and imitate him closely.

k. /x/ خ : This sound is produced by raising the back of the tongue towards the roof of the mouth and very close to the velum but not touching it. The front of the tongue is kept low and the vocal cords are not vibrated, while the stream of air is blown out. The recorded exercises in Lesson Nine of the Basic Course should help to achieve an acceptable pronunciation of this sound.

B. <u>Vowels</u>: There are two sets of vowels in Arabic: short vowels and long vowels. It requires about twice as much time to produce a long vowel as to produce a short one. Unlike English which tends to obscure vowels in unstressed syllables, Arabic attaches equal significance to all similar vowels. The Arabic vowels, in general, are pronounced more crisply and clearly than the English vowels.

1. Short Vowels: Short Vowels are roughly similar to English. This similarity is intended only as a general guide to pronunciation. They may differ in quality and they may behave differently under certain conditions.

The Short Vowels for Modern Standard Arabic are:

a. /a/ as in /kataba/ "he wrote".

b. /i/ as in /binti/ "my daughter".

c. /u/ as in /kuntu/ "I was".

2. Long Vowels: The Modern Standard Arabic long vowels are:

a. /aa/ as the English <u>a</u> in "bat".

b. /ii/ as the English <u>ea</u> in "beat" or "meat".

c. /uu/ as the English <u>oo</u> in "boot".

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Lengthening a vowel can change the meaning of a word. For example:

/kataba/ "he wrote" and /kaataba/ "he corresponded"

The difference between these two words is only in the first syllable - /ka/ and /kaa/.

In Arabic there is a practical useful connection between ?alif (ا) and fatḥa(t), between yaa? (ي) and kasra(t), and between waaw (و) and ḏamma(t). It is only when the vocalizing is followed by the other member of the pair that a long vowel is indicated: aa, or uu. Yaa? (ي), and waaw (و) are also regular consonants which can either precede or follow a vowel sound: yi, wu are possible syllables in Arabic. A final written (iy) is pronounced and romanized ii and a final written (uw) is uu. Such combinations as - iyya, - uwwa are frequent. (ay) and (aw) are encountered in the literary and the spoken language, although in the latter the pronunciation is apt to range from an English "long i" (as in bite) or an ou (as in house) to the "long a" (in bait) or the "long o" (in boat).

C. Diphthongs: There are two diphthongs in Arabic:

1. /ay/ يْ ﹷ: When /a/ ﹷ occurs before /y/ ي (in the same syllable) it is to be pronounced as ay in "layman" or "late" or the Arabic word /bayt/ بَيْتْ "house".

2. /aw/ وْ ﹷ: When /a/ ﹷ precedes /w/ و (in the same syllable), it is to be pronounced as ou in "house" or the Arabic word /yawm/ يَوْم "day".

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II. SUPRASEGMENTALS

A. <u>Stress</u>: Certain syllables are pronounced with greater force. Giving prominence to a syllable is called <u>stress</u>. In the following examples we shall indicate stress by an accent mark (´) over the prominent syllable. Stress in Arabic follows definite patterns. A syllable is stressed if it contains a long vowel or a short vowel which is followed by two consonants. Examples:

/háaδa/   هٰذا   (this M.S.)

/kitáab/   كتـاب   (book)

/dáftar/   دَفْتَر   (notebook)

/finjáan/   فنْجان   (cup)

B. <u>Intonation</u>: Intonation is the raising or lowering of the level of voice (pitch) in speech. The following description represents two types of intonation.

1. Statement: The voice begins on a mid pitch, rises slightly on the last stressed syllable, and drops to a low pitch at the end. Example:

High:
Mid: haaδa ⌐   daf ⌐ tar.   (This is a notebook).
Low:

If the stress falls on the last syllable, the voice will remain high. Example:

High:
Mid: haaδa   ki ⌐ taab ＼   (This is a book)
Low:

2. Question containing a special interrogative word: The voice is high on the stressed syllable of the interrogative word and falls quickly to mid pitch for the rest of the sentence. Example:

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High:        _____
Mid:         maa  |  haaδa?        (What is this?)
Low:
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An accurate control of stress, and intonation is just as important in speech as is an accurate control of the vowels and consonants. Most speakers of a second language fail to master these features and this failure is one of the principle reasons for what is called a "foreign accent". It is very important, therefore, to listen carefully and imitate, as closely as possible, your native instructor's speech.

C. <u>Assimilation</u>: To an Arab, the sound / l / of the article /ʔal/ اَلْ is difficult to pronounce with certain consonants and still maintain the normal speed, while with other consonants it is distinctly pronounced. Due to this fact, Arabic consonants are traditionally divided into two groups:

1. Lunar Consonants: Those sounds with which the / l / of the article /ʔal/ is distinctly pronounced.

2. Solar Consonants: Those sounds with which the / l / of the article /ʔal/ is difficult to pronounce and still maintain the normal speed.

Assimilation occurs when the article /ʔal/ is affixed to a noun (or an adjective) which begins with one of the solar sounds, i.e., the solar sound is doubled in pronunciation. Example:

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اَلسُّوق /ʔal + suuq/ > /ʔassuuq/ the market

اَلدَّفْتَر /ʔal + daftar/ > /ʔaddaftar/ the notebook

اَلتِّلْمِيذ /ʔal + tilmiið/ > /ʔattilmiið/ the student

Generally, sounds produced with the front part of the tongue (except /j/) are solar. All other sounds are lunar.

Besides intensive discrimination and production exercises, the best suggestion to recognize which consonant is considered by an Arab to be hard or easy to pronounce with /l/, is to listen to a native speaker.

III. ORTHOGRAPHY

A. Vowels:

1. Short Vowels: In writing, they are represented by "signs" instead of letters as in English, e.g., /a/ ∕, /u/ ؝ placed over the script and /i/ ‗ placed under the script. Examples:

/a/ called /fatḥa/ : /kataba/ > كَتَبَ "he wrote"

/u/ called /ḍamma/ : /kuntu/ > كُنْتُ "I was"

/i/ called /kasra/ : /bintihi/ > بِنْتِهِ "his daughter"

2. Long Vowels: In script, they are represented by letters as follows:

/aa/ is represented by the letter " ا " /ʔalif/ " أَلِف "

/ii/ is represented by the letter " ي " /yaaʔ/ " يَا ء "

/uu/ is represented by the letter " و " /waaw/ " وَاو "

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3. Sukuun /ﹿ/: Whenever a consonant is without a vowel, it receives the sign "ﹿ" above it, called <u>sukuun</u> (meaning silence). The consonant which has a sukuun will join the preceding consonant with its <u>short</u> vowel to form one syllable. Examples:

/kuntu/   كُنْتُ ‹ كَ|نْ|تُ   "I was"

/bintihi/   بِنْتِهِ ‹ بِ|نْ|تِ|هِ   "his daughter"

B. <u>Definite Article</u> /ʔal/ اَلْ : The Arabic noun, in its natural form, is always indefinite. There is no indefinite article in Arabic equivalent to the English "a" or "an". When the article /ʔal/ اَلْ is affixed at the beginning of the noun, the noun becomes definite. Examples:

/ʔal/ + /kitaab/ > /ʔalkitaab/   اَلْكِتـاب   the book

/ʔal/ + /finjaan/ > /ʔalfinjaan/   اَلْفِنْجـان   the cup

C. <u>Nunnation or /tanwiin/</u>: The case endings of the indefinite nouns are called /tanwiin/ in Arabic. These endings are the same as those of the definite nouns except that a final /n/ is added after the short vowel .../un/, /in/, and /an/. These endings, however, are not written with a /n/ " ن " but are indicated by doubling the vowel of the definite case ending. Tanwiin does not apply to definite nouns. Examples:

definite noun: /ʔalkitaabu/   اَلْكِتـاب   "the book"

indefinite noun: /kitaabun/   كِتـاب   "a book"

D. <u>Helping Vowel</u>: It is a weak vowel glide that serves to interrupt a sequence of consonants across word bounderies. This vowel is indicated by one of the short vowels /i/ ﹻ, /u/ ﹹ, or /a/ ﹷ. It is also known as a "transition vowel."

The presence or absence of the transition vowel is almost completely predictable in terms of the consonant clusters involved. Examples:

/hal + ?alwalad huna ?/ > /hali‿lwalad huna ?/   Is the boy here?

/min + ?almadrasa/ > /mina‿lmadrasa/   From the school.

/9alaykum + ?assalaam/ > /9alaykumu‿ssalaam/   Upon you peace
(for greetings)

The transition vowel differs from other vowels in four significant ways:

1. It is never stressed.

2. It is never tense, even before a double consonant.

3. Its occurance and position are almost entirely automatic, and

4. It does not count as a vowel in determining the position of the main word stress.

E. **Types of "aa" /?alif/**: In writing, the long vowel /aa/ coming <u>at the end</u> of the word may be written with the regular /?alif/ (‎ا‎) or with /?alif maqsuura/ "shortened ?alif", the letter (‎ى‎) without the two dots.

Since the /aa/ sound is a developed one and is not listed as a letter in the Arabic alphabet, this choice of writing the /aa/ sound will serve as an indication to the origin from which this /aa/ has been developed.

The long vowel /aa/ is written with /?alif/ (‎ا‎) when the origin of that <u>aa</u> is waaw (‎و‎). It is written with /?alif maqsuura/ (‎ى‎) when the origin of that <u>aa</u> is yaa? (‎ي‎). This differentiation is important

especially when that <u>aa</u> will cease to be at the end of the word and going
back to its origin is required.   Examples:

to invite	دَعا	on, upon	عَلى
I invited him	دَعَوْتُهُ	upon you	عَلَيْكُمْ

F. <u>Types of Hamza</u> " ء "

1. /Hamzatu‿lqat9/ (the hamza of cutting or separating): This
hamza can occur anywhere in a word and is always pronounced according to
its vowel. It is a pure glottal stop with full consonantal value.

2. /Hamzatu‿lwasl/ (the hamza of connecting or joining): This
hamza occurs only at the beginning of certain words. Its purpose is to
prevent a word from beginning with a consonant cluster, i.e. with two con-
sonants together having no intervening vowel. /Hamzatu‿lwasl/ loses the
sign for hamza and its vowel when the word preceding it has a final vowel.
If the word preceding /hamzatu‿lwasl/ ends with a vowelless consonant a
vowel is inserted to facilitate the liaison. In most cases this inserted
vowel is /kasra/ (‿), e.g. هَلْ (interrogative particle), هَلِ الْوَلَدُ هُنا
is the boy here? Long vowels followed by /hamzatu‿lwasl/ must be pronounced
short, although they may remain written long, e.g. أَبو /?abuu/ father,
أَبو الْوَلَد /?abu‿lwalad/ the father of the boy, في /fii/ in فِي الْمَدْرَسة
/fi‿lmadrasa(t)/ in the school.

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CHAPTER TWO

MORPHOLOGY - NOUN

I.   NOUN

A.   <u>Gender</u>: Every noun in Arabic must be either masculine or feminine.
There is no neuter. There are, however, a few nouns which may be considered
either masculine or feminine.

1. Masculine Form: All nouns are considered masculine unless they
have a feminine ending. There are very few nouns which are feminine, but
do not have a feminine ending.

2. Feminine Form: The most common feminine form is the " تَا ‎ • ‎ مَرْبُوطَة "
(tied or attached "t") form, which is the usual feminine ending. The
" تَا ‎ • ‎ مَرْبُوطَة " is added to masculine nouns and adjectives to make them
feminine.

The less common feminine forms are " ى ‎ أَلِف مَقْصُورَة " and
" ا ‎ • ‎ أَلِف هَمْزَة " . However in determining the gender of a word of such
forms, it is advisable to consult the dictionary because of the frequency
of exceptions.

There are certain words which are considered feminine by
convention. Such words, generally, fall in the following categories:

a. Geographical names, that is towns, villages, countries, etc.

b. Parts of the human body that occur in pairs such as " يَد
hand" and " عَيْن eye".

c. Certain nouns for no apparent reason such as " شَمْس sun",
" نَفْس soul, self", " أَرْض earth", " نَار fire", and " دَار house".

In this category, there are a few words which may be either feminine or masculine such as " طَرِيـق road", " سِكِّيـن knife", or " سوق market".

B. Number:

1. Singular: The singular noun is the form listed in the dictionaries. It has no special morphological characteristics.

2. Dual: In Arabic, the dual is indicated by two endings:

a. " ___ اَن " for nominative case, or

b. " ___ يـْن " for both the accusative and genitive cases.

These endings are used to indicate the dual only among nouns (including adjectives).

When attaching either of these two endings to a noun, the last consonant of that noun will always take the " فَتْحَة " vowel. The " ي " of the ending " يـْن " is always unvoweled - indicated in script by " ___ سُكون ". Thus a dipthong is developed in pronouncing this ending with the last consonant. Examples:

$$\text{كِتـا بـا ن} \quad < \quad \text{كِتـا بٌ + ان}$$

two books

$$\text{كِتـا بَيـْن} \quad < \quad \text{كِتـا بٌ + يـْن}$$

The " تـا • مَرْبـوطَة " of the feminine nouns is pronounced with the " فَتْحَة " vowel when joined with either of the two dual endings. Examples:

$$\text{غُرفَتـا ن} \quad < \quad \text{غُرفَة + ان}$$

two rooms

$$\text{غُرفَتيـْن} \quad < \quad \text{غُرفَة + يـْن}$$

The use of the definite article with a noun in the dual number does not affect the endings. Examples:

the two books

$$\text{أَلْكِتَابُ} + \text{ان} \quad > \quad \text{أَلْكِتَابَانِ}$$

$$\text{أَلْكِتَابُ} + \text{يْنِ} \quad > \quad \text{أَلْكِتَابَيْنِ}$$

the two rooms

$$\text{أَلْغُرْفَةُ} + \text{ان} \quad > \quad \text{أَلْغُرْفَتَانِ}$$

$$\text{أَلْغُرْفَةُ} + \text{يْنِ} \quad > \quad \text{أَلْغُرْفَتَيْنِ}$$

3. Plural: The Arabic plural forms are usually treated under two large headings with a number of irregularities under each, i.e., "sound" (or external) plurals and "broken" (or internal) plurals. In the sound plural, the basic word remains intact, but an ending is added. In the broken plural the changes are primarily internal. The triliteral root (as ب ت ك in كِتَاب) remains unchanged, but the vocalizing in the plural may follow any one of thirty or more patterns (كُتُب books), of which about ten are very frequent. In English we might borrow the Arabic terminology and call boy/boys, a sound or external plural, and man/men, mouse/mice, goose/geese, a broken plural. Child/children would be quite irregular by any standard since there is internal change from "long" to short "i" and an absolutely unique "ren" as external ending.

a. Sound Masculine Plural: This plural is used only when referring to rational male beings. Hence these nouns and adjectives may be called "rational masculine اَلْمُذَكَّرُ الْعَاقِل". It is not necessary, however, that all nouns or adjectives referring to rational male beings take this sound or external masculine plural.

The sound masculine plural is formed by prefixing " وْنَ " to the singular in the nominative case, or " يْنَ " when the singular noun

is in the accusative or genitive case. Examples:

teachers مُعَلِّمُونَ < مُعَلِّمٌ + ونَ

مُعَلِّمِينَ < مُعَلِّمٌ + ينَ

the teachers الْمُعَلِّمُونَ < الْمُعَلِّمُ + ونَ

الْمُعَلِّمِينَ < الْمُعَلِّمُ + ينَ

b. Sound Feminine Plural: This is the basic form of the plural for feminine nouns and adjectives whether referring to rational or irrational, animate or inanimate beings or objects. It may be regarded as the regular feminine plural. It is also considered an externally formed plural because the singular form remains unchanged; the omission of " تا ‌ مَرْبُوطَة " is not considered as breaking the form.

The sound feminine plural is formed by adding " ‌ ا ت " to the singular. The " تا ‌ مَرْبُوطَة " sign of the feminine when present, is dropped. Examples:

girls بَنَاتٌ < بِنْتٌ + ا ت

the girls الْبَنَاتُ < الْبِنْتُ + ا ت

teachers مُعَلِّمَاتٌ < مُعَلِّمَةٌ + ا ت

the teachers الْمُعَلِّمَاتُ < الْمُعَلِّمَةُ + ا ت

arrangements تَرْتِيبَاتٌ < تَرْتِيبٌ + ا ت

meetings, sessions جَلَسَاتٌ < جَلْسَةٌ + ات

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The Sound Feminine Plural will take a /damma/ ـٌ for the nominative case, and a /kasra/ ـِ for the accusative and genitive cases.

c. Broken or Internal Plural: Basically, this type of plural is used for irrational beings and inanimate objects "غَيْرُ الْعَاقِل". However, a considerable number of nouns and adjectives referring to rational beings, male or female, form their plural in this way.

There are many different patterns for the formation of the broken plurals. All of them fall into three types mainly:

     (1) internal change

     (2) elimination of letters

     (3) addition of letters

The combination of any two of these types is also common. Examples:

		Plural	Singular
(1) internal change:	lions	أُسُد	أَسَد
	houses	دُور	دَار
(2) elimination:	books	كُتُب	كِتَاب
	cities	مُدُن	مَدِينَة
(3) additional:	streets	شَوَارِع	شَارِع
	rivers	أَنْهُر	نَهْر
4) combination	dictionaries	قَوَامِيس	قَامُوس
	ambassadors	سُفَرَاء	سَفِير

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The plural, whether external or internal, should be learned with each new noun. Virtually all dictionaries give the plural or plurals of all entries.

C. <u>Collective</u>: There are certain nouns which render the meaning of plurality. Such nouns are known in the Arabic grammar as " إِسْم جَمْع noun of plural" or "collective noun." However with regards to the sentence structure, these nouns are treated like any singular masculine noun. Examples:

These (this) apples are (is) of good quality

هٰذَا ٱلتُّفَّاحُ مِنَ ٱلنَّوْعِ ٱلْجَيِّدِ

For how much do you sell (this) the grapes?

بِكَمْ تَبِيعُ هٰذَا ٱلْعِنَبَ ؟

The singular form is, generally, derived from such nouns by adding " ة مَرْبُوطَة تَا " as a suffix. Thus:

an apple	تُفَّاحَة	apples	تُفَّاح
an orange	بُرْتَقَالَة	oranges	بُرْتَقَال
a grape	عِنَبَة	grapes	عِنَب
a fish	سَمَكَة	fish	سَمَك

II. ADJECTIVE

The adjective and the noun are alike in form and are not considered as two distinct parts of speech in Arabic. For convenience, the noun is regarded as adjectival when it functions grammatically in a manner comparable to the English adjective. Thus /qariib/قَرِيب (near) if used strictly as a noun, could be translated as <u>a near one</u>, <u>a close person</u> (a relative), etc.

When it is used with another noun, as for example in /bayt qariib/

بَيْتٌ قَرِيبٌ it is translated into English as an adjective: <u>a near</u> (by)

<u>house</u>. Since in Arabic both /bayt/بَيْتٌ and /qariib/قَرِيبٌ are nouns, the

latter of which is as though it were in opposition to the first, the basic

meaning of the phrase would be <u>a house, a near one</u>.

The adjective always follows the noun it modifies. And it must agree

with the noun it modifies in case, state of being definite or indefinite,

number and gender. Examples:

/taqs jamiil/	طَقْسٌ جَمِيل	a fair (beautiful) weather.
/?attaqsu ljamiil/	أَلطَّقْسُ الْجَمِيل	the fair (beautiful) weather.
/bint jamiila(t)/	بِنْتٌ جَمِيلَة	a beautiful girl.
/?albintu ljamiila(t)	أَلْبِنْتُ الْجَمِيلَة	the beautiful girl.

When the noun modified is plural and denotes human beings, the adjective

will likewise agree in case, state of being definite or indefinite, number

and gender. When the noun modified is plural, and does not denote human

beings, the adjective is <u>always feminine singular</u>. Examples:

/bint jamiila(t)/	بِنْتٌ جَمِيلَة	a beautiful girl.
/banaat jamiilaat/	بَنَاتٌ جَمِيلاتٌ	beautiful girls.
/madiina(t) jamiila(t)/	مَدِينَة جَمِيلَة	a beautiful city.
/mudun jamiila(t)/	مُدُنٌ جَمِيلَة	beautiful cities.
/matar kaθiir/	مَطَرٌ كَثِير	lot of (much) rain.
/?amtaar kaθiira(t)/	أَمْطَار كَثِيرَة	lot of (much) rains.

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A. <u>Comparative</u>: To express the comparative degree, the adjective is formed on the pattern of /?af9al/ أَفْعَل followed by the word /min/ مِن which is the equivalent of the English "than." The form /?af9al/ أَفْعَل is used for both the masculine and the feminine. Examples:

/kabiir/	كبير	big	/?akbar/	أَكْبَر	bigger
/saġiir/	صغير	small	/?asġar/	أَصْغَر	smaller
/ba9iid/	بعيد	far	/?ab9ad/	أَبْعَد	farther
/qariib/	قريب	near	/?aqrab/	أَقْرَب	nearer

The comparative form for a double consonant root geminates the like consonants, and the first consonant has the vowel /fatha(t)/ a ´ instead of /sukuun/ o . Examples:

/qaliil/	قليل	little	/?aqall/	أَقَلّ	less
/jadiid/	جديد	new	/?ajadd/	أَجَدّ	newer

The adjective /jadiid/ جديد may take the regular /?af9al/ أَفْعَل form for its comparative. Thus /?ajdad/ أَجْدَد .

Although the comparative adjective /?af9al/ أَفْعَل , like any other noun may occur in any of the three cases, it takes only two case vowelings, the /damma(t) ´ for the nominative and the /fatha(t)/ ´ for both the accusative and the genitive.

B. <u>Superlative</u>: When the definite article (أل) is prefixed to the comparative, the resulting combination is the superlative. Examples:

the biggest	أَلأَكْبَر	bigger	أَكْبَر
the smallest	أَلأَصْغَر	smaller	أَصْغَر
the most	أَلأَكْثَر	more	أَكْثَر

Where the comparative has one form (أَكْبَر) for both the masculine and the feminine, the superlative has a separate form for each, اَلْأَكْبَر M. and اَلْكُبْرَى F.

When the comparative form is used as the first member of a construct (Discussion in Part Five Syntax) اَلْمُضَاف and therefore definite, it will render the superlative meaning. Examples:

the biggest boy أَكْبَر وَلَدٍ   most of all أَكْثَر ٱلْكُلِّ

If the superlative is formed by a construct relationship (اَلْمُضَاف وَٱلْمُضَاف إِلَيْهِ) whereby the second member is singular indefinite, the masculine of the superlative is used (regardless of the gender of the second member). Examples:

the biggest book أَكْبَر كِتَاب   the biggest city أَكْبَر مَدِينَة

If the second member is plural definite, the superlative may also agree in gender. Examples:

" نِيُويُورك " هِي كُبْرَى ٱلْمُدُن

New York is the largest city.   " نِيُويُورك " هِي أَكْبَر ٱلْمُدُن

When the superlative follows the noun modified, it agrees, like any other adjective in gender. Example:

The oldest boy اَلْوَلَد الاَكْبَر   the oldest girl اَلْبِنْت الكُبْرَى

C. Relative " اَلنِّسبَة ": In order to make an adjective out of a noun, the suffix " يِّ ", meaning "of, pertaining to, connected with," is affixed to that noun. This process is similar to the English "_ic" in economic, etc. It is very frequently formed from names of occupations, proper names, tribes, lands, and geographical locations. Examples:

educational	تَعْليميّ	education (teaching)	تَعْليم
related to Aamir	عامِريّ	proper name	عامِر
related to Saud, Saudi	سَعوديّ	proper name	سَعود
Egyptian	مِصْريّ	Egypt	مِصْر
related to	سامِرائيّ	(geographical location)	سامِراء

The Arabic grammatical term for this kind of adjective is " النِّسْبَة relation, proportion."

When the noun ends with a long vowel, or feminine ending, these endings are dropped before attaching the " يّ " suffix. Examples:

Syrian	سوريّ > يّ + سور > سوريا
American	أَمْريكيّ > يّ + أَمْريك > أَمْريكا
commercial	تِجاريّ > يّ + تِجار > تِجارَة
scholastic	مَدْرَسيّ > يّ + مَدْرَس > مَدْرَسَة

III. CASES

There are three cases in Arabic: Nominative, accusative and genitive.

A. <u>Nominative</u> " الرَّفْع ": A noun is always in the nominative case if there is no factor to place it in any other case. Most frequently, the nominative is used:

for the subject " فاعِل doer" of a verbal sentence.

for the subject " مُبْتَدَأ beginning" of equational sentence.

for the Predicate " خَبَر news" of the equational sentence.

for the Predicate of " إِنَّ " and its sisters.

The nominative is expressed by the " تَنْوِينْ " if the noun is

indefinite, and by the vowel " ـُـ ضَمَّة " if it is definite. It is also

expressed by the long vowels:

1. " و " for the noun in the regular masculine plural form and

for any of the five nouns " أَلأَسْمَاءُ ٱلْخَمْسَة " when they are in construct

state " مُضَاف " or united to the annexed pronouns. (See discussion

page 102).

2. " ا " for the nouns in the dual form.

B. Accusative " أَلنَّصْب ": Is used to indicate adverbial functions

such as:

Adverbial accusative " أَلْمَفَاعِيل " (See discussion
   page 146).

The object " مَفْعُول بِهِ " of a verb.

Adverbial for time and place (أَلْمَفْعُولُ فِيهِ : ظَرْف) e.g. " صَبَاحًا

   in the morning", " عَادَةً usually", and " يَوْمِيّاً daily".

The Predicate of " كَانَ " and its sisters.

The subject of " إِنَّ " and its sisters.

After " إِلَّا except".

The accusative is expressed by the " تَنْوِين ـً " if the noun is

indefinite, and by the vowel " ـَ فَتْحَة " if it is definite. It is also

expressed by:

1. The long vowel " ي " for the nouns in the masculine regular

plural form.

2. The long vowel " ا " for any of the five nouns " اَلْأَسْمَاءُ الْخَمْسَة "
(when they are in the construct state " مُضَاف " or united to the annexed
pronouns), and

3. " يْنِ " for the nouns in the dual form.

C. Genitive " اَلْجَرّ ": Is used to express Possession in Construct.
All prepositions govern their objects in the genitive case. It is also used
in the following common construction:

After " كُلّ each, all"

After " جَمِيع all"

After " بَعْض some"

After " مِثْل like"

After " سِوَى except"

After " غَيْر another, non___, un___, in___ etc."

The genitive is expressed by the " تَنْوِين ___ " if the noun is
indefinite and by the vowel " ___ كَسْرَة " if the noun is definite. It is
also expressed by:

1. The long vowel " ي " for the nouns in the regular masculine
plural form and for any of the five nouns " اَلْأَسْمَاءُ الْخَمْسَة " when they are
in the construct state " مُضَاف " or united to the annexed pronouns and

2. " يْنِ " for the nouns in the dual form.

D. Feminine Plural and Cases: The feminine plural, discussed in Part
Two, will take a ضَمَّة ___ to indicate the nominative case, and a ___ كَسْرَة
to indicate both, the accusative and the genitive cases. Examples:

The students (F) went to   اَلتِّلْمِيذَاتُ ذَهَبْنَ إِلَى الْمَدْرَسَة .
school.

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The teacher (F.) left the
students (F.) in school.

اَلْمُعَلِّمَةُ تَرَكَتِ التِّلْمِيذَاتِ فِي الْمَدْرَسَةِ.

My sister lived with the
students (F.).

أُخْتِي سَكَنَتْ مَعَ التِّلْمِيذَاتِ.

E. The Five Nouns " اَلْأَسْمَاءُ الْخَمْسَةُ ": There are five nouns which
differ in their declensions by having the case vowel lengthened whenever
the noun occurs in the construct state " مُضَاف " or united to the annexed
pronouns, except the first person singular.

The Five Nouns are:

1. " أَبٌ   father".

2. " أَخٌ   brother"

3. " حَمٌ   father-in-law"

4. " فُو (فَمٌ)   mouth"

5. " ذُو   possessor of...."

Two of these five nouns are most familiar, e.g. " أَبٌ " and " أَخٌ "

Examples:

    a. with annexed pronoun. Examples:

His father came.   Nom.   جَاءَ أَبُوهُ

I saw his father.   Acc.   رَأَيْتُ أَبَاهُ

I passed by his father.   Gen.   مَرَرْتُ بِأَبِيهِ

    b. construct state " مُضَاف ". Examples:

This is the student's father.   Nom.   هَذَا أَبُو التِّلْمِيذِ

I saw the student's father.   Acc.   رَأَيْتُ أَبَا التِّلْمِيذِ

I went with the student's father. Gen.   ذَهَبْتُ مَعَ أَبِي التِّلْمِيذِ

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IV. PRONOUN

A. _Independent_: In Arabic, the independent pronouns are not used so
much as are the corresponding forms in English. They are used mainly as
subjects of sentences without verbs, (Discussed in Part Five - Syntax), to
prevent possible ambiguity, and to add emphasis. The complete set of the
Arabic independent pronouns is as follows:

3rd Person

F.			M.	
she	هِيَ		he	هُوَ
they (two)	هُمَا		they (two)	هُمَا
they	هُنَّ		they	هُمْ

2nd Person

you	أَنْتِ		you	أَنْتَ
you (two)	أَنْتُمَا		you (two)	أَنْتُمَا
you (Pl)	أَنْتُنَّ		you (Pl)	أَنْتُمْ

1st Person

I	أَنَا
we	نَحْنُ

B. _Suffix_: There is only one set of pronoun suffixes which could be
attached to nouns, prepositions, or verbs. These suffixes or endings when
attached at the end of a noun, will be considered as possessive pronouns.
When attached at the end of a verb (Discussion Part III - Verb) or a pre-
position, they are considered as pronoun objects. The following is the

complete set of pronoun suffixes:

<div align="center">3rd Person</div>

<u>F.</u>   <u>M.</u>

her   ـ ها   his, him   ـ هُ

their, them   ـ هُما   their, them   ـ هُما
(two)   (two)

their, them   ـ هُنَّ   their, them   ـ هُمْ
(Pl.)   (Pl.)

<div align="center">2nd Person</div>

your, you   ـ كِ   your, you   ـ كَ

your, you   ـ كُما   your, you   ـ كُما
(two)   (two)

your, you   ـ كُنَّ   your, you   ـ كُمْ
(Pl.)   (Pl.)

<div align="center">1st Person</div>

<div align="center">

my, me   ـ ي

our, us   ـ نا

</div>

1. In attaching these suffixes to verbs, there are two positions where an extra letter (in writing) is added to verbs before attaching the pronoun suffixes, namely:

a. The letter " و " is added to the Perfect verbs in the second person plural masculine and then the required pronoun suffix is attached. Examples:

You (M. Pl.) left.   تَرَكْتُمْ

You (M. Pl.) left him   تَرَكْتُمُوهُ = هُ + تَرَكْتُمُو

<div align="center">26</div>

b. The letter " ن " is added to verbs in any tense before attaching the 1st person singular pronoun suffix. Examples:

He left me   تَرَكَ + ن + ي = تَرَكَنِي

He leaves me   يَتْرُكُ + ن + ي = يَتْرُكُنِي

2. The independent pronoun in the accusative (Discussion Part Five - Syntax) is formed by adding the pronoun suffixes to " إِيَّا ".

	Plural	Dual	Singular
3rd M.	إِيَّاهُمْ	إِيَّاهُمَا	إِيَّاهُ
3rd F.	إِيَّاهُنَّ		إِيَّاها
2nd M.	إِيَّاكُمْ	إِيَّاكُمَا	إِيَّاكَ
2nd F.	إِيَّاكُنَّ		إِيَّاكِ
1st	إِيَّانا		إِيَّايَ

These forms are mainly used:

a. When there are two pronouns as the direct object of the verb. Example:

He gave it to me   أَعْطانِي إِيَّاهُ
(He gave me it)

b. When the pronoun is used as the object after a verbal noun. Example:

My giving him it   إِعْطائِي إِيَّاهُ

c. When the pronoun object is emphasized. Example:

You I mean   إِيَّاكَ أَعْنِي

Thee we worship   إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ
and Thee we ask
for help. (A verse from the Quran).

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C. <u>Interrogative</u>: The interrogative pronouns are referred to in Arabic as " أَسْمَاءُ الأَسْتِفْهَام interrogative nouns". These "nouns" are undeclinable i.e., they retain one case ending regardless of their position in the sentence (Discussion on Cases is in Part Five, Syntax).

The principal interrogatives are:

1. كَمْ how much, how many?: The noun following this interrogative is accusative and singular. Examples:

How many days are there in the week?	كَمْ يَوْمًا فِي الأسْبُوع ؟
How much is the price of the car?	كَمْ سِعْرَ السَّيَارَة ؟

2. كَيْفَ how?: It is used to inquire about the state or the condition of a person or an object. Examples:

How are you?	كَيْفَ أنْتَ ؟
How was the weather yesterday?	كَيْفَ كَانَ الطَّقْسُ البَارِحَة ؟
How is the condition of the patient?	كَيْفَ حَالَةُ المَرِيض ؟

3. مَتَى when?: It is used to inquire about the time of the action. Examples:

When did you come?	مَتَى أتَيْتَ ؟
When do you go?	مَتَى تَذْهَبُ ؟

4. أَيْنَ where?: It is used to inquire about the place. Examples:

Where is your brother?	أَيْنَ أَخُوكَ ؟
Where were you?	أَيْنَ كُنْتَ ؟
Where do you learn the Arabic language?	أَيْنَ تَتَعَلَّمُ اللُّغَةَ العَرَبِيَّة ؟

5. أَيّ feminine أَيَّة which?: Through this noun a specification or determination is asked. It is a declinable noun and, therefore, its case ending is determined according to its position in the sentence. The word following this noun is always in the genitive case. Examples:

Which city is this? أَيَّةُ مَدِينَةٍ هَذِهِ ؟

Which book do you read? أَيُّ كِتَابٍ تَقْرَأُ ؟

From which country did you come? مِنْ أَيِّ بِلَادٍ أَتَيْتَ ؟

6. مَنْ who? whose? whom?: It refers to human being. Examples:

Who is this man? مَنْ هَذَا الرَّجُلُ ؟

Whose book is this? كِتَابُ مَنْ هَذَا ؟

Whom did you see yesterday? مَنْ رَأَيْتَ الْبَارِحَةَ ؟

Sometimes ذَا of the demonstrative is added to مَنْ for the sake of emphasis. Examples:

Who is it that went out now? مَنْ ذَا الَّذِي خَرَجَ الْآنَ ؟

Who is it that was with you? مَنْ ذَا كَانَ مَعَكَ ؟

7. مَا or مَاذَا what?: Basically it refers to objects. It may be used, however, to inquire about the make, kind, or characteristic of a thing whether it is an object or a human being. Examples:

What is this? مَا هَذَا ؟

What did you buy? مَا or مَاذَا اشْتَرَيْتَ ؟

What do you write? مَا or مَاذَا تَكْتُبُ ؟

What is the work? or what can you do? (expression) مَا الْعَمَلُ

What is (the) lion?   ما الأَسَدُ ؟

What is (the) human being?   ما الأِنْسَان ؟

The use of ما has the following limitations:

a.   ما is used to preceed a noun. Example:

What is your name?   ما اسْمُكَ ؟

b.   ماذا (compound of the interrogative ما and the demon-
strative ذا) is used to preceed a verb, as a subject or object of that
verb. Examples:

What was with him?   ماذا كانَ مَعَهُ ؟

What did you buy?   ماذا اشْتَرَيْتَ ؟

مَنْ and ما function also as indefinite pronouns to imply
"whoever" and "whatever" respectively. مَنْ refers to one or more human
beings, and gives the equivalent of the English 'he who', 'those who',
'anyone who' or 'whoever'; where as ما is translated by 'that which',
'the thing that', 'what' or 'whatever'. They typically introduce subordi-
nate clauses. Examples:

He who came is their friend.   مَنْ جاءَ صَديقُهُم .

Those whom (the one) I   مَنْ زُرْتَهُم مُعَلِّمونَ
visited are teachers.

D. <u>Demonstrative</u>: Demonstrative pronouns are called in Arabic
" أَسْماءُ الأِشارَة " the Pointing Nouns." They are classified in three groups
according to the distance of pointing, i.e., near, intermediate, or far.
Thus:

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Near

F.		M.
هَذِهِ	this	هَذَا
هَاتَانِ	dual nominative	هَذَانِ
هَاتَيْنِ	dual, accusative or genitive	هَذَيْنِ
هٰؤُلَاءِ	these	هٰؤُلَاءِ

Intermediate

F.		M.
تِيكَ ، هَاتِيكَ	that	ذَاكَ
تَانِكَ	dual nominative	ذَانِكَ
تَيْنِكَ	dual, accusative or genitive	ذَيْنِكَ
أُولَئِكَ	those	أُولَئِكَ

Far

F.		M.
تِلْكَ	that	ذَلِكَ
تَانِكَ	dual nominative	ذَانِكَ
تَيْنِكَ	dual, accusative or genitive	ذَيْنِكَ
أُولَئِكَ	those	أُولَئِكَ

The demonstrative pronouns for the "intermediate distance" as well as the dual forms of the "far distance" are seldom used.

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The plural forms " أُولئِكَ وهؤُلاءِ " are used in reference to people only. The feminine singular forms " تِلْكَ ، هٰذِهِ " are used in reference to any inanimate plural noun. Examples:

These boys are students in this school.

هؤُلاءِ الأوْلادِ تَلاميذُ في هٰذِهِ المَدْرَسَةِ.

These girls are students in the girls school.

هؤُلاءِ البَناتِ تِلْميذاتٌ في مَدْرَسَةِ البَناتِ.

Those men are teachers.

أُولئِكَ الرِّجالُ مُعَلِّمونَ.

Those women are teachers.

أُولئِكَ النِّساءُ مُعَلِّماتٌ.

These schools are new.

هٰذِهِ المَدارِسُ جَديدَةٌ.

Those cars are old.

تِلْكَ السَّيّاراتُ قَديمَةٌ.

E. Relative " الَّذي F. الَّتي ": This relative pronoun is known in Arabic as " إِسْمُ المَوْصول the connected noun." It is equivalent to all English relative pronouns: who, which, that, whom, and whose. Unlike English, it always stands for a definite noun. Examples:

I bought from the apples which are in the basket.

إِشْتَرَيْتُ مِنَ التُّفّاحِ الَّذي في هٰذِهِ السَّلَّةِ.

The apples which are in this basket are expensive.

التُّفّاحُ الَّذي في هٰذِهِ السَّلَّةِ غالٍ.

The man who was with me yesterday went to Egypt.

ذَهَبَ الرَّجُلُ الَّذي كانَ مَعي أَمْسِ إِلى مِصْرَ.

The girl who was with me yesterday went to Egypt.

ذَهَبَتِ البِنْتُ الَّتي كانَتْ مَعي أَمْسِ إِلى مِصْرَ.

The tomatoes which are in this basket are cheap (inexpensive).

الطَّماطَةُ الَّتي في هٰذِهِ السَّلَّةِ رَخيصَةٌ.

The dual and the plural forms of الَّذي and الَّتي and their in-flections according to cases are:

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Dual: M. Nominative case.   اَللَّذَانِ

                Accusative or genitive case.   اَللَّذَيْنِ

          F. Nominative case.   اَللَّتَانِ

                Accusative or genitive case.   اَللَّتَيْنِ

Plural: M. All cases (indeclinable).   اَلَّذِينَ

          F. All cases (indeclinable).   اَللَّواتي

The relative pronoun in the plural form i.e.," اَللَّواتي or اَلَّذِينَ "

are used only for rational nouns. When an irrational plural noun needs a

relative pronoun, the feminine singular form " اَلَّتِي " is used. Examples:

We saw the students who study here.   رَأَيْنَا اَلتَّلامِيذَ اَلَّذِينَ يَدْرُسُونَ هُنَا.

We met the maids whom my friend sent.   وَاجَهْنَا اَلْخادِماتِ اَللَّواتي أَرْسَلَهُنَّ صَدِيقِي.

The books which we took from the library were new.   إِنَّ اَلْكُتُبَ اَلَّتِي أَخَذْناها مِنَ اَلْمَكْتَبَةِ كانَتْ جَدِيدَةً.

V. COLORS

Adjectives denoting color belong to a special class. The masculine

singular form " أَفْعَل " and the feminine singular " فَعْلاء " are indeclinable

(مَمْنُوع مِنَ اَلصَّرْفِ). The plural form " فُعْل " is declinable and of

common gender. Thus:

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	Plural (Common)	Singular (Feminine)	Singular (Masculine)
	فُعْل	فَعْلاء	أَفْعَل
red	حُمْر	حَمْراء	أَحْمَر
white	بِيض	بَيْضاء	أَبْيَض
black	سُود	سَوْداء	أَسْوَد
blue	زُرْق	زَرْقاء	أَزْرَق
green	خُضْر	خَضْراء	أَخْضَر
yellow	صُفْر	صَفْراء	أَصْفَر
brown	سُمْر	سَمْراء	أَسْمَر

The dual endings are added to the singular forms regularly, except that the ("ء" همزة) of the feminine singular form changes into ("و"و او و) before the dual ending is added. Thus:

Masculine dual	أحمران	أَفْعَلانِ	أَحْمَر	أَفْعَل
Feminine dual	حَمْراوانِ	فَعْلاوانِ	حَمْراء	فَعْلاء

Occasionally, the regular feminine plural is used for فَعْلاء form to indicate a few of the feminine humans i.e., from three to ten in number. Examples:

a few (brown) dark (F. persons)   سَمْراوات   سَمْراء

a few (white) fair (F. persons)   بَيْضاوات   بَيْضاء

Here again, the "ء" همزة of the feminine singular form is changed into "و" او و as in the dual form.

Other colors are derived from nouns by the relative adjective suffix

ٱلنِّسْبَة . Examples:

(coffee like) dark brown	بُنّي	coffee	بُنّ
orange (color)	بُرْتُقالي	orange	بُرْتُقال
rosy; pink	وَرْدي	flowers rose(s)	وَرْدّ
milky	لَبَني	milk	لَبَنّ
sky-blue	سَمائي or سَماوي	sky	سَماء
sea-green	فُسْتُقي	pistachio	فُسْتُق

CHAPTER THREE

MORPHOLOGY - VERB

I.   TRILITERAL

Most Arabic verbs are composed of three radicals (consonants with
short vowels). Such roots are described as "triliteral الثُّلاثي ". There
are but a few verbs with four-radical roots. Such verbs are called
"quadriliteral الرُّباعي ". There are verbs on the other hand, with more
than three or four radicals, in which additions to the triliteral or the
quadriliteral roots give different shades of meaning. Such verbs are called
"derived المَزيد ".

The pattern for any triliteral verb is " فَعَلَ to do". For this reason
the first radical of the triliteral verb is called the ف radical, the
second the ع radical, and the third the ل radical.

A. Transitive and Intransitive: The Arabic verb may be either
transitive or intransitive. In Arabic, the transitive verb is always tran-
sitive regardless where or how it is used, that is, it can not be used in
one sentence as transitive and in another sentence as intransitive, as is
common in some of the verbs in the English language.

B. Perfect: The Arabic verb has two main tenses which, however, are
not related to the same tenses in their English sense. These two main
tenses are known as Perfect and Imperfect.

The Perfect denotes a completed action referring to the past. The
Imperfect denotes an incompleted action referring to the present or future.

The Perfect verb is also known as the "suffix verb" in reference to the subject marker found at the end of the verb form. This marker indicates the subject or the "doer" of the action of the verb.

The first and the third radicals (when no suffix is attached) of the triliteral verbs are vocalized with /fatha/ فَتْحَة ; where as the second radical may be vocalized with /fatha/ فَتْحَة , /kasra/ كَسْرَة , or /damma/ ضَمَّة . This (vocalizing of the second radical) can be ascertained by the dictionary or by hearing.

The triliteral verb in the Perfect form, therefore, may appear in any one of the following three patterns:

فَعَلَ as in كَتَبَ he wrote

فَعِلَ as in شَرِبَ he drank

فَعُلَ as in كَبُرَ he grew or became big.

1. Sound Verb: The triliteral is of two types: "sound" and "weak". The verb is said to be "sound" or "strong" سَالِم when the three radicals are consonants. The following is a complete perfect conjugation of the sound triliteral verb:

2nd Masculine		3rd Masculine	
you (MS.) wrote or you (MS.) have written	كَتَبْتَ	he wrote or he has written	كَتَبَ
you (two M.) wrote or you (two M.) have written	كَتَبْتُما	they (two M) wrote or they (two M) have written	كَتَبَا
you (MP.) wrote or you (MP.) have written	كَتَبْتُم	they (M) wrote or they (M) have written	كَتَبُوا

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2nd Feminine		3rd Feminine	
you (FS.) wrote or you (FS.) have written	كَتَبْ‍ـتِ	she wrote or she has written	كَتَبَتْ
you (two F.) wrote or you (two F.) have written	كَتَبْ‍ـتُما	they (two F.) wrote or they (two F.) have written	كَتَبَتا
you (FP.) wrote or you (FP.) have written	كَتَبْ‍ـتُنَّ	they (F.) wrote or they (F.) have written	كَتَبْنَ

1st Person

I wrote or I have written	كَتَبْ‍ـتُ
we wrote or we have written	كَتَبْ‍ـنا

a. The dual pronoun suffix for the second person serves both genders.

b. An ?alif is written but not pronounced after the waaw ending of the third person plural masculine form, e.g. كَتَبُوا .

c. This conjugation may be taken as a pattern for any sound three letters verb.

d. The vowel of the middle radical in the three-letter verbs may be any of the three short vowels. However, the conjugation is the same.

e. Since the subject is always included in the conjugation, it is not necessary, therefore, to use the independent pronoun with every verb as it is in English. The use of the independent pronoun with the verb is mainly for emphasis.

2. The Weak Verb: Two "letters" of the alphabet, و and ي , which are the root for the developed long vowel " ا " are considered weak. There-

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fore, whenever one or more of the radicals of a root is و or ي the verb

is said to be "weak" مُعْتَلّ , as opposed to all other roots, which are

"strong" or "sound".

a. Middle Weak Verb: The following is the conjugation of one

type of weak verb - the middle radical is weak. The conjugation of verbs

of this type in the perfect tense follows one set pattern. The following

conjugation of زَارَ "to visit" is given as a pattern. Any verb of this type

is conjugated according to this pattern as regards the elimination of the

weak "letter".

3rd F.		3rd M.	
she visited	زَارَتْ	he visited	زَارَ
they (2) visited	زَارَتَا	they (2) visited	زَارَا
they visited	زُرْنَ	they visited	زَارُوا

2nd F.		2nd M.	
you visited	زُرْتِ	you visited	زُرْتَ
you (2) visited	زُرْتُمَا	you (2) visited	زُرْتُمَا
you (Pl) visited	زُرْتُنَّ	you (Pl) visited	زُرْتُمْ

1st	
I visited	زُرْتُ
we visited	زُرْنَا

Conjugation of the initial weak verb in the Perfect tense

is similar to that of the sound.

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b. **Final Weak Verb:** The Perfect conjugation of this type of verb also, like the middle weak radical verb, follows one set pattern. The following is the conjugation of قَضَى "to spend time" given as a pattern. Any verb of this type is conjugated according to this pattern:

3rd F.		3rd M.	
she spent	قَضَتْ	he spent	قَضَى
they (2) spent	قَضَتَا	they (2) spent	قَضَيَا
they spent	قَضَيْنَ	they spent	قَضَوْا

2nd F.		2nd M.	
you spent	قَضَيْتِ	you spent	قَضَيْتَ
you (2) spent	قَضَيْتُمَا	you (2) spent	قَضَيْتُمَا
you (Pl) spent	قَضَيْتُنَّ	you (Pl) spent	قَضَيْتُمْ

1st	
I spent	قَضَيْتُ
we spent	قَضَيْنَا

3. **Final Double Verbs:** When the last two consonants (radicals) of the verb are similar, the verb is said to be "final double" مُضَعَّف . The conjugation of such verbs is according to the following set pattern.

3rd F.		3rd M.	
she passed	مَرَّتْ	he passed	مَرَّ
they (2) passed	مَرَّتَا	they (2) passed	مَرَّا
they passed	مَرَرْنَ	they passed	مَرُّوا

	2nd F.		2nd M.
you passed	مَرَرْتِ	you passed	مَرَرْتَ
you (2) passed	مَرَرْتُمَا	you (2) passed	مَرَرْتُمَا
you (Pl.) passed	مَرَرْتُنَّ	you (Pl.) passed	مَرَرْتُمْ

1st

I passed	مَرَرْتُ
we passed	مَرَرْنَا

4. **Perfect with Pronoun Suffix:** The pronoun suffixes or endings which are attached to verbs are the same pronoun endings attached to nouns. These pronoun suffixes are called "Pronoun Object" when attached to verbs or prepositions. They are called "Possessive Pronouns" when attached to nouns.

The following is a complete list of all the pronoun suffixes as may appear attached to any transitive verb. The following list also shows every person in the perfect forms with these pronoun suffixes:

she left	تَرَكَتْ		he left	تَرَكَ
him	تَرَكَتْهُ		him	تَرَكَهُ
her	ها		her	ها
them M.	هُمْ		them M.	هُمْ
them F.	هُنَّ		them F.	هُنَّ
you MS.	كَ		you MS.	كَ
you FS.	كِ		you FS.	كِ

	she left		he left	
you M.Pl.	تَرَكَتْكُمْ		تَرَكَكُمْ	
you F.Pl.	كُنَّ		كُنَّ	
me	نِي		نِي	
us	نَا		نَا	

	they F. left تَرَكْنَ		they M. left تَرَكُوا	
him	تَرَكْنَهُ		تَرَكُوهُ	
her	هَا		هَا	
them M.	هُمْ		هُمْ	
them F.	هُنَّ		هُنَّ	
you MS.	كَ		كَ	
you FS.	كِ		كِ	
you M.Pl.	كُمْ		كُمْ	
you F.Pl.	كُنَّ		كُنَّ	
me	نِي		نِي	
us	نَا		نَا	

you M.S.left him, her etc. -----	تَرَكْتَهُ ، تَرَكْتَهَا
you F.S.left him, her etc. -----	تَرَكْتِهِ ، تَرَكْتِهَا
you M.Pl.left him, her etc. ----	تَرَكْتُمُوهُ ، تَرَكْتُمُوهَا
you F.Pl.left him, her etc. ----	تَرَكْتُنَّهُ ، تَرَكْتُنَّهَا
I left him, her etc. -----------	تَرَكْتُهُ ، تَرَكْتُهَا
we left him, her etc. ----------	تَرَكْنَاهُ ، تَرَكْنَاهَا

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There are only two positions in the written conjugation where an extra letter is added at the end of the verb before attaching the pronoun suffixes, namely:

a. The letter " و " is added at the end of the perfect verb in the second person plural masculine (تَرَكْتُمْ - you M. Pl. left) and then the required pronoun suffix is attached. Example:

you left her   تَرَكْتُمْ + و + ها = تَرَكْتُمُوها

b. The letter " ن " is added at the end of the verb in any tense before attaching the 1st person singular pronoun suffix. Example:

he left me   تَرَكَ + نـ + ي = تَرَكَنِي

C. Imperfect:

1. Formation: The imperfect is formed from the perfect by adding personal prefixes and, in some cases, suffixes to the stem. The vowel distribution of the triliteral stem is as follows: The first radical has sukuun (ْ), the second radical takes one of the three short vowels (can be ascertained only from the dictionary), and the third radical either has damma (ُ), or is followed by a suffix - see the following conjugation:

The personal prefixes are:

3rd person	M.S.	M.Pl.	& F.Pl.		يَـ
2nd person	M.S.	F.S.	M.Pl.	F.Pl. & 3rd F.S.	تَـ
1st person	Pl.				نَـ
1st person	S.				أ

2. Vocalization: The vocalizing of the middle radical, like the
perfect, is unpredictable. However, it should follow one of the following
possibilities:

    a. If the perfect of the verb is of the category فَعَلَ the
middle radical (ع) will be vocalized in the imperfect with ضَمَّة ـُ ,
ـِ كَسْرَة , or ـَ فَتْحَة . Examples:

	Imperfect	Perfect
he writes	يَكْتُبُ	كَتَبَ
he descends	يَنْزِلُ	نَزَلَ
he goes	يَذْهَبُ	ذَهَبَ

    b. If the perfect of the verb is of the category فَعِلَ , the
middle radical (ع) will be vocalized in the imperfect with either
ـَ فَتْحَة or ـِ كَسْرَة . Examples:

	Imperfect	Perfect
he rides	يَرْكَبُ	رَكِبَ
he assumes	يَحْسِبُ	حَسِبَ

    c. If the perfect of the verb is of the category فَعُلَ , the
middle radical (ع) will be vocalized only with ـُ ضَمَّة . Examples:

	Imperfect	Perfect
he grows (up)	يَكْبُرُ	كَبُرَ

In most cases however, this variation of vocalizing the
middle radical is insignificant, i.e., it does not change the meaning. And
after being exposed to the right pronunciation through exercises and use,
this will not constitute a problem.

3. Types:

   a. Sound: The following table shows the conjugation of the imperfect with the personal prefixes and suffixes. This conjugation may be taken as a pattern for all triliteral sound verbs:

3rd Masculine

Singular	ـَ ـ	يَـ	يَكْتُبُ	he writes
Dual	يَـ ـ ـ انِ	يَـ	يَكْتُبَانِ	they write
Plural	يَـ ـ ـ ونَ	يَـ	يَكْتُبُونَ	they write

3rd Feminine

Singular	تَـ ـ	تَـ	تَكْتُبُ	she writes
Dual	تَـ ـ ـ انِ	تَـ	تَكْتُبَانِ	they write
Plural	يَـ ـ ـ نَ	يَـ	يَكْتُبْنَ	they write

2nd Masculine

Singular	تَـ ـ	تَـ	تَكْتُبُ	you write
Dual	تَـ ـ ـ انِ	تَـ	تَكْتُبَانِ	you write
Plural	تَـ ـ ـ ونَ	تَـ	تَكْتُبُونَ	you write

2nd Feminine

Singular	تَـ ـ ـ ينَ	تَـ	تَكْتُبِينَ	you write
Dual	تَـ ـ ـ انِ	تَـ	تَكْتُبَانِ	you write
Plural	تَـ ـ ـ نَ	تَـ	تَكْتُبْنَ	you write

1st

Singular	أ ـ		أَكْتُبُ	I write
Plural	نَـ ـ		نَكْتُبُ	we write

The triliteral verbs which have the sound " ? ʾ hamza(t)"
as their initial radical will follow the same pattern explained above.
Examples:

	Imperfect	Perfect
he eats	يَأْكُلَ	أَكَلَ
he takes	يَأْخُذَ	أَخَذَ

b. Double: The conjugation of the imperfect of verbs like
" حَبَّ ", " مَرَّ " etc., does not differ in essence from the conjugation of
any three consonant verbs. However, the gemination (doubled consonant)
would be separated only with two persons, i.e., the 3rd and 2nd feminine
plural. While maintaining this demination with the other persons, the first
radical of the stem, unlike the regular triliteral verb, would be vocalized.
Examples:

he writes	يَكْتُبُ	he likes	يَحِبُّ
they write	يَكْتُبُونَ	they like	يَحِبُّونَ
they F. write	يَكْتُبْنَ	they F. like	يَحْبِبْنَ
you F. write	تَكْتُبْنَ	you F. like	تَحْبِبْنَ

c. Weak:

(1) Initial: In forming the imperfect of the initial
weak verb, the long vowel is dropped before attaching the imperfect prefix.
This, however, does not change the pattern of vowelling the middle radical
of such verbs in the imperfect.

The following conjugation of " وَقَعَ " should be taken
as a pattern for all verbs of this type.

Conjugation of " وَقَعَ " "to happen, to fall"

3rd Person

Feminine		Masculine
تَقَعُ	Singular	يَقَعُ
تَقَعَانِ	Dual	يَقَعَانِ
يَقَعْنَ	Plural	يَقَعُونَ

2nd Person

تَقَعِينَ	Singular	تَقَعُ
تَقَعَانِ	Dual	تَقَعَانِ
تَقَعْنَ	Plural	تَقَعُونَ

1st Person

Singular	أَقَعُ
Plural	نَقَعُ

(2) Middle: You should note that certain triliteral verbs in the perfect tense have the long vowel " أَلِف ا " as their middle radical " ع ". In forming the imperfect of these verbs, the " أَلِف " will either remain " أَلِف " or change into a " وَاو و " or a " يَا ٥ ي ". There is no rule to govern this aspect. Familiarity with the Arabic derivatives and the use of the Arabic dictionary will solve this problem. However, these verbs are not considered irregular, because their inflection can be predicted, and determined by whether the origin of the " أَلِف " is " وَاو و " or " يَا ٥ " through the dictionary.

After determining whether " أَلِف " is going to
remain, change into " و او ", or change into " يـ ﻪ ", its conjugation in
the imperfect would be like any other imperfect you have studied in most
aspects. The following conjugation of " يَـزورُ " should be taken as a pattern
for all verbs of this type.

Conjugation of " يَـزورُ " to visit

3rd Person

Feminine		Masculine
تَـزورُ	Singular	يَـزورُ
تَـزوران	Dual	يَـزوران
يَـزُرْنَ	Plural	يَـزورونَ

2nd Person

تَـزوريـنَ	Singular	تَـزورُ
تَـزوران	Dual	تَـزوران
تَـزُرْنَ	Plural	تَـزورونَ

1st Person

Singular	أَزورُ
Plural	نَـزورُ

(3) Final: Generally, the long vowel " أَلِف " of this
type of verbs is written in the perfect tense as an " أَلِف مَقْصورَة ." How-
ever, there are verbs of the same type where this long vowel is written
with " أَلِف طَويـلَة ."

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The " أَلِف مَقْصُورَة " found in the perfect tense of these verbs should be changed into " ي " in the imperfect as " مَشى – يَمْشي to walk", and " قَضى – يَقْضي to spend." The following conjugation of يَمْشي should be taken as a pattern for any verb of this type:

Conjugation of " يمشي " to walk

3rd Person

Feminine		Masculine
تَمْشي	Singular	يَمْشي
تَمْشيان	Dual	يَمْشيان
يَمْشينَ	Plural	يَمْشونَ

2nd Person

Feminine		Masculine
تَمْشي	Singular	تَمْشي
تَمْشيان	Dual	تَمْشيان
تَمْشينَ	Plural	تَمْشونَ

1st Person

Singular	أَمْشي
Plural	نَمْشي

There are some verbs of this type whose long vowel is " ي " in the perfect. This long vowel " ي " is changed, in the imperfect into " أَلِف مَقْصُورَة " as is the case with the verb " بَقِيَ to stay", thus بَقِيَ – يَبْقى .

4. Pronoun Suffixes: The pronoun suffixes which were attached to the Perfect may be attached to the Imperfect in the same way. Examples:

he writes it   يَكْتُبُهُ < هُ + يَكْتُبُ

she loves them   تُحِبُّهُمْ < هُمْ + تُحِبُّ

we find her   نَجِدُها < ها + نَجِدُ

they visit you   يَزورونَكُمْ < كُمْ + يَزورونَ

you invite us   تَدْعونَنا < نا + تَدْعونَ

5. Future Tense - سَ and سَوْفَ : There is no future tense in Arabic as such. The imperfect would render the meaning of the present, present continuous, and future according to the context. Nevertheless, the imperfect may be prefixed by " سَ " for near future or preceded by " سَوْفَ " for the far future to emphasize the future tense. No change whatsoever is required in the imperfect for this purpose. Examples:

I go to the coffee shop.   أنا أذهب إلى الْمَقْهى .

I will (prety soon or right away)   أنا سَأَذْهَبُ إلى الْمَقْهى .
go to the coffee shop.

I shall go to the coffee shop   أنا سَوْفَ أَذْهَبُ إلى الْمَقْهى .
(later).

D. <u>Complete Conjugation of Imperfect</u>: As you have noticed the Triliteral Verb, perfect or imperfect, is the basis for all other types of verbs so far as conjugation is concerned.

If you observe the triliteral perfect tense in its various forms in conjugation, you would find out that changes take place only at the end, and so it is, in general, with any other form in the perfect tense. On the

other hand, the changes which occur on the imperfect conjugation of the triliteral are in the beginning as well as in the end of the verb (prefixes and suffixes). Here again, all types of verbs should match the imperfect of triliteral ones in conjugation.

The following sets of conjugations are listed as reinforcement to what has been explained about the triliteral verb. Each set should be taken as a pattern for conjugating any similar new verb:

1. Sound يَكْتُبُ ـ كَتَبَ to write:

Imperfect		Perfect
يَكْتُبُ	3rd Masculine	كَتَبَ
يَكْتُبانِ		كَتَبا
يَكْتُبونَ		كَتَبوا
تَكْتُبُ	3rd Feminine	كَتَبَتْ
تَكْتُبانِ		كَتَبَتا
يَكْتُبْنَ		كَتَبْنَ
تَكْتُبُ	2nd Masculine	كَتَبْتَ
تَكْتُبانِ		كَتَبْتُما
تَكْتُبونَ		كَتَبْتُم
تَكْتُبينَ	2nd Feminine	كَتَبْتِ
تَكْتُبانِ		كَتَبْتُما
تَكْتُبْنَ		كَتَبْتُنَّ

Imperfect		Perfect
أَكْتُبُ	1st	كَتَبْتُ
نَكْتُبُ		كَتَبْنا

2. Double مَرَّ – يَمُرُّ to pass

Imperfect		Perfect
يَمُرُّ	3rd Masculine	مَرَّ
يَمُرّانِ		مَرّا
يَمُرّونَ		مَرّوا
تَمُرُّ	3rd Feminine	مَرَّتْ
تَمُرّانِ		مَرَّتا
يَمْرُرْنَ		مَرَرْنَ
تَمُرُّ	2nd Masculine	مَرَرْتَ
تَمُرّانِ		مَرَرْتُما
تَمُرّونَ		مَرَرْتُم
تَمُرّينَ	2nd Feminine	مَرَرْتِ
تَمُرّانِ		مَرَرْتُما
تَمْرُرْنَ		مَرَرْتُنَّ
أَمُرُّ	1st	مَرَرْتُ
نَمُرُّ		مَرَرْنا

3. Weak:

   a. Initial وَقَعَ - يَقَعُ to fall

Imperfect		Perfect
يَقَعُ	3rd Masculine	وَقَعَ
يَقَعانِ		وَقَعا
يَقَعونَ		وَقَعوا
تَقَعُ	3rd Feminine	وَقَعَتْ
تَقَعانِ		وَقَعَتا
يَقَعْنَ		وَقَعْنَ
تَقَعُ	2nd Masculine	وَقَعْتَ
تَقَعانِ		وَقَعْتُما
تَقَعونَ		وَقَعْتُم
تَقَعينَ	2nd Feminine	وَقَعْتِ
تَقَعانِ		وَقَعْتُما
تَقَعْنَ		وَقَعْتُنَّ
أَقَعُ	1st	وَقَعْتُ
نَقَعُ		وَقَعْنا

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b. Medial زارَ – يَزورُ to visit

Imperfect		Perfect
يَزورُ	3rd Masculine	زارَ
يَزوران		زارا
يَزورونَ		زاروا
تَزورُ	3rd Feminine	زارَتْ
تَزوران		زارَتا
يَزُرْنَ		زُرْنَ
تَزورُ	2nd Masculine	زُرْتَ
تَزوران		زُرْتُما
تَزورونَ		زُرْتُم
تَزورينَ	2nd Feminine	زُرْتِ
تَزوران		زُرْتُما
تَزُرْنَ		زُرْتُنَّ
أَزورُ	1st	زُرْتُ
نَزورُ		زُرْنا

The imperfect conjugation is basically the same with verbs which their middle radical " ا " is retained, or changed into " ي " such as " يَنامُ " he sleeps, and " يَبيعُ " he sales.

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c. Final مَشَى — يَمْشِي to walk

Imperfect		Perfect
يَمْشِي	3rd Masculine	مَشَى
يَمْشِيانِ		مَشَيَا
يَمْشُونَ		مَشَوْا
تَمْشِي	3rd Feminine	مَشَتْ
تَمْشِيانِ		مَشَتَا
يَمْشِينَ		مَشَيْنَ
تَمْشِي	2nd Masculine	مَشَيْتَ
تَمْشِيانِ		مَشَيْتُمَا
تَمْشُونَ		مَشَيْتُم
تَمْشِينَ	2nd Feminine	مَشَيْتِ
تَمْشِيانِ		مَشَيْتُمَا
تَمْشِينَ		مَشَيْتُنَّ
أَمْشِي	1st	مَشَيْتُ
نَمْشِي		مَشَيْنَا

II. DERIVED VERBS

The form of the verb which has thus far been studied may be called the basic stem of triliteral. The three basic radicals can be fitted into

fifteen different patterns or measures. Every verbal root is theoretically capable of being put into all fifteen of the patterns, each of which modifies the basic idea of the root; or produces some other shades of meaning, in most cases, related to the root. However only nine of the patterns are in common use.

The acquisition of an understanding of verb patterns is of prime importance in learning Arabic. It is important therefore that you should acquire a good familiarity with these nine derived forms. And when their peculiarities are grasped, and it is realized that each derived form is associated with certain meanings, they become a great help to the speedy acquisition of vocabulary.

In order to accomplish this, it is necessary to have a thorough knowledge of the rules for the formation of the patterns or measures, and the meaning or purpose of each pattern.

A. ﻓَﻌَّﻞ Measure:

1. Formation: This pattern is formed by geminating (doubling) the middle radical of the triliteral verb. If the middle radical of the root is an " ﺍﻷَﻟِﻒ " that " ﺃَﻟِﻒ ﺍ" is changed to its origin - either " ﻭ ﺍﻭ " or " ﻱ " and then the gemination is applied.

2. Meaning and Purpose: This pattern has various meanings, but we are concerned only with those which are basic and common:

a. It makes the intransitive triliteral verbs, transitive, and the transitive triliteral verbs causative or intensive. Examples:

to bring (something) down	نَزَّلَ	to descend	نَزَلَ
to make (someone or something) known, to introduce	عَرَّفَ	to know	عَرَفَ
to teach	دَرَّسَ	to study	دَرَسَ
to return something	رَجَّعَ	to return	رَجَعَ
to break into pieces	كَسَّرَ	to break	كَسَرَ
to put someone to sleep	نَوَّمَ	to sleep	نَامَ
to set in motion	سَيَّرَ	to move	سَارَ

b. It is used to bring out the meaning of verbs not used in their triliteral forms. Example:

to smoke	دَخَّنَ		دَخِنَ

c. It is used to make a verb out of a noun. Examples:

to change to alter	غَيَّرَ	other	غَيْر
to direct (toward something)	وَجَّهَ	face	وَجْه

B. أَفْعَلَ Measure:

1. Formation: This pattern is formed by prefixing " أ هَمْزَة فَتْحَة " while the first radical loses its vowel.

2. Meaning and Purpose:

a. It has the same meaning as the فَعَّلَ measure, i.e., it modifies the meaning of the root form by rendering it causative. Examples:

to make someone dwell, to lodge someone	أَسْكَنَ	to dwell	سَكَنَ

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to cause to enter	أَدْخَلَ	to enter	دَخَلَ
to return something	أَعَادَ	to return, to come back	عَادَ

b. It is used to bring out the meaning of verbs not used in their triliteral forms. Examples:

to want	أَرَادَ		رَادَ
to send	أَرْسَلَ		رَسِلَ

c. It is used to make a verb out of a noun. Examples:

to be in the morning	أَصْبَحَ	morning	صَبَاح
to rain	أَمْطَرَ	rain	مَطَر

d. The vowel of the first radical of the weak triliteral, which has a long vowel as its middle radical will be retained. Examples:

to return something	أَعَادَ	to return, to come back	عَادَ
to want	أَرَادَ		رَادَ

e. Basically, these two measures " فَعَّلَ and أَفْعَلَ " render the same meaning and purpose, consequently there are quite a few verbs which are capable of being put into both of these patterns to get the same modified meaning of the root. However, due to social limitation in usage and the developed shade of meaning, a difference in meaning is acquired. Examples:

cause to know, to teach	عَلَّمَ		
to inform	أَعْلَمَ	to know	عَلِمَ

f. The فَعَّلَ measure is more frequently used in daily conversation than أَفْعَلَ pattern.

3. Conjugation of فَعَّلَ and أَفْعَلَ Measures: The conjugation of these two measures in the perfect does not differ from any perfect that you know. The conjugation of these two patterns, in the imperfect, however differs from the conjugation of the triliteral verb conjugation as follows:

a. The imperfect of فَعَّلَ measure: The imperfect prefix would take a " ضَمَّة " as its vowel; the first radical of the stem would take a " فَتْحَة " as its vowel (instead of being vowelless in the triliteral verb); and the radical before the last one would take a " كَسْرَة " in all forms of the imperfect thus:

3rd M.	**2nd M.**
يُدَخِّنُ	تُدَخِّنُ
يُدَخِّنان	تُدَخِّنان
يُدَخِّنون	تُدَخِّنون
3rd F.	**2nd F.**
تُدَخِّنُ	تُدَخِّنينَ
تُدَخِّنان	تُدَخِّنان
يُدَخِّنَّ	تُدَخِّنَّ

1st

أُدَخِّنُ

نُدَخِّنُ

b. The imperfect of أَفْعَلَ measure: The " أ هَمْزَة فَتْحَة " is

eliminated from the imperfect conjugation; the imperfect prefix would take

a " ◌ُ ضَمَّة " as its vowel; the first radical of the stem would be vowel-

less like the triliteral verb, unless it is followed by a long vowel " و او

or ي ", and the radical before the last one would take " ◌ِ كَسْرَة ". If

the radical before the last one is a long vowel, that long vowel is changed

into " ي " regardless of its origin, and consequently, the first radical

would take a " ◌ِ كَسْرَة " as its vowel. Thus:

2nd M.	3rd M.
تُرِيدُ	يُرِيدُ
تُرِيدانِ	يُرِيدانِ
تُرِيدونَ	يُرِيدونَ

2nd F.	3rd F.
تُرِيدِينَ	تُرِيدُ
تُرِيدانِ	تُرِيدانِ
تُرِدْنَ	يُرِدْنَ

1st

أُرِيدُ

نُرِيدُ

In the 3rd and 2nd feminine plural forms, the long vowel

" ي " is eliminated as is the case in the conjugation of the triliteral

verb of the same root, i.e., يُرِدْنَ and تُرِدْنَ .

C. The تَفَعَّلَ Measure:

   1. Formation: This measure is formed by prefixing " تَـ , تا فَتْحَة تَـ "
to فَعَّلَ measure.

   2. Meaning and Purpose: This measure may show the consequence of
فَعَّلَ pattern or it may give the intransitive or the reflexive meaning of
the فَعَّلَ measure. It may also be used to make a verb from a noun. Examples:

to teach one's self to learn	تَعَلَّمَ	to cause someone to know to teach	عَلَّمَ
to advance, to be advanced	تَقَدَّمَ	to cause someone or something to be ahead, to advance something, to offer	قَدَّمَ
to be honored	تَشَرَّفَ	to honor someone	شَرَّفَ
to be introduced	تَعَرَّفَ	to cause to know, to introduce, to define	عَرَّفَ

In order to clarify this complexity of "consequence or reflexive" meaning,
let us take one triliteral verb and illustrate each step that passes through
the process of derivation: The triliteral verb عَلِمَ means to know, to have
the knowledge of. If you geminate the middle radical of this verb accord-
ing to فَعَّلَ pattern, thus عَلَّمَ it will mean "to cause somebody to know or
comprehend", in other words "to teach." Now if you add the prefix " تَـ " to
the form " عَلَّمَ " according to تَفَعَّلَ pattern, thus تَعَلَّمَ, it will render the
meaning of "teaching one's own self" i.e., "to learn" or to put it in other
words, if you teach somebody, what is the effect or the result? The effect
is that he will learn. Thus through the process of derivation, two new

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verbs have been developed, i.e., " عَلَّمَ to teach" and " تَعَلَّمَ to learn."

   3.   Conjugation of " تَفَعَّلَ Measure:

        a.   Perfect: The conjugation of this form in the perfect is similar to that of the triliteral verb.

        b.   Imperfect: In this conjugation the تَفَعَّلَ pattern unlike the triliteral, would retain the " ــَ فَتْحَة " vowel of its first radical. Thus:

3rd F.		3rd M	
تَتَقَدَّمُ		يَتَقَدَّمُ	to advance تَقَدَّمَ
تَتَقَدَّمَا ن		يَتَقَدَّمَا ن	
يَتَقَدَّمْنَ		يَتَقَدَّمُونَ	

2nd F.		2nd M.	
تَتَقَدَّمِينَ		تَتَقَدَّمُ	
تَتَقَدَّمَا ن		تَتَقَدَّمَا ن	
تَتَقَدَّمْنَ		تَتَقَدَّمُونَ	

1st

أَتَقَدَّمُ

نَتَقَدَّمُ

   D.   فَاعَلَ Measure:

   1.   Formation: This measure is formed by adding an " ا أَلِف " after the first radical of the triliteral verb and affixing the middle radical vowelling with " ــَ فَتْحَة ." Thus:

فَعَلَ ــ فَاعَلَ

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2. Meaning and Purpose: This measure, generally, is transitive. The main purpose of this pattern is to show the relation of the action to a person. It expresses the reciprocal action between the subject and the object of the verb. Examples:

to visit each other	زَاوَرَ	to visit	زَارَ
to correspond	كَاتَبَ	to write	كَتَبَ

The man visited his friend.	أَلرَّجُلُ زَارَ صَدِيقَهُ
The man exchanged visits with his friend. (visited each other)	أَلرَّجُلُ زَاوَرَ صَدِيقَهُ
The man wrote to his friend.	أَلرَّجُلُ كَتَبَ إِلَى صَدِيقِهِ
The man corresponded with his friend.	أَلرَّجُلُ كَاتَبَ صَدِيقَهُ

It may also be used to bring out the meaning of an unused triliteral form, such as:

to travel	سَافَرَ (سَفَرَ)
to participate	شَارَكَ (شَرَكَ)

3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: The imperfect conjugation of this measure is similar to that of فَعَّلَ and أَفْعَلَ measures, i.e., the vowelling of the imperfect will be " ضَمَّة ُ ". The vowel of its first radical is retained; and a " كَسْرَة ِ " vowelling is affixed before the last radical. Examples:

he participates	يُشَارِكُ	شَارَكَ
he travels	يُسَافِرُ	سَافَرَ
he exchanges visits	يُزَاوِرُ	زَاوَرَ

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E. تَفَاعَلَ Measure:

1. Formation: This measure is formed by prefixing "تـا ، فَتْحَة تَ"
to فَاعَلَ measure.

2. Meaning and Purpose: This measure is always intransitive in
function. The main purpose of this pattern is to express the consequences
of the فَاعَلَ measure, or give the reflexive meaning of the فَاعَلَ pattern.
Examples:

to correspond with one another	تَكَاتَبَ	to correspond	كَاتَبَ
to enter into partner- ship with someone	تَشَارَكَ	to participate	شَارَكَ
the man exchanged visits with his friend.	اَلرَّجُلُ زَاوَرَ صَدِيقَهُ) تَزَاوَرَ اَلرَّجُلُ وَصَدِيقُهُ)		

The meaning of the above two sentences is the same. However, the
structure is different. In the first sentence, "the man اَلرَّجُلُ " is still
the doer (subject) of the verb, and "his friend صَدِيقَهُ " is still the
receiver (object), of the verb. While in the second sentence both "the
man and his friend" اَلرَّجُلُ وَصَدِيقُهُ " are doers (subjects) of the same verb
and there is no object.

This measure expresses sometimes the repetition of the action of
the triliteral: Examples:

to fall in succession	تَسَاقَطَ	to fall	سَقَطَ
to retreat	تَرَاجَعَ	to return	رَجَعَ

It may also express feigning. Examples:

to feign work	تَشاغَلَ	work	شُغْل
to feign sickness, to pretend sick	تَمارَضَ	sickness	مَرَض

3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: The imperfect conjugation of this is also similar to that of the triliteral with one exception; the vowelling of the first radical of this measure is retained. Examples:

يَتَراوَرُ	تَراوَرَ
يَتَشارَكُ	تَشارَكَ
يَتَراجَعُ	تَراجَعَ

F. اِفْتَعَلَ Measure:

1. Formation: This measure is formed by adding " هَمْزَة كَسْرَة إِ " as a prefix and " تا ، تَ فَتْحَة " as an infix after the first radical of the triliteral verb, while the first radical will be vowelless. Thus:

$$ فَعَلَ = اِفْتَعَلَ $$

2. Meaning and Purpose: The main purpose of this measure is to express the reflexiveness from the transitive triliteral verb. Examples:

to acknowledge, to confess	اِعْتَرَفَ	to know	عَرَفَ
to gather, to meet	اِجْتَمَعَ	to add, to bring together	جَمَعَ
to believe	اِعْتَقَدَ	to tie, to intend	عَقَدَ

3. Conjugation:

a. Perfect: The conjugation of this measure in the perfect is similar to that of the triliteral verb.

b. Imperfect: This measure is conjugated in the imperfect as the أَفْعَلَ pattern with vowelling of the imperfect prefix " فَتْحَة ‗َ " instead of " ضَمَّة ‗ُ ", thus:

يُرْسِلُ   أَرْسَلَ

يَعْتَقِدُ   إِعْتَقَدَ

يَجْتَمِعُ   إِجْتَمَعَ

يَعْتَرِفُ   إِعْتَرَفَ

G. إِنْفَعَلَ Measure:

1. Formation: This measure is formed by prefixing " إِنْ " to the triliteral verb. Thus:

إِنْفَعَلَ   فَعَلَ

إِنْفَضَّ   فَضَّ

إِنْعَرَفَ   عَرَفَ

2. Meaning and Purpose: This measure serves the same purpose of إِفْتَعَلَ . However they differ in other dimensions which are considered of lesser importance.

3. Conjugation: This measure is conjugated as the إِفْتَعَلَ measure in both the perfect and the imperfect tenses.

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4. إِنْفَعَلَ and أَفْتَعَلَ Measures: These two measures are usually grouped together because they both basically:

      a. Express the consequence of the transitive triliteral and,

      b. Are usually used to reflect passive voice from the triliteral verb.

H. إِسْتَفْعَل Measure:

    1. Formation: This measure is formed by prefixing " إِسْتَ " to the triliteral verb, while the first radical will be vowelless. Thus:

إِسْتَفْعَل	فَعَل
إِسْتَعْمَل	عَمَل
إِسْتَرْجَع	رَجَع

    2. Meaning and Purpose: The main purpose of this measure is to seek or request the action of the triliteral verb. However, it may be used to give the meaning or Finding or Believing; Change; or Submission with certain verbs depending on the meaning of the triliteral verb. Examples:

(to seek the doing or making) to use	إِسْتَعْمَل	to do, make	عَمَل
to get back	إِسْتَرْجَع	to return	رَجَع
to seek (knowing) information	إِسْتَعْلَم	to know	عَلِم
to seek the service, to employ	إِسْتَخْدَم	to serve	خَدَم

    3. Conjugation: This measure is conjugated as the إِفْتَعَل measure in both the perfect and the imperfect tenses. Thus:

إِعْتَرَفَ   يَعْتَرِفُ

إِسْتَعْمَلَ   يَسْتَعْمِلُ

إِسْتَرْجَعَ   يَسْتَرْجِعُ

I. إِفْعَلَّ Measure:

1. **Formation:** This measure is formed by prefixing " إِ هَمْزَةَ كَسْرَة ", unvowelling the first radical, and geminating (doubling) the last radical of the triliteral root. Thus:

فَعَلَ — إِفْعَلَّ

2. **Meaning and Purpose:** The main purpose of this measure is to make verbs out of color or defect adjectives, and thus render the meaning of "to be" or "become" that color or defect. Examples:

to be or become red	إِحْمَرَّ	red	أَحْمَر
to be or become black	إِسْوَدَّ	black	أَسْوَد
to be or become white	إِبْيَضَّ	white	أَبْيَض
to limp	إِعْرَجَّ	lame	أَعْرَج
to be or become deaf	إِطْرَشَّ	deaf	أَطْرَش

3. **Conjugation:**

a. **Perfect:** The perfect conjugation of this measure is as follows:

3rd F.	3rd M.
إِحْمَرَّتْ	إِحْمَرَّ
إِحْمَرَّتَا	إِحْمَرَّا
إِحْمَرَرْنَ	إِحْمَرُّوا

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2nd F.	2nd M.
إِحْمَرَرْتِ	إِحْمَرَرْتَ
إِحْمَرَرْتُما	إِحْمَرَرْتُما
إِحْمَرَرْتُنَّ	إِحْمَرَرْتُم

1st

إِحْمَرَرْتُ

إِحْمَرَرْنا

b. Imperfect: This measure is conjugated in the imperfect

as follows:

3rd F.	3rd M.
تَحْمَرُّ	يَحْمَرُّ
تَحْمَرّانِ	يَحْمَرّانِ
يَحْمَرِرْنَ	يَحْمَرّونَ

2nd F.	2nd M.
تَحْمَرِّينَ	تَحْمَرُّ
تَحْمَرّانِ	تَحْمَرّانِ
تَحْمَرِرْنَ	تَحْمَرّونَ

1st

أَحْمَرُّ

نَحْمَرُّ

III. VERBAL DERIVATIVES

There is no Arabic verbal form corresponding to the English infinitive. The Arabic verb contains elements of time, action and person; therefore, nouns derived from verbs cover one or two of these elements.

A. <u>Noun of Subject</u> " اِسْمُ ٱلْفَاعِل ":

  1. Description: This noun indicates the doer of the action of the verb. It is also known as "the Active Participle", "the Noun of Agent", or "Present Participle."

  The Noun of Subject correlates with an underlying verb, has the same root as the verb, has a predictable pattern, and has a verb-like meaning. It is used as a noun or an adjective. Occasionally it seems to function as a verb, but it still retains its usual noun endings.

  2. Construction:

  a. The " فَاعِل " pattern is used to form the Noun of Subject from most of triliteral verbs:

    (1) Sound

writer	كَاتِب	كَتَبَ
dweller	سَاكِن	سَكَنَ
player (music)	عَازِف	عَزَفَ
going (person)	ذَاهِب	ذَهَبَ
sitting (person)	جَالِس	جَلَسَ

(2) Middle Weak Verbs: The " أَلِف ا " of such verbs is changed into " هَمْزَة كَسْرَة و " and then the verbs are fitted into the "فاعل" pattern. Examples:

sleeping (person)	نـا ئِم	نـا مَ
spread, common	شا ئِع	شا عَ
visitor	ز ائِر	ز ارَ
seller	بـا ئِع	بـا عَ

(3) Final Weak Verbs: The long vowel " أَلِف ا " or " يـا ي" is dropped after the verb is fit into the " فا عل " pattern. A " كسرتا ن" will be placed under the last consonant if it comes as an indefinite noun nominative or genitive. Examples:

remainder or remaining	بـا قٍ	بَقِيَ
inviting (one)	د ا عٍ	دَعا
walking (one)	مـا شٍ	مَشى

When such a Noun of Subject comes in a definite form, a " يـا ٠ ي" is placed as the last radical of that noun. This " ي " will be considered as a long vowel for the preceding consonant when that noun is either in nominative or genitive case. As for the accusative case, this " ي " will take a " ـَ

فَتْحَة ". Examples:

The remainder of the account is ten liras (pounds).	أَلْبـا قي مِنَ ٱلْحِسا ب هو عَشْرُ لـيـرا ت.
I took ten liras (pounds) from the remainder.	أَخَذْتُ عَشَرَ لـيـرا تٍ مِنَ ٱلْبـا قي .
I sent the remainder of the account.	أَرْسَلْتُ ٱلْبـا قيَ مِنَ ٱلْحِسا ب

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(4) Geminated Verbs: The last two radicals of such verbs will remain geminated when they are fitted into the " فاعل " pattern. Thus:

passing by (one)	مارّ	مَرَّ
loving (one)	حابّ	حَبَّ

(5) Verbs with " هَمْزَة " as their first radical: The pronunciation of such verbs in the " فاعل " pattern is the same as that of the sound triliteral; only its writing will be different; A " T مَدَّة " is placed over the " ا أَلِف " instead of the " هَمْزَة ". Thus:

eater	آكِل	أَكَلَ
taking (one)	آخِذ	أَخَذَ
commander, commanding (one)	آمِر	أَمَرَ

The plural of the Noun of Subject is, generally, regular masculine plural. It would take the broken plural, however, when it functions as a noun with a specialized meaning. Examples:

clerks	كُتّاب	clerk	كاتِب	to write	كَتَبَ
workers	عُمّال	worker	عامِل	to do	عَمِلَ
students	طُلّاب	student	طالِب	to ask	طَلَبَ

There are some nominal forms which are commonly adjectival in function or meaning. The most usual form is " فَعِيـل ." This form is used to construct an adjectival noun, an adjective similar to the Noun of Subject from " فَعُـلَ " type verbs. These verbs are reflexive in meaning and function. Examples:

big, large	كَبِيـر	كَبُرَ
much, many	كَثِيـر	كَثُرَ
small	صَغِيـر	صَغُرَ
far	بَعِيـد	بَعُدَ
near	قَرِيب	قَرُبَ

The Noun of Subject has the feminine ending " تـا ء مـربـوطة " if it describes a feminine noun. Examples:

visitor	زائِر + ة > زائِرَة
student	طالِب + ة > طالِبَة
big	كَبِير + ة > كَبِيرَة

b. More than three radicals: The forming of the Noun of Subject from verbs of more than three radicals will be constructed from the imperfect form of that verb. It would follow the following general procedure:

(1) Substituting the imperfect prefix with a " مِيـم مَضَّمـة مُ ", dropping the suffix, if there is any; and

(2) Changing the vowel of the consonant before the last one to " ___ كَسْرَة ." Examples:

waiting person	مُنْتَظِر	يَنْتَظِرُ
singer	مُغَنٍّ	يُغَنِّي
teacher	مُعَلِّم	يُعَلِّمُ
sorry, saddened (person)	مُتَأَسِّف	يَتَأَسَّفُ
user	مُسْتَعْمِل	يَسْتَعْمِلُ
assistant, helper	مُسَاعِد	يُسَاعِدُ
finished (one)	مُنْتَهٍ	يَنْتَهِي
buyer	مُشْتَرٍ	يَشْتَرِي

You should note in the above examples that the rule of dropping the long vowel when it comes as a last radical of the verb form, applied on the triliteral verbs, is also applied here.

The plural form used for these Nouns of Subject is also, generally, the regular masculine plural as it is the case with that of the triliteral verbs.

These Nouns of Subject, like the nouns of triliteral root, would accept the feminine ending " ـة، مَرْبُوطَة " if they describe feminine nouns. When the last radical is a long vowel, that long vowel is retained when accepting the feminine ending. Example:

buyer F. مُشْتَرِيَة   buyer M. مُشْتَرٍ

B. <u>Noun of Object</u> " إِسْمُ الْمَفْعُول ":

1. Description: This derived noun is also known as the passive participle. It is derived from the verb to indicate the object of the verb,

the one upon which the action falls, or the receiver of the action.

The Noun of Object, like the Noun of Subject, is used mostly
as noun or adjective and occasionally it seems to function as verb, but
still retains its usual noun endings. The Noun of Object, when used as an
adjective, may often be translated by an English Past Participle.

2. Construction:

a. The " مَفْعُول " pattern is used to form the Noun of Object
from the triliteral verbs. Examples:

written, a letter	مَكْتُوب	كَتَبَ
placed, subject	مَوْضُوع	وَضَعَ
famous	مَشْهُور	شَهَرَ
shown, displayed	مَعْرُوض	عَرَضَ
found	مَوْجُود	وَجَدَ

When the triliteral verb has a long vowel as its middle radical, the " و او "
of the " مَفْعُول " pattern is dropped and the long vowel of the stem is
retained. Examples:

said (thing)	مَقُول	يَقُولُ	قَال
sold (thing)	مَبِيع	يَبِيعُ	بَاع

If the third radical of the triliteral verb is a long vowel then the Noun
of Object is formed as follows:

(1) When the root of that long vowel is " يـا . ي ", then
the " و او " of the " مَفْعُول " pattern is changed into " ي " and geminated
with the " ي " of the verb. Thus:

built (thing)   بَنَى   يَبْنِي   مَبْنِيّ

spent (thing)   قَضَى   يَقْضِي   مَقْضِيّ

(2) When the root of that long vowel is " واو ", then

the " واو " of the " مَفْعُول " pattern is geminated with the " واو " of the

verb. Thus:

invited (person)   دَعَا   يَدْعُو   مَدْعُوّ
guest

(3) When the triliteral verb ends with a double consonant

(geminated), then this gemination is dropped and the verb is fit into the

" مَفْعُول " pattern. Thus:

loved (one)   حَبَّ (حَبَبَ)   مَحْبُوب

liked (one)   وَدَّ (وَدَدَ)   مَوْدُود

The Noun of Object formed from the triliteral verb has,

usually, a broken plural form on the measure " مَفَاعِيل " when its meaning does

not denote people. Examples:

مَفْعُول	مَفَاعِيل
letters; written (thing)	مَكْتُوب	مَكَاتِيب
subjects; placed (thing)	مَوْضُوع	مَوَاضِيع

When the meaning of the Noun of Object denotes people, then generally it has

a regular masculine plural. Examples:

famous (people)   مَشْهُور   مَشْهُورُون ، مَشْهُورِين

found, present   مَوْجُود   مَوْجُودُون ، مَوْجُودِين
(people)

The Noun of Object, like the Noun of Subject, when used as a feminine noun or adjective, will take the feminine ending " ة مَرْبُوطَة ، تا • "
Examples:

famous F   مَشْهُور + ة > مَشْهُورَة

invited F   مَدْعُوّ + ة > مَدْعُوَّة

found F   مَوْجُود + ة > مَوْجُودَة

    b. **More than three radicals:** The Noun of Object from verbs which are of more than three radicals is formed, like the Noun of Subject, from the imperfect forms of these verbs.

    The general procedure is similar to that of the Noun of Subject with one major difference, i.e., the vowelling of the consonant before the last one is " ــَــ فَتْحَة ". Examples:

expected	مُنْتَظَر	يَنْتَظِر
composed	مُكَوَّن	يُكَوِّن
used	مُسْتَعْمَل	يَسْتَعْمِل
organized	مُنَظَّم	يُنَظِّم
introduced	مُعَرَّف	يُعَرِّف

When the verb has a long vowel " ي " before the last radical in the imperfect, that long vowel is changed into " ا أَلِف " instead of the regular " ــَــ فَتْحَة ". Example:

wanted   مُراد   يُرِيد

    There are some verbs which their forms for Noun of Object are common between the Noun of Object and the Noun of Subject because of the meaning they render. Examples:

excellent	مُمْتَازٌ	يَمْتَازُ
needed	مُحْتَاجٌ	يَحْتَاجُ
rested	مُرْتَاحٌ	يَرْتَاحُ

The plural of the Noun of Object (more than three radicals)
is generally a regular masculine plural. Examples:

مُمْتَازِين	or	مُمْتَازُون	مُمْتَازٌ
مُرْتَاحِين	or	مُرْتَاحُون	مُرْتَاحٌ
مُعَرَّفِين	or	مُعَرَّفُون	مُعَرَّفٌ

Basically, the Noun of Object is formed from transitive verbs. However,
it is possible to form the Noun of Object from intransitive verbs provided
that it is followed by an adequate preposition. Examples:

sorry for (him) sadden upon	مَأْسُوف عَلَيْهِ	يَأْسَفُ
embarrassed from ashamed of (it or him)	مَخْجُول مِنْهُ	يَخْجَلُ
sat in (it)	مَجْلُوس فِيهِ	يَجْلِسُ
believed in	مُعْتَقَد بِ	يَعْتَقِدُ
needed (to)	مُحْتَاج إِلَى	يَحْتَاجُ

C. **Noun of Action:**

1. Description: The two derived nouns, Noun of Subject and Noun
of Object, explained in the previous sections, deal with the persons and
the action of the verb. The Noun of Action expresses mere action, state,
or being of the verb, and is unlimited by subject, object, or time. This
noun is also known as "Verbal Noun". It is called in Arabic "أَلْمَصْدَر the
source" or "origin".

2. Construction:

    a. Triliteral Verb: The Noun of Action is formed from both transitive and intransitive verbs. From triliteral verbs, it is irregular in its formation. It is determined, therefore, by the dictionary. Examples:

writing	كِتَابَة	كَتَبَ
sitting	جُلُوس	جَلَسَ
hearing	سَمْع	سَمِعَ
going	ذَهَاب	ذَهَبَ
showing	عَرْض	عَرَضَ

A verb may have more than one Noun of Action especially if it has different shades of meaning. Examples:

study or course	دِرَاسَة	lesson	دَرْس	دَرَسَ
passing	مَرّ	passing; traffic	مُرُور	مَرَّ
occurrence	وُقُوع	effect; impact	وَقْع	وَقَعَ

    b. More than Three Consonants: The Noun of Action formed from the quadriliteral or the derived verb has the same function as that of the triliteral, i.e., expressing the verbal meaning in the noun form. However, unlike the triliteral, the formation of the Noun of Action from a quadriliteral or any derived verb is according to specific measures or forms. The following are measures used to form the Noun of Action for all the derived verbs which have been covered in this text:

    (1) فَعَّلَ Pattern: The Noun of Action " أَلْمَصْدَر " for this pattern will be according to:

(a) تَفْعِيل for all verbs except those which end with

a long vowel or a " هَمْزَة ", examples:

teaching	تَعْلِيم	عَلَّمَ
photography	تَصْوِير	صَوَّرَ
repair	تَصْلِيح	صَلَّحَ
exercise	تَمْرِين٠	مَرَّنَ
arrangement	تَرْتِيب	رَتَّبَ
introducing, definition	تَعْرِيف	عَرَّفَ

(b) تَفْعِلَة , generally for the verb which ends with

a long vowel or a " هَمْزَة ". Examples:

naming	تَسْمِيَة	to name	سَمَّى
education, bringing up	تَرْبِيَة	to bring up	رَبَّى
apportioning	تَجْزِئَة	to apportion	جَزَّأَ

(2) تَفَعَّل Pattern: The Noun of Action " أَلْمَصْدَر " for

this pattern is formed by changing the vowel of the geminated consonant into

" ضَمَّة " Thus : تَفَعُّل ← تَفَعَّل . Examples:

learning	تَعَلُّم	تَعَلَّمَ
speaking	تَكَلُّم	تَكَلَّمَ
honoring	تَشَرُّف	تَشَرَّفَ

(3) فَاعَلَ Pattern: The Noun of Action " أَلْمَصْدَر " for

this pattern will be either on " مُفَاعَلَة " form or " فِعَال " form. It is not

necessary that the verb in this pattern should have both forms of Noun of

Action " أَلْمَصْدَر ". There are, however, a few verbs which accept both of these

forms as their Noun of Action. In such a case, there is a shade of different

meaning developed, through usage, between the two forms. Examples:

		participation	مُشَارَكَة	شَارَكَ
book	كِتَاب	correspondence	مُكَاتَبَة	كَاتَبَ
defense	دِفَاع	defending	مُدَافَعَة	دَافَعَ
		transaction treatment	مُعَامَلَة	عَامَلَ
		help, assistance	مُسَاعَدَة	سَاعَدَ

(4) تَفَاعَلَ Pattern: The Noun of Action "اَلـمَصْدَر " for

this pattern is formed by changing the vowel of the consonant before the

last into " ضَمَّة " " ◌ُ ". Examples:

retreat	تَرَاجُع	تَرَاجَعَ
feigning work	تَشَاغُل	تَشَاغَلَ

(5) Patterns: أَفْعَلَ ، إِفْتَعَلَ ، إِنْفَعَلَ ، إِسْتَفْعَلَ ، إِفْعَلَّ

The Noun of Action "اَلـمَصْدَر " for any one of these patterns is formed accord-

ing to the following general procedure:

(a) The vowelling of the initial "هَمْزَة " is always

" ◌ِ " " كَسْرَة ".

(b) Adding the long vowel " أَلِف " before the last

consonant.

(c) The consonants between the initial " هَمْزَة " and

the added long vowel, which have " ◌ْ " " سُكُون " would retain that " سُكُون ";

while those which are vowelled would change their vowels into " كَسْرَة "

" ◌ِ ". Examples:

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sending	إِرْسَال	أَرْسَلَ
meeting	إِجْتِمَاع	إِجْتَمَعَ
division	إِنْقِسَام	إِنْقَسَمَ
use	إِسْتِعْمَال	إِسْتَعْمَلَ
redness	إِحْمِرَار	إِحْمَرَّ

c. When the verb ends with a long vowel, that long vowel, in applying the above procedure, is changed into " هَمْزَة ." Examples:

end	إِنْتِهَاء	إِنْتَهَى
giving	إِعْطَاء	أَعْطَى
buying	إِشْتِرَاء	إِشْتَرَى

d. When the long vowel occurs before the last consonant of the verb, then the Noun of Action form would be according to one of the following two steps:

(1) A " تَاء مَرْبُوطَة " is added at the end of the form instead of the long vowel " أَلِف ." Example:

want	إِرَادَة	أَرَادَ

(2) The long vowel " أَلِف " of the verb is changed into " ي " and then the " أَلِف " of the Noun of Action form is added. Examples:

need	إِحْتِيَاج	إِحْتَاجَ
regularity	إِعْتِيَاد	إِعْتَادَ

e. The plural of the Noun of Action from these derived verbs is generally, the regular feminine plural.

f. The Noun of Action " اِشْتِرَاء buying" is not as commonly used as " شِرَاء ", the Noun of Action from the triliteral verb.

3. Use: It is often used with its own verb to strengthen or to reinforce the meaning of the verb. In English this use is relatively rare, but in Arabic this case is quite frequent. Examples:

The days passed (by us) fast. مَرَّتْ بِنَا ٱلْأَيَّام مَرًّا سَرِيعًا .

The student studied a lot. دَرَسَ ٱلتِّلْمِيذُ دَرْسًا كَثِيرًا .

Unlike the Nouns of Subject and Object, it is only used as a noun and not as an adjective.

Generally, the plural of the Noun of Action " ٱلْمَصْدَر " is the regular feminine plural. Examples:

كِتَابَة   كِتَابَات

دِرَاسَة   دِرَاسَات

طَلَب   طَلَبَات

D. <u>Noun of Place and Time</u> إِسْمُ ٱلْمَكَان وَٱلزَّمَان :

1. Description: This form of a derived noun denotes the time " ٱلزَّمَان " or place " ٱلْمَكَان " of an action. It is formed from both transitive and intransitive verbs.

2. Formation:

a. Triliteral Verbs: The noun of place and time is formed from the imperfect by substituting " مَ " for the imperfect prefix of the third person masculine singular conjugation.

(1) When the vowel of the middle radical of the verb is

(‗) (كَسْرَة), no change in the vocalization is required, thus "مَفْعِل".

Examples:

place of paying out, bank	مَصْرِف	يَصْرِفُ	صَرَفَ
place of sitting, assembly	مَجْلِس	يَجْلِسُ	جَلَسَ
place of exhibition, exposition	مَعْرِض	يَعْرِضُ	عَرَضَ

If the first radical of the verb is weak " و or ي "

in the stem, the noun of place and time will be of the measure " مَفْعِل " as

explained above regardless of the vocalization of its middle radical in the

imperfect. Examples:

time or place of appointment	مَوْعِد	يَعِدُ	وَعَدَ
place of falling, location	مَوْقِع	يَقَعُ	وَقَعَ
place of standing, position	مَوْقِف	يَقِفُ	وَقَفَ

(2) When the vowel of the middle radical of the verb is

(‗) (ضَمَّة) or (‗) (فَتْحَة) it will be (‗) thus "مَفْعَل" for

forming the noun of place and time. Examples:

place of writing, office	مَكْتَب	يَكْتُبُ	كَتَبَ
place of sleeping, bed	مَنَام	يَنَامُ	نَامَ
place of eating, restaurant	مَطْعَم	يَطْعَمُ	طَعِمَ

There are some verbs with (‗) (فَتْحَة) or (‗) (ضَمَّة)

in their imperfect yet their commonly used noun of place and time is of

" مَفْعِل " measure and not " مَفْعَل ." Examples:

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place of dwelling, house	مَسْكِن	يَسْكُنُ	سَكَنَ
place of praying, mosque	مَسْجِد	يَسْجُدُ	سَجَدَ
time or place of sunrise, east	مَشْرِق	يَشْرُقُ	شَرَقَ
time or place of sunset, west	مَغْرِب	يَغْرُبُ	غَرَبَ

b. Derived Verbs (Verbs of more than three radical): The Passive Participle of these verbs is used for the noun of place and time. Examples:

time or place of ending, end	مُنْتَهى	يَنْتَهِي	إِنْتَهى
hospital	مُسْتَشْفى	يَسْتَشْفِي	إِسْتَشْفى
place of meeting	مُلْتَقى	يَلْتَقِي	إِلْتَقى

c. A (تا ، ة) مَرْبُوطة is sometimes added to the measure " مَفْعِل " or " مَفْعَل " to express abundance of the thing implied, and the measure will be " مَفْعَلة " regardless of the middle radical vocalization. Examples:

library	مَكْتَبة	مَكْتَب
school	مَدْرَسة	مَدْرَس
butchery; massacre	مجزرة	مجزر
press	مَطْبَعة	مَطْبَع

E. <u>Noun of Instrument إِسْمُ الآلَة</u>:

1. Description: Nouns of Instrument describe the instrument with which actions of verbs are performed. They may be derived or original nouns.

2. Construction: The derived nouns are taken from triliteral transitive verbs only and have three regular patterns, i.e., مِفْعَل، مِفْعَل and مِفْعَلَة. There is no way, however, to indicate which verb will yield a noun of instrument according to one of these three patterns and not the other.

The plural of مِفْعَل and مِفْعَلَة patterns is مَفَاعِل , while the plural of مِفْعَال pattern is مَفَاعِيل . Examples:

	Plural	Singular
a.	مَفَاعِل	مِفْعَل
gun	مَدَافِع	مِدْفَع
file	مَبَارِد	مِبْرَد
b.	مَفَاعِل	مِفْعَلَة
wallet	مَحَافِظ	مِحْفَظَة
spoon	مَلَاعِق	مِلْعَقَة
c.	مَفَاعِيل	مِفْعَال
key	مَفَاتِيح	مِفْتَاح
measure	مَقَايِيس	مِقْيَاس

3. The original nouns of instrument exist independently in the language and do not follow any of the derived patterns. Examples:

	Plural	Singular
pencil	أَقْلَام	قَلَم
fork	شَوْكَات	شَوْكَة
knife	سَكَاكِين	سِكِّين
ax	فُؤُوس	فَأْس

F. **Noun of Excess**: This derived noun, called in Arabic " صِيغَة
ٱلْمُبَالَغَة form of Excess", has the meaning of the Noun of Subject
إِسْمُ ٱلْفَاعِل to which is added the idea of intensity of profession. It
has various forms or measures which are mainly derived from the triliteral
root. The most important of these forms are فَعَّال and فَعُول . The plural
of these forms is the regular masculine. Examples:

1. فَعَّال Form:

		فَعَّال
Plural		
غَسَّالُونَ ، غَسَّالِينَ	washer	غَسَّال
حَلَّاقُونَ ، حَلَّاقِينَ	barber	حَلَّاق
خَيَّاطُونَ ، خَيَّاطِينَ	tailor	خَيَّاط
طَبَّاخُونَ ، طَبَّاخِينَ	cook	طَبَّاخ

2. فَعُول Form:

		فَعُول
Plural		
صَبُورُونَ ، صَبُورِينَ	patient	صَبُور
أَكُولُونَ ، أَكُولِينَ	eater (excess)	أَكُول
كَفُوؤُونَ ، كَفُوئِينَ	comparable	كَفُوء

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CHAPTER FOUR

PARTICLES

The particle in Arabic is called حَرْف Pl حُرُوف (which also means
"letter"). Particles are of several types, and include such words known
in English as Prepositions, Conjunctions, Interjections, and sometimes
Adverbs. The following grouping is based upon the function of these parti-
cles:

I. PREPOSITIONS حُرُوفُ ٱلْجَرّ

    A. Prefixed:

        1. بِ = in; by or with

            a. بِ in the meaning of "by" or "in". Examples:

I went to Damascus by way of   ذَهَبْتُ إِلَى ٱلشَّام بِطَرِيق
    Beirut.   بَيْروت .

We visited the old ruins   زُرْنا ٱلآثارَ ٱلْقَدِيمة بِطَرِيقِنا
    in our way to Baghdad.   إِلَى بَغْداد .

In the name of God......   .... بِٱسْمِ ٱللـه

The check was in my name.   ٱلصَّكُ كانَ بِٱسْمِي .

            b. بِ as instrumental. Examples:

I wrote with the pencil.   كَتَبْتُ بِٱلْقَلَم .

He came from Cairo by plane.   جاءَ مِنَ ٱلْقاهِرة بِٱلطّائِرَة .

            c. بِ as construed with verbs. Examples:

The President met with the   ٱلرَّئِيسُ ٱجْتَمَعَ بِٱلْوُزَراء .
    Ministers.

I began (with) my work yesterday. بَدَأْتُ بِعَمَلِي ٱلْبَارِحَة .

He declared that he does not approve this policy. صَرَّحَ بِأَنَّهُ لا يُوافِقُ عَلَى هٰذِهِ ٱلسِّيَاسَة .

d. بِ as a means to change an intransitive verb of motion into transitive or causative. Examples:

The Commandant inspected the units. قَامَ ٱلآمِرُ بِتَفْتِيشِ ٱلْوَحْدَات .

He held a dancing party. قَامَ بِحَفْلَة رَاقِصَة .

He brought the book. جَاءَ بِٱلْكِتَاب .

2. لِ = for; to; because of; or it may indicate possession.

a. لِ in the meaning of "to" (sometimes interchangeable with ("إِلَى "). Example:

I went to the market in the morning. ذَهَبْتُ (إِلَى) لِلسُّوق صَبَاحاً .

b. لِ in the meaning of "for". Example:

This paper is for writing. هٰذِهِ ٱلْوَرَقَة لِلْكِتَابَة .

c. لِ in indicating possession. Example:

I have a new car. لِي سَيَّارَة جَدِيدَة .

d. لِ in introducing the direct object of a verb. Example:

I wrote to them a letter. كَتَبْتُ لَهُم رِسَالَة .

e. لِ is used to denote purpose or cause. Examples:

He is always ready to help us. إِنَّهُ دائِماً حَاضِرٌ لِمُسَاعَدَتِنَا .

I heard that he is sick, so I wrote him a letter سَمِعْتُ أَنَّهُ مَرِيض لِهٰذا كَتَبْتُ لَهُ مَكْتُوباً .

so, therefore لِهٰذا or لِذٰلِكَ

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f. لِ it denotes the English "of" when it follows an indeterminate noun. Examples:

a book of (belonging to) Shakir. كِتابٌ لِشاكِرٍ .

a friend of mine. صَديقٌ لي .

The Reading Book of
(i.e., written by) Al-Kaylani كِتابُ ٱلقِراءَةِ لِلْكَيْلانِي .

The following are common expressions with - لِ -:

his right and his duty;
his credit and his debit. ما لَهُ و ما عَلَيْهِ .

do you want to ....? هَلْ لَكَ أَنْ ... ؟

I read a book by him. قَرَأْتُ لَهُ كِتاباً .

they set out in our support. قاموا لِمُعاوَنَتِنا .

for the first time. لِلْمَرَّةِ ٱلأُولَى .

at first sight; right away. لِأَوَّلِ وَهْلَةٍ .

3. كَ = as, like: It is prefixed to a noun to render the meaning of "as" or "like" that noun. It is synonymous with مِثْلَ . Examples:

He speaks like an Arab. إِنَّهُ يَتَكَلَّمُ كَعَرَبِيٍّ .

Like that; likewise. كَذَلِكَ .

B. Separated:

1. إِلَى = to, unto, into or until (generally expresses motion toward). Example:

I walked to the end of
the street. مَشَيْتُ إِلَى نِهايَةِ ٱلشّارِعِ .

2. حَتَّى = up to, as far as. Example:

I read in this book up to
page 105. قَرَأْتُ في هَذا ٱلْكِتابِ حَتَّى
صَفْحَةِ ١٠٥ .

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3. عَلَى = over, on. Example:

You will find the book on the table.   تَجِدُ الْكِتَابَ عَلَى الطَّاوِلَةِ .

عَلَى = It is also used to show that a duty or a burden lies on one. Examples:

This is a duty incumbent on every man.   هَذَا وَاجِبٌ (أَوْ فَرْضٌ) عَلَى كُلِّ رَجُلٍ .

It is the duty of ......   يَجِبُ عَلَى ....

a preference over.   فَضْلٌ عَلَى

The following are common expressions with عَلَى :

so far as possible; as much as possible.   عَلَى قَدْرِ الْإِمْكَانِ .

according to   بِنَاءً عَلَى

on condition that, provided that   عَلَى أَنْ

very gladly, with pleasure   عَلَى الرَّأْسِ وَالْعَيْنِ

at any rate, in any case, anyhow.   عَلَى كُلِّ حَالٍ or عَلَى كُلٍّ

especially   عَلَى الْخُصُوصِ

absolutely   عَلَى الْإِطْلَاقِ

he was right   كَانَ عَلَى حَقٍّ

to be informed about   كَانَ عَلَى عِلْمٍ بِ

don't worry about ... don't mind   مَا عَلَيْكَ مِن

on his expense   عَلَى حِسَابِهِ

through him   عَلَى يَدِهِ

as it is said   عَلَى مَا يُقَالُ

according to his habit ع'لَى عَادَتِهِ

at the time of عَلَى عَهْدِ

I implore you by God بِاَللهِ عَلَيْك

4. عَنْ = from, concerning. Examples:

The house is far from the school. ٱلبَيْتُ بَعِيد عَنِ ٱلْمَدْرَسَة .

He does not know anything concerning this subject. إِنَّهُ لا يَعْرِفُ شَيْئًا عَنْ هذا ٱلْمَوْضُوع .

The following are common expressions with عَنْ :

to his (or at) his or its right عَنْ يَمِينِهِ

... feet above sea level (عَلَى ٱرْتِفَاع ...قَدَم عَنْ سَطْحِ ٱلْبَحْر)

by way of, via عَنْ طَرِيق

in good faith عَنْ حُسْن نِيَّة

justly عَنْ حَقّ

for fear عَنْ خَوْف

shortly عَنْ قَرِيب

day after day يَوْمًا عَنْ يَوْم

he died at the age of eighty مَاتَ عَنْ ثَمَانِينَ سَنَة .

5. فِي = in, into. The following are common expressions with فِي :

three times five ثَلاثَة فِي خَمْسَة

five meters by ten خَمْسَة أَمْتَار فِي عَشَرَة

lie after lie كِذْب فِي كِذْب

idle talk كَلام فِي كَلام

in the past فيما مَضى

in the following, as follows فيما يَلي

afterward فيما بَعْد

as I believe فيما أَعْتَقِد

among themselves فيما بَيْنِهِم

in case that .... فيما إذا ....

6. مَعَ = with, besides, despite. The following are common expressions with مع .

although مَعَ أنَّ

in spite of it, nevertheless مَعَ هذا

in spite of all that مَعَ كُلِّ هذا

7. مِنْ = from, with respect to; it indicates motion from a point, and when it is used with the comparative form, it means "than". Example:

My notebook is smaller than his notebook. دَفْتَري أَصْغَر مِن دَفْتَرِهِ.

The following are common expressions with مِنْ :

among other things .... مِن ذلِكَ أَنْ ....

some of them went to the movie, مِنْهُم مَنْ ذَهَبَ إلى ٱلسّينَما
others went to the coffee shop, و مِنْهُم مَنْ ذَهَبَ
there are those who went to
the movie and others who went
to the coffee shop. إلى ٱلْمَقْهى .

someday يَوْم مِنَ ٱلأَيّام

something or other أَمْر مِنَ ٱلأُمور

he ate (a little, some) of the food أَكَلَ مِنَ ٱلطَّعام

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nobody can   ما مِنْ أَحَدٍ يَقْدِر

a garment (made of) of silk   ثَوْب مِن حَرِير

at the moment   مِن ساعَتِهِ

get out of here!   أُخْرُج مِن هُنا .

by, on the part of   مِن قِبَل

for sometime   مِن مُدَّة

he entered through the gate   دَخَلَ مِنَ البابِ

he is amazed ....   تَعَجَّبَ مِن

8.   مُذْ or مُنْذُ = since. The following are the common expressions with مُنْذُ :

for a month; a month ago   مُنْذُ شَهْرٍ

for the past few days; a few days ago   مُنْذُ أَيَّام

from now on, henceforth   مُنْذُ الآن

since he was a child   مُنْذُ كانَ طِفْلاً

C. <u>Nouns Acting as Prepositions</u>: Nouns put in the adverbial accusative (discussion in CHAPTER FIVE - SYNTAX) may act as prepositions. Examples:

خارِج = outside:

outside the home   خارِج البَيْت

داخِل = within, inside:

inside the school   داخِل المَدْرَسَة

أَمام = before, opposite (place):

before (opposite) the station   أَمام المَحَطَّة

بَعْد = after (time):

after the meal   بَعْد الأَكل

قَبْلَ = before (time):

before evening قَبْلَ الْمَساء

بَيْنَ = among; between:

among the students, between بَيْنَ التَّلاميذ، بَيْني وَبَيْنَهُ.
me and him

تَحْتَ = under:

under the table تَحْتَ الطَّاوِلَة

فَوْقَ = above, over, on:

on the building فَوْقَ الْبِنايَة

حَوْلَ = around, about:

around the city حَوْلَ الْمَدينَة

دونَ = without; below; before:

He drinks coffee without إنَّهُ يَشْرَبُ الْقَهْوَةَ بِدون حَليب.
milk.

a deed without precedent عَمَل دونَ سابِق

those below the age for أَلَّذينَ هُمْ دونَ السِّنِّ الْعَسْكَرِيَّة
military service.

before five o'clock دونَ السّاعَةِ الْخامِسَة

عِنْدَ = with; at; conveying the meaning of "to have":

I sat with them. جَلَسْتُ عِنْدَهُمْ.

I came at sunrise. جِئْتُ عِنْدَ طُلوعِ الشَّمْس.

I have a book. عِنْدي كِتاب.

نَحْوَ = towards; approximately:

towards the North نَحْوَ الشِّمال

There are approximately 25 students. هُناك نَحْوَ ٢٥ تِلْميذاً.

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وَراءَ = behind

behind the house   وَراءَ ٱلْبَيْت

II. CONJUNCTIONS   حُروفُ ٱلْعَطْف

A. Prefixed:

1.   وَ = and

2.   فَ = and; and then:

Mr. Ahmad entered the room
and then Mr. Shakir.

دَخَلَ ٱلْغُرْفَةَ ٱلسَّيِّد أَحْمَد
فَٱلسَّيِّد شاكِر .

B. Separated:

1.   بَلْ = but rather; on the contrary:

I did not go to Beirut,
but rather I went to
Damascus.

ما ذَهَبْتُ إلى بَيْروت بَلْ
ذَهَبْتُ إلى ٱلشّام .

It is not separated, on
the contrary it is
interlocked ....

إنَّها لَيْسَتْ مُنْفَصِلَة بَلْ هِيَ
مُتَداخِلَة ...

2.   إذْ = when; since:

I visited the old relics
when I was in Baghdad.

زُرْتُ ٱلآثارَ ٱلْقَديمَة إذْ كُنْتُ
في بَغْداد .

We do not go to our work
tomorrow since it is
(concide with) Independence
Day.

لا نَذْهَبُ إلى عَمَلِنا غَدًا إذْ أنَّهُ
يُصادِف يَوْمَ ٱلْاسْتِقْلال .

3.   إلا = except:

I did not find anybody at
the club except my friend
Ahmad.

لَمْ أجِد أحَدًا في ٱلنّادي
إلا صَديقي أحْمَد .

4.   أَمّا .. فَ‍ = as for:

As for my brother Salem, he
is still in college.

أَمّا أَخِي سالِم فَأَنَّهُ لايَزال
فِي الْجامِعَة.

5.   أَوْ = or:

Is this a book or a notebook?

هَل هٰذا كِتاب أَوْ دَفْتَر؟

6.   إِمّا .. أَوْ = either ... or)
                                    ):
     إِمّا .. إِمّا = either ... or)

either this or that

إِمّا هٰذا أَوْ ذاكَ)
إِمّا هٰذا إِما ذاكَ)

7.   أَ .. أَمْ = ... or ...:

Did you visit him or did you
write to him?

أَزُرْتَهُ أَمْ كَتَبْتَ لَهُ؟

8.   بَيْنَما = while:

I saw him while I was talking
with the director.

رَأَيْتُهُ بَيْنَما كُنْت اتكلم
مَعَ الْمُدِير.

9.   ثُمَّ = then, thereupon:

We studied our lesson then
we left for the coffee shop.

دَرَسْنا دَرَسَنا ثُمَّ ذَهَبْنا إِلى
الْمَقْهى.

10.   حَتّى = until

The student studied his
lesson until nine
o'clock.

دَرَسَ التِلْمِيذ دَرْسَهُ حَتّى
السّاعَة التّاسِعَة.

11.   لَمّا = when, after

I arrived in the city after
my brother had left it.

وَصَلْتُ الْمَدِينَة لَمّا تَرَكَها
أَخِي.

III. SUBJUNCTIVE   أَدَوَاتُ النَّصَّب

Placing the imperfect in the subjunctive mood:

A.   أَنْ   = to   )
B.   لَنْ   = never   ) Discussion in CHAPTER FIVE -
C.   لِكَيْ or كَيْ   = so that, in order to)   SYNTAX

IV. JUSSIVE   أَدَوَاتُ الْجَزْم

Placing the imperfect in the jussive mood.

A.   لا   = do not)
B.   لَمْ   = did not) Discussion in CHAPTER FIVE - SYNTAX
C.   لِ   = let   )

V. VOCATIVE   حُرُوفُ النِّداء

A.   يا   + Indefinite Noun   O! man (say you)   يا رَجُل

                                   O! Shakir   يا شاكِر

B.   أَيُّها M) + Definite Noun   O! teacher   أَيُّها الْمَعَلِّم
     أَيَّتُها F)   O! students   أَيُّها التَّلامِيذ

                                   O! girl   أَيَّتُها الْبِنْت

VI. ANSWER   حُرُوفُ الْجَوَاب

A.   نَعَم   = yes

B.   لا   = no

C.   بَلِي   = yes (after a negative statement)

Haven't you bought the   أَما اشْتَرَيْتَ الْبِطاقَة ؟ بَلِي.
tickets? Yes.

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D.　　　أَجَلْ = yes, yes (after a positive statement):

Did you write the letter?　　هَلْ كَتَبْتَ ٱلرِّسَالَةَ ؟ أَجَلْ.
Yes, yes.

VII. NEGATIVE　حُرُوفُ ٱلنَّفِي

A.　　　لَا = no; generally negate the imperfect.

B.　　　مَا = no; may negate the perfect and the imperfect.

C.　　　لَمْ = no; is followed by jussive.

He has not studied.　　لَمْ يَدْرُسْ.

D.　　　لَنْ = will not (emphatically); is followed by subjunctive.

He will not work with us.　　لَنْ يَشْتَغِلَ مَعَنَا.

Discussion is found in CHAPTER FIVE - SYNTAX.

VIII. INTERROGATIVE　أَدَوَاتُ ٱلاِسْتِفْهَامِ

A.　　　هَلْ

Is this a book?　　هَلْ هَذَا كِتَابٌ ؟

B.　　　أَ

Did you write your lesson?　　أَكَتَبْتَ دَرْسَكَ ؟

IX. PARTICLES AFFECTING THE MEANING OF AN EXPRESSION, by their position

in the sentence:

The student can read.　　يَقْدُرُ ٱلتِّلْمِيذُ أَنْ يَقْرَأَ.

A.　　　إِذًا = then, in that case:

In that case, the student can
read.　　إِذًا يَقْدُرُ ٱلتِّلْمِيذُ أَنْ يَقْرَأَ.

B.   إِنَّمَا = only, however (used at the beginning of a sentence

to limit the clause at the end):

        However, the student can read. إِنَّمَا يَقْدِرُ التِّلْمِيذُ أَنْ يَقْرَأَ.

C.   فَقَطْ = only merely:

        The student can only read.   يَقْدِرُ التِّلْمِيذُ أَنْ يَقْرَأَ فَقَطْ.

D.   قَطْ = never (follows a negative imperfect):

        The student can not read   مَا يَقْدِرُ التِّلْمِيذُ أَنْ يَقْرَأَ قَطْ.
        at all (never).

E.   قَدْ = expresses certainty when preceding a perfect;

expresses probability when preceding an imperfect. Examples:

        The student studied his lesson.   التِّلْمِيذُ دَرَسَ دَرْسَهُ.

        The student had studied his lesson.   التِّلْمِيذُ قَدْ دَرَسَ دَرْسَهُ.

        The student probably studies   التِّلْمِيذُ قَدْ يَدْرُسُ دَرْسَهُ.
        his lesson.

        Use of " لَ " with " قَدْ ": When the particle " قَدْ "

comes at the beginning of a sentence, the preposition " لَ " is usually pre-

fixed to " قَدْ ", thus " لَقَدْ ". This combination, however, has no effect

on the function of " قَدْ ". Examples:

        The man had gone to his   إِنَّ الرَّجُلَ قَدْ ذَهَبَ إِلَى بَيْتِهِ.
        house.

        The man had gone to his   لَقَدْ ذَهَبَ الرَّجُلُ إِلَى بَيْتِهِ.
        house.

        The doctor examined me   لَقَدْ فَحَصَنِي الطَّبِيبُ الْبَارِحَة.
        yesterday.

F.   أَيْ = that is:

        The party was private, that   الْحَفْلَة كَانَتْ خَاصَّة، أَيْ أَنَّهَا
        is only for the members   فَقَطْ لِأَفْرَادِ الْعَائِلَة.
        of the family.

X. PARTICLES OF CONDITIONS   حروف الشرط

A. <u>Likely (possible) condition:</u>

1. إِنْ with perfect or jussive. There are four possibilities:

إِنْ سَافَرَ شَاكِر سَافَرْتُ مَعَهُ

If Shakir travels I shall   إِنْ يُسَافِر شَاكِر سَافَرْتُ مَعَهُ
    travel with him.

إِنْ سَافَرَ شَاكِر أُسَافِر مَعَهُ

إِنْ يُسَافِر شَاكِر أُسَافِر مَعَهُ

2. إِنْ .. فَ :

If you wish that, (then) it is   إِنْ أَرَدْتَ ذَلِكَ فَالْأَمْرُ لَكَ.
    your concern (the matter is yours).

If you write to him, (then)   إِنْ كَتَبْتَ لَهُ فَأَخْبِرْهُ عَنْ حَالِي
    inform him about my condi-
    tion.

If you study, you will   إِنْ دَرَسْتَ فَسَوْفَ تَنْجَحُ فِي الْأَمْتِحَان.
    succeed in the examination.

3. إِذَا :

If (when) the leader   إِذَا وَقَفَ الْقَائِدُ وَقَفَ كُلُّ أَتْبَاعِهِ.
    stops, all his followers
    stop.

B. <u>Unlikely Condition:</u>

1. لَوْ

If I were President (but I am not,   لَوْ كُنْتُ رَئِيسًا قَضَيْتُ
    and am not likely to be) I would
    put an end to the troubles.   عَلَى الْاضْطِرَابَات.

2. لَوْ .. لَ

If the Lord had wished, He would   لَوْ شَاءَ رَبُّكَ لَجَعَلَ النَّاسَ
    have made men one people.   أُمَّةً وَاحِدَة.
    (Qur'an 11, 120.).

3. لَوْ لا

    If it were not for the advance-
    ment of science, communica-
    tions would have remained
    inadequate.

لَوْ لا تَقَدُّمُ ٱلْعِلْمِ بَقَتِ ٱلْمُواصَلات قاصِرَة .

4. لَوْ أَنَّ

    If only you had studied, you
    would not have failed.

لَوْ أَنَّكَ دَرَسْتَ لَما رَسَبْتَ

Note:

    For detailed explanation of conditional sentences and their particles

see CHAPTER FIVE "Conditional Sentences" in this handbook.

CHAPTER FIVE

SYNTAX

In the Chapters on Morphology, descriptions were provided in terms of structure, form and type. In this Chapter on Syntax, descriptions are provided in terms of position and word order in the structure of sentences.

I. NOUN-IN-CONSTRUCTION اَلْمُضَاف وَاَلْمُضَاف إِلَيْهِ

A. Structure: This structure is used to express the genitive relation between two nouns in Arabic. The noun possessed loses its " تَنْوِين nunnation" and always immediately preceeds the noun possessing. The first is known as the "noun-in-construct اَلْمُضَاف the annexed one" and the second as the "complement" of the construction " اَلْمُضَاف إِلَيْهِ the annexed to". The complement may be definite or indefinite and is always in the genitive case. The "noun-in-construct" is always indefinite in form, and its case depends upon its role in the sentence.

B. Purpose: The purpose of this construction is:

1. Definity: When the complement " اَلْمُضَاف إِلَيْهِ " is definite, the purpose of construction is for identification or introduction. Examples:

The boy's book (the book of the boy).   كِتَابُ الْوَلَدِ

The teacher's room (the room of the teacher). غُرْفَةُ الْمُعَلِّمِ

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2. Specialization (categorization): When the complement أَلْمُضَاف إِلَيْهِ is indefinite, then the purpose of the construction is considered to be for specialization (categorization) as:

A history book (the book of history). كِتَابُ تَارِيخٍ

A man's room (the room of a man). غُرْفَةُ رَجُلٍ

This construction also implies the following preposition:

a. " فِي ": The construction has the force of an implied preposition " فِي in", when the complement " أَلْمُضَاف إِلَيْهِ " is used as an adverb of time or place for the first, " أَلْمُضَاف ". Example:

The evening meal. أَكْلُ (فِي) أَلْمَسَاءِ

b. " مِنْ ": The construction implies the preposition " مِنْ from" when the complement " أَلْمُضَاف إِلَيْهِ " denotes the material of the first. Example:

A cotton shirt. قَمِيصٌ (مِن) قُطْنٍ

c. " لِ ": If the first part " أَلْمُضَاف " is a property of the complement. " أَلْمُضَاف إِلَيْهِ ", the construction will be in the meaning of the preposition " لِ for". Example:

My brother's car سَيَّارَةُ أَخِي

The servant of the President خَادِمُ أَلرَّئِيسِ

3. The noun-in-construct أَلمُضَاف is always translated into English as though it were definite.

4. To express sentences such as the English "a book of the boy", Arabic does not use this construction, instead, it employs the adequate prepositional phrase, thus:

A book for the boy. كِتَابٌ لِلْوَلَدِ

Whenever a noun in construct "اَلْمُضَاف" is modified by an adjective, that adjective **must** follow the complement. When the adjective used in this construction may be considered to modify either the " مُضَاف " or the " مُضَاف إِلَيْهِ ", it is better to break the construction by attaching an adequate preposition to the complement " اَلْمُضَاف إِلَيْهِ " and placing the adjective after the noun desired. Examples:

Should be broken to read: فِي كِتَابِ الْوَلَدِ الْكَبِيرِ

In the big book
(related) to the boy فِي الْكِتَابِ الْكَبِيرِ لِلْوَلَدِ

or

In the book
(related) to the big boy فِي الْكِتَابِ لِلْوَلَدِ الْكَبِيرِ

5. If the noun in construct " اَلْمُضَاف " has more than one complement, the complement usually follows one another, separated only by a conjunction. Example:

The teams of Iraq, Egypt, and Jordan arrived (in the city). وَصَلَ الْمَدِينَةَ فِرَقُ الْعِرَاقِ وَمِصْرَ وَالْأُرْدُنِّ.

6. In Modern Arabic it is possible to have two nouns in construct " اَلْمُضَاف " for one complement. Example:

The pencil and the book of the boy. قَلَمُ وَكِتَابُ الْوَلَدِ

II. SENTENCE

A. <u>Types</u>: According to the Arabic classification, a sentence is either equational (nominal) or verbal, depending generally upon whether the noun or the verb begins the sentence.

1. Equational (إِسْمِيَّة): The main parts of the equational (nominal) sentence are:

a. Noun - Subject (أَلْمُبْتَدَأ the beginning one): Must be, generally, definite or modified in order to precede the predicate. Examples:

The student is at home.   أَلتِّلْمِيذُ فِي ٱلْبَيْتِ.

Ahmad is diligent.   أَحْمَدُ مُجْتَهِد.

If the subject أَلْمُبْتَدَأ is intended to be indefinite, then the predicate will come first. Examples:

I have a book.   عِنْدِي كِتَابٌ.

There are students in the school.   فِي ٱلْمَدْرَسَةِ تَلامِيذٌ.

b. Predicate (خَبَر news): Can be another noun, a phrase or a verbal sentence to give complete meaning or information. Examples:

The girl is beautiful.   أَلْبِنْتُ جَمِيلَةٌ.

The girl is at home.   أَلْبِنْتُ فِي ٱلْبَيْتِ.

The girl wrote her lesson.   أَلْبِنْتُ كَتَبَتْ دَرْسَها.

The subject and the predicate of an equational sentence are always in the nominative case unless either one is affected by a particle or other factors which will change its case.

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The tense of an equational sentence, for translation purpose, is present tense unless it is indicated otherwise by the influence of a verb, etc.

In Arabic there are no equivalents to the English "am", "is", "are." Examples:

What (is) this?   ما هٰذا ؟

This (is) a cup.   هٰذا فنْجان .

The word order in Arabic does not change when a statement is changed into a question, as is the case in an English sentence.

2. Verbal (فعْليّة): When a sentence begins with a verb it is known to be a verbal sentence. The verbal sentence consists of:

a. Verb: Is in the third person singular and agrees with the subject only in gender, unless the subject is a pronoun mentioned through the conjugation. When the subject is a plural not denoting human beings, the verb is in the third person feminine singular, except when the subject does not follow the verb immediately, in which case the verb may be either masculine or feminine.

b. Subject: Called in Arabic الفاعل (the doer). It is always in the nominative case.

c. Object: The verbal sentence may have a direct object called in Arabic المفعول به (the done on, the receiver of the action) depending upon the nature of the verb, transitive or intransitive. The intransitive verb cannot take a direct object. The object is always in the accusative case. It may be in the form of a pronoun suffix, a noun, or

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a phrase - the accusative case sign is assumed if the object is a phrase or a clause. Examples:

The student wrote the lesson. كَتَبَ ٱلتِّلْمِيذُ ٱلدَّرْسَ .

The student (F.) visited the teacher (F.). زَارَتِ ٱلتِّلْمِيذَةُ ٱلْمُعَلِّمَةَ .

The students travelled today. سَافَرَ ٱلتَّلامِيذُ ٱلْيَوْمَ .

The girls lived in the house. سَكَنَتِ ٱلْبَنَاتُ فِي هٰذَا ٱلْبَيْتِ .

They read the local newspapers. يَقْرَأُونَ ٱلْجَرَائِدَ ٱلْمَحَلِّيَّةَ .

We visited them. زُرْنَاهُمْ .

The new stallions ran in the horse race three days ago. رَكَضَتِ ٱلْحُصُنُ ٱلْجَدِيدَةُ فِي سِبَاقِ ٱلْخَيْلِ قَبْلَ ثَلاثَةَ أَيَّامٍ .

or

رَكَضَ قَبْلَ ثَلاثَةَ أَيَّامٍ ٱلْحُصُنُ ٱلْجَدِيدَةُ فِي سِبَاقِ ٱلْخَيْلِ .

B. **Particles and Verbs Affecting the Equational Sentence:**

1. Particles Affecting the Subject: Whenever any one of the following particles is used with the nominal sentence it will change the case of the subject from nominative to accusative.

a. إِنَّ or أَنَّ verily, indeed, that, express assurance. These two particles are actually one particle with two different vowelling for the هَمْزَة (ء).

(1) إِنَّ : The هَمْزَة (ء) will take the short vowel (ـِ) whenever this particle comes at the beginning of a sentence or after the verb (قَالَ) "say". When it comes at the beginning of a sentence, it is usually omitted in translation. Examples:

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The weather is beautiful
in Damascus.

إِنَّ ٱلْمَنَاخَ جَمِيلٌ فِي ٱلشَّامِ .

He said that his wife bought
an "aba".

قَالَ إِنَّ زَوْجَتَهُ ٱشْتَرَتْ عَبَاءَةً

(2) أَنَّ : The هَمْزَة (ء) will take the short vowel (◌َ)

whenever this particle comes at any other place in the sentence than the ones

listed above. Example:

My brother wrote that the
trip was very pleasant
(enjoyable).

كَتَبَ أَخِي أَنَّ ٱلسَّفْرَةَ كَانَتْ مُمْتِعَةً جِدًّا .

b. لَكِنَّ "but" and لِأَنَّ "because". Examples:

The Summer is hot but the
Winter is cold.

إِنَّ ٱلصَّيْفَ حَارٌّ وَلَكِنَّ ٱلشِّتَاءَ بَارِدٌ .

There are many people on the
seashore, because the
weather is beautiful.

يُوجَدُ نَاسٌ كَثِيرُونَ عَلَى سَاحِلِ ٱلْبَحْرِ لِأَنَّ ٱلْمَنَاخَ جَمِيلٌ ٱلْيَوْمَ .

If the subject of the nominal sentence is a pronoun, it

will be attached as a suffix to any of these particles. Examples:

because they	لِأَنَّهُمْ	but she	لَكِنَّهَا	verily he	إِنَّهُ
because she	لِأَنَّهَا	but you (S)	لَكِنَّكَ	verily you (Pl)	إِنَّكُمْ

2. Verbs Affecting the Predicate: The verb كَانَ and related

verbs put the predicate in the accusative. These verbs, known as " كَانَ and

its sisters كَانَ وَأَخَوَاتُهَا ", alter, change or negate the information

given in the basic sentence. Listed below are the most frequent verbs, of

this group, with their functions:

a. كَانَ "was"

The weather (climate) is cold.

أَلْمَنَاخُ بَارِدٌ .

The climate was cold.

كَانَ ٱلْمَنَاخُ بَارِدًا .

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b.   لَيْسَ   "is not"

The climate is cold.   أَلْمَنَاخُ بَارِدٌ.

The climate is not cold.   لَيْسَ ٱلْمَنَاخُ بَارِدًا.

c.   صَارَ   "became"

The climate is cold.   أَلْمَنَاخُ بَارِدٌ.

The climate became cold.   صَارَ ٱلْمَنَاخُ بَارِدًا.

d.   مَا زَالَ   "still, continue"

The climate is cold.   أَلْمَنَاخُ بَارِدٌ.

The climate is still cold.   مَا زَالَ ٱلْمَنَاخُ بَارِدًا.

e.   أَصْبَحَ   "to become"

The climate is cold.   أَلْمَنَاخُ بَارِدٌ.

The climate became cold.   أَصْبَحَ ٱلْمَنَاخُ بَارِدًا.

" زَالَ – يَزَالُ " "to cease" is commonly used with the negative particles " مَا " or " لَا ." When the verb " زَالَ " is in the Perfect form, it takes the negative " مَا "; when it is in the Imperfect form, it takes the negative " لَا ." The meaning rendered through this combination, whether the verb is in the Perfect or in the Imperfect form, is "not cease" or "still" in the present time. Examples:

This institute still exists.   مَا زَالَ هٰذَا ٱلْمَعْهَدُ مَوْجُودًا.

The teacher is still in the school.   لَا يَزَالُ ٱلْمُعَلِّمُ فِي ٱلْمَدْرَسَةِ.

The students are still in the room.   أَلْأَوْلَادُ لَا يَزَالُونَ فِي ٱلْغُرْفَةِ.

I am still working on my own.   مَا زِلْتُ أَشْتَغِلُ عَلَى حِسَابِي.

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" أَصْبَحَ – يُصْبِحُ " "to become", when used to render this mean-
ing, may be used interchangeably with " صَارَ ." However, it may render the
meaning of "to begin", "to start" or "to resume" when it is used as an
auxiliary followed by another verb in the Imperfect. Examples:

The weather is cold.	اَلْمَنَاخُ بَارِدٌ.
The weather became cold.	أَصْبَحَ ٱلْمَنَاخُ بَارِدًا.
Some of them work on their own.	قِسْمٌ مِنْهُم يَشْتَغِل عَلى حِسَابِهِ.
Some of them began to work on their own.	أَصْبَحَ قِسْمٌ مِنْهُم يَشْتَغِل عَلى حِسَابِهِ.

The less frequent verbs of this group are:

مَا بَرِحَ	"to continue to be ... "
مَا ٱنْفَكَّ	"not to stop doing ..., keep doing ..."
مَا فَتِئَ	"not to cease doing"
أَصْبَحَ	"to be in the morning")
بَاتَ	"to be in the night") "to become"
أَمْسَى	"to be in the evening")
دَامَ	"to last, to continue"
بَقِيَ	"to remain"
أَضْحَى	"to begin, get into a situation where ..."
ظَلَّ	"to be, to continue to do something"
غَدَا	"come to be"
عَادَ	"to return, to come back"

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C. Particles and Verbs Affecting Verbal Sentences:

1. Use of " قَدْ ": The meaning of this particle is given only through the construction of the sentence.

It is used to precede a verb. When it precedes a perfect verb, it renders the certainty of the completion of the verb's action. On the other hand, if the following verb is an imperfect, it renders the probability or the doubt of the completion of the verb's action. Example:

The student (certainly) has studied.   قَدْ دَرَسَ ٱلتِّلْمِيذُ.

The student (probably) might
     study.   قَدْ يَدْرُسُ ٱلتِّلْمِيذُ.

2. Use of " كَانَ " with Imperfect: This verb, or any of its perfect forms, may precede an imperfect to give one of the following two meanings, depending on the expression of the idea.

     a. Past Continuous (was or were ... ing). Examples:

Which game was your friend   أَيَّةُ لَعْبَةٍ كَانَ يَلْعَبُ صَدِيقُكَ ؟
     playing?

He was playing football.   كَانَ يَلْعَبُ كُرَةَ ٱلْقَدَمِ.

     b. Used to. Examples:

I used to watch football
     games a lot.   كُنْتُ أُشَاهِدُ لَعْبَةَ كُرَةِ ٱلْقَدَمِ كَثِيرًا.

She used to work with me
     in the company.   هِيَ كَانَتْ تَشْتَغِلُ مَعِي فِي ٱلشَّرِكَةِ.

3. Use of " كَانَ " with Perfect: When this verb, or any of its perfect forms with the particle " قَدْ " coming in between, precedes a Perfect, it produces the meaning of "Past Perfect" or "Pluperfect." Examples:

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The Arabs had become famous
in horsemanship.

كَانَ الْعَرَبُ قَدِ اشْتَهَرُوا
بِالْفُرُوسِيَّة .

My friends had (already) left
the house when I arrived.

أَصْدِقَائِي كَانُوا قَدْ تَرَكُوا
الْبَيْتَ لَمَّا وَصَلْتُ .

III. MOODS

In Arabic the moods are differentiated by morphological forms which
indicate the function of the verb. The imperfect has three moods: Indica-
tive, Subjunctive, and Jussive. These moods are distinguished from one
another by the vowel of the last radical of the imperfect.

A. <u>Indicative</u>: The Indicative mood expresses an incomplete state or
action in either the present or the future. It takes ضَمَّة ‐ as the
vowel of the last radical when the verb is not suffixed. When the verb is
in the dual, masculine plural, or feminine singular (second person) forms,
the indicative mood is expressed by the presence of the " ن " (نُون) in
the endings of these forms; the indication of this mood in the feminine
plural forms is assumed, i.e., there is no special vowel to indicate the
mood. Examples:

The student goes to school. أَلتِّلْمِيذُ يَذْهَبُ إِلى الْمَدْرَسَة .

The two students go to
school. أَلتِّلْمِيذَانِ يَذْهَبَانِ إِلى الْمَدْرَسَة .

The students go to school. أَلتَّلامِيذُ يَذْهَبُونَ إِلى الْمَدْرَسَة .

You (F.S.) go to school. أَنْتِ تَذْهَبِينَ إِلى الْمَدْرَسَة .

The students (F) go to
school. أَلتِّلْمِيذاتُ يَذْهَبْنَ إِلى الْمَدْرَسَة .

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B. <u>Subjunctive</u>: The Subjunctive mood implies wish, purpose, or command in indirect speech.

The subjunctive can only be used after certain particles (conjunctions listed in CHAPTER IV - PARTICLES). The most common of these conjunctions are:

1. " أَنْ to": Every imperfect preceded by " أَنْ " would render the meaning of infinitive or gerund in English; but its distribution is different from that of English, i.e., it can not be used at the beginning of the sentence. Examples:

I like to go to the market.   أُحِبُّ أَنْ أَذْهَبَ إِلَى ٱلسُّوقِ.

2. " حَتَّى " and " لِكَيْ ": The meaning rendered by these two particles are generally, the same. They both give more or less, the meaning of "in order to", "for the purpose of", or "so that." Examples:

I study the physical training in order to become a coach in sports (games).   أَدْرُسُ ٱلرِّيَاضَةَ حَتَّى أَصْبَحَ مُدَرِّباً لِلْأَلْعَابِ.

I go to school so that I may learn Arabic.   أَذْهَبُ إِلَى ٱلْمَدْرَسَةِ حَتَّى أَتَعَلَّمَ ٱللُّغَةَ ٱلْعَرَبِيَّةَ.

He joined this club in order to practice sports (games).   إِنَّهُ ٱشْتَرَكَ فِي هَذَا ٱلنَّادِي لِكَيْ يُمَارِسَ ٱلْأَلْعَابَ.

She went to the market for the purpose of buying cloth (to buy cloth).   إِنَّهَا ذَهَبَتْ إِلَى ٱلسُّوقِ لِكَيْ تَشْتَرِيَ قِمَاشاً.

The Particle " لِكَيْ " is actually a combination of " لِ " and " كَيْ ." It may be used in the combined form, as shown in the above

example, or it may be used separately to render the same meaning. Examples:

<div dir="rtl">

إِنَّها ذَهَبَتْ إِلَى ٱلسُّوق كَيْ تَشْتَرِيَ قِماشاً .

</div>

She went to the market to buy cloth.

<div dir="rtl">

إِنَّها ذَهَبَتْ إِلَى ٱلسُّوق لِتَشْتَرِيَ قِماشاً .

</div>

She went to the market to buy cloth.

Being in the subjunctive mood, the imperfect would take the following forms in its conjugation:

He likes to write the lesson.

<div dir="rtl">هُوَ يَحِبُّ أَنْ يَكْتُبَ ٱلدَّرْسَ .</div>

They (two) like to write the lesson.

<div dir="rtl">هُما يَحِبّانِ أَنْ يَكْتُبا ٱلدَّرْسَ.</div>

They (M) like to write the lesson.

<div dir="rtl">هُمْ يَحِبّونَ أَنْ يَكْتُبوا ٱلدَّرْسَ.</div>

She likes to write the lesson.

<div dir="rtl">هِيَ تَحِبُّ أَنْ تَكْتُبَ ٱلدَّرْسَ .</div>

They (two F.) like to write the lesson.

<div dir="rtl">هُما تَحِبّانِ أَنْ تَكْتُبا ٱلدَّرْسَ .</div>

They (F.) like to write the lesson.

<div dir="rtl">هُنَّ يَحْبِبْنَ أَنْ يَكْتُبْنَ ٱلدَّرْسَ.</div>

You (M.S.) like to write the lesson.

<div dir="rtl">أَنْتَ تَحِبُّ أَنْ تَكْتُبَ ٱلدَّرْسَ .</div>

You (two M.) like to write the lesson.

<div dir="rtl">أَنْتُما تَحِبّانِ أَنْ تَكْتُبا ٱلدَّرْسَ.</div>

You (M.Pl.) like to write the lesson.

<div dir="rtl">أَنْتُمْ تَحِبّونَ أَنْ تَكْتُبوا ٱلدَّرْسَ.</div>

You (F.S.) like to write the lesson.

<div dir="rtl">أَنْتِ تَحِبّينَ أَنْ تَكْتُبي ٱلدَّرْسَ.</div>

You (two F.) like to write the lesson.

<div dir="rtl">أَنْتُما تَحِبّانِ أَنْ تَكْتُبا ٱلدَّرْسَ.</div>

You (F.Pl.) like to write the lesson.

<div dir="rtl">أَنْتُنَّ تَحْبِبْنَ أَنْ تَكْتُبْنَ ٱلدَّرْسَ.</div>

I like to write the lesson.

<div dir="rtl">أَنا أَحِبُّ أَنْ أَكْتُبَ ٱلدَّرْسَ.</div>

We like to write the lesson.

<div dir="rtl">نَحْنُ نَحِبُّ أَنْ نَكْتُبَ ٱلدَّرْسَ.</div>

The final vowel of the imperfect " َ ضَمَّة " in the forms without suffixes is changed to " َ فَتْحَة ."

Those parts which in the indicative mood end in a " نْ " following a long vowel lose the " نْ " in the subjunctive mood.

The 3rd and 2nd Masculine Plural would take an " ا أَلِف " after the loss of the " نْ ". This " ا أَلِف " is merely a spelling convention as in the perfect 3rd Masculine Plural.

Both feminine plural (3rd or 2nd) forms which end in the suffix " نْ " do not change, and are therefore the same for the two moods.

The use of " بَعْدَ ", after" and " قَبْلَ , before" with verbs: The use of these words is, basically, to precede nouns and govern those nouns in the genitive case. However, when these two words are to precede imperfect verbs, the subjunctive particle " أَنْ " is placed between the imperfect and either of these two words. Examples:

before I go to school.   قَبْلَ أَنْ أَذْهَبَ إِلَى ٱلْمَدْرَسَةِ .

after I return from school.   بَعْدَ أَنْ أَرْجِعَ مِنَ ٱلْمَدْرَسَةِ .

C. <u>Jussive</u>: The Jussive mood is used to express command, to negate a statement, and is also used in conditional sentences. The verb in this mood will take a " ْ سُكُون " for its final radical of the second person masculine singular form. The other forms of the second person are treated like the subjunctive mood, i.e., the signs of these forms for the subjunctive and the jussive moods are the same.

1. The Imperfect is in the jussive mood when it is preceded by a jussive particle (See Part Four - Particles). The following are the most common jussive particles " أَدَوَاتُ ٱلْجَزْم " with a description of the function of each particle:

a. لا : This particle will place the imperfect of the 2nd person in the jussive mood to express the negative of the imperative, thus expressing a prohibition or wish that something may not be done. Examples:

Do not enter!   لا تَدْخُلْ .

Do not go (F.S.)!   لا تَذْهَبِي .

Do not watch this match!   لا تُشاهِدوا هذا ٱلسِّباق .

This particle, when it precedes the imperfect of the 3rd or 1st person, will render the denial of the action, and thus it will not place that imperfect in the jussive mood. Examples:

He does not study today.   هُوَ لا يَدْرُسُ ٱلْيَوْم .

Mr. "Akram" does not   ٱلسَّيِّد أكْرَم لا يَحْكُم في هذا ٱلسِّباق .
referee in this game.

We do not play football.   نَحْنُ لا نَلْعَبُ كُرَةَ ٱلْقَدَم .

b. لَمْ: This particle will place the imperfect of all persons in the jussive mood to negate a statement, and is translated in English in the present perfect. Examples:

Our team has not lost a game. فِرْقَتُنا لَمْ تَخْسَرْ أَيَّةَ لَعْبَة .

We have not seen the final   نَحْنُ لَمْ نُشاهِدْ هذْ ٱللَّعْبَةَ ٱلنِّهائِيَّة .
game.

We have not participated   أنْتَ لَمْ تَشْتَرِكْ في هذا ٱلسِّباق .
in this match.

c. لِـ) لَامُ الاَمْرِ the لِـ of Command): This particle will place the imperfect in the jussive mood to express command of the 3rd or the 1st person. Examples:

Let him write his lesson.	لِيَكْتُبْ دَرْسَهُ.
Let us sit near the center line.	لِنَجْلِسْ قُرْبَ خَطِّ الْوَسَط.
Let them wait for us at the sport club.	لِيَنْتَظِرُونا في نادي الرِّياضَة.

2. The Imperative is connected, both in morphology and in meaning, with the jussive. The imperative is found only in the second person. All imperative forms in Arabic, conform to a general rule; they are in the jussive mood and are formed from the imperfect. But despite this general conformity they differ in the details. The following explanation concerns the details in forming the imperative from:

a. Sound Triliteral:

(1) General rule: The imperative is formed by dropping the personal prefixes of the imperfect, and placing a " ْ سُكون " on the final radical.

(2) Details: After dropping the personal prefixes, the sound triliteral verb begins with a vowelless consonant, and therefore, it can not be pronounced. For this reason a " إ هَمْزَة كَسْرَة " is prefixed when the vowel of the middle radical is either " ― كَسْرَة " or " ― فَتْحَة ". Examples:

send	إِبْعَثْ		يَبْعَثُ
return	إِرْجِعْ		يَرْجِعُ

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go	إِذْهَبْ	يَذْهَبُ
sit	إِجْلِسْ	يَجْلِسُ

The vowel of the prefixed " ء هَمْزَة " will be " ضَمَّة ـُ "
instead of " ـِ كَسْرَة " if the vowelling of the middle radical of that tri-
literal in the imperfect is " ضَمَّة ـُ ". Examples:

write	أُكْتُبْ	يَكْتُبُ
study	أُدْرُسْ	يَدْرُسُ
enter	أُدْخُلْ	يَدْخُلُ

The " ـْ سُكُون " on the final radical is substituted with
the dropping of the " ن " from the suffixes of the feminine singular, the
dual, and the masculine plural forms. After this elimination, an " ا ألِف "
is added only to the masculine plural form. Examples:

send (F.S.)	إِبْعَني	تَبْعَنِينَ
go (F.S.)	إِذْهَبي	تَذْهَبِينَ
write (F.S.)	أُكْتُبي	تَكْتُبِينَ
sit (F.S.)	إِجْلِسي	تَجْلِسِينَ
sit (two)	إِجْلِسا	تَجْلِسانِ
write (two)	أُكْتُبا	تَكْتُبانِ
send (M.Pl)	إِبْعَنوا	تَبْعَنونَ
go (M.Pl.)	إِذْهَبوا	تَذْهَبونَ
write (M.Pl.)	أُكْتُبوا	تَكْتُبونَ
sit (M.Pl.)	إِجْلِسوا	تَجْلِسونَ

No change occurs to the suffix of the second person

feminine plural. Thus:

send (F.Pl.)	إِبْـعَـثْـنَ	تَـبْـعَـثْـنَ
go (F.Pl.)	إِذْهَـبْـنَ	تَـذْهَـبْـنَ
write (F.Pl.)	أُكْـتُـبْـنَ	تَـكْـتُـبْـنَ

Hence the conjugation of the imperative of all sound tri-

literal verbs will be according to the following patterns:

2nd Feminine		2nd Masculine	
send	إِبْـعَـثي	send	إِبْـعَـثْ
send (two)	إِبْـعَـثَا	send (two)	إِبْـعَـثَا
send (Pl.)	إِبْـعَـثْـنَ	send (Pl.)	إِبْـعَـثـوا

b. Weak Triliteral: The forming of the imperative from this

verb group will also follow the general rule with the following details:

(1) After dropping the imperfect prefixes, there is no

need for affixing " * هَمْزَة " to all weak verbs which have a long vowel as

their middle radical. This is because the first consonant, after dropping

the imperfect prefixes, is always vowelled. This is also true with verbs

of " فَـعَّـلَ " and " تَـفَـعَّـلَ " patterns, See the first set of examples below:

(2) If the long vowel comes as a middle radical, or next

to the last radical in derived verbs, that long vowel is dropped in the

imperative whenever the last radical is vowelless " ـْ سُكون ".

(3) Whenever the verb has a long vowel as its last radical,

that long vowel is always dropped in the imperative form and a similar short

vowel is placed instead of the " ـْ سُكون " according to the general

rule. Examples: No affixing " ء هَمْزَة " required.

arrange	رَتِّبْ	يُـرَتِّبُ
offer	قَدِّمْ	يُـقَدِّمُ
learn	تَعَلَّمْ	يَـتَعَلَّمُ

Dropping of long vowel and no " ء هَمْزَة " affixing:

say	قُلْ	يَـقُولُ
sleep	نَمْ	يَـنَامُ
sell	بِعْ	يَبِيعُ

The vowelling of the first consonant after the dropping
of the imperfect suffix does not change in the imperative form.

Retaining the long vowel:

say (F.S.)	قُولِي	تَـقُولِـينَ
sleep (F.S.)	نَامِي	تَـنَامِـينَ
say (M.Pl.)	قُولُوا	تَـقُولُونَ
sleep (M.Pl.)	نَامُوا	تَـنَامُونَ

Dropping of long vowel as a last radical:

walk	إِمْشِ	تَمْشِي
spend	إِقْضِ	تَقْضِي
stay	إِبْقَ	تَبْقَى
invite	أُدْعُ	يَدْعو

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Hence the conjugation of the weak triliteral verb in the imperative form will be according to the following patterns:

(a) Long vowel as a middle radical:

2nd Feminine		2nd Masculine	
say (S.)	قولي	say (S.)	قُلْ
say (two)	قولا	say (two)	قولا
say (Pl.)	قُلْنَ	say (Pl.)	قولوا

(b) Long vowel as a last radical:

2nd Feminine		2nd Masculine	
walk (S.)	إمْشي	walk (S.)	إمْشِ
walk (two)	إمْشِيا	walk (two)	إمْشِيا
walk (Pl.)	إمْشينَ	walk (Pl.)	إمْشوا

c. Derived Verbs:

(1) The conjugation of the derived verbs, which do not need a " هَمْزَة ء " as a prefix in the imperative form, will be according to the following patterns:

2nd Feminine		2nd Masculine	
arrange (S.)	رتّبي	arrange (S.)	رتّبْ
arrange (two)	رتّبا	arrange (two)	رتّبا
arrange (Pl.)	رتّبْنَ	arrange (Pl.)	رتّبوا

(2) The remaining groups of verbs to be discussed are according to the following derived forms:

أفْعَلَ، إنْفَعَلَ، إفْتَعَلَ، إسْتَفْعَلَ، إفْعَلَّ

The imperative from any of the above mentioned forms does not differ from the imperative of the sound triliteral verb except in the vowelling of the affixed " هَمْزَة ".

The vowelling of the affixed " هَمْزَة " required in the imperative for أَفْعَلَ يُفْعِلُ pattern is always " فَتْحَة ‿َ ". Examples:

	أَفْعِلْ	يُفْعِلُ	أَفْعَلَ
send	أَرْسِلْ	يُرْسِلُ	أَرْسَلَ
give	أَعْطِ	يُعْطِي	أَعْطَى

On the other hand, the vowelling of the affixed " هَمْزَة " required in the imperative for إِنْفَعَلَ، إِفْتَعَلَ، إِسْتَفْعَلَ، إِفْعَلَّ patterns is always " كَسْرَة ‿ِ ". Examples:

	إِنْفَعِلْ	يَنْفَعِلُ	إِنْفَعَلَ
withdraw	إِنْسَحِبْ	يَنْسَحِبُ	إِنْسَحَبَ

	إِفْتَعِلْ	يَفْتَعِلُ	إِفْتَعَلَ
wait	إِنْتَظِرْ	يَنْتَظِرُ	إِنْتَظَرَ
buy	إِشْتَرِ	يَشْتَرِي	إِشْتَرَى

	إِسْتَفْعِلْ	يَسْتَفْعِلُ	إِسْتَفْعَلَ
use	إِسْتَعْمِلْ	يَسْتَعْمِلُ	إِسْتَعْمَلَ
hurry	إِسْتَعْجِلْ	يَسْتَعْجِلُ	إِسْتَعْجَلَ

	NO	يَفْعَلُّ	إِفْعَلَّ

The imperative from this pattern is not used because the verb in this pattern is reflexive.

IV. DEMONSTRATIVE PHRASE

The demonstrative phrase, like any other phrase, does not express a complete thought as a sentence would do. The construction of the demonstrative phrase consists of a demonstrative pronoun such as " هٰذَا this" followed by a noun with the article " اَلْ ". Such a phrase functions as a unit in a sentence (as a subject, object, etc.). Examples:

This car is beautiful.	هٰذِهِ ٱلسَّيَّارَةِ جَمِيلَةٌ .
I rode in this car.	رَكِبْتُ فِي هٰذِهِ ٱلسَّيَّارَةِ .
I bought this car in Beirut.	إِشْتَرَيْتُ هٰذِهِ ٱلسَّيَّارَةِ فِي بَيْروت .

Note the importance of the article " اَلْ " with the noun of the demonstrative phrase in the following examples:

This car.	هٰذِهِ ٱلسَّيَّارَةِ .
This is a car.	هٰذِهِ سَيَّارَةٌ .
This is my car.	هٰذِهِ سَيَّارَتِي .

The first one is a phrase "this car", while the second and third are complete sentences - "this is a car, this is my car" - You may also note that the nouns in the last two examples are indefinite and definite respectively, yet they form sentences and not phrases.. Therefore, we can conclude that the noun following the demonstrative pronoun must have the article " اَلْ " in order to form a demonstrative phrase.

The noun in the demonstrative phrase may be modified by an adjective. Examples:

this big house ... هٰذَا الْبَيْتُ الْكَبِيرُ

these small schools ... هٰذِهِ الْمَدَارِسُ الصَّغِيرَةُ

these new students ... هٰؤُلَاءِ التَّلَامِيذُ الْجُدُدُ

The demonstrative phrase as a whole may function as the complement " مُضَاف إِلَيْهِ " of the noun-in-construction " إِضَافَة " as a unit in the same

way as a noun alone. Examples:

The subjects of <u>this book</u> are important. ... مَوَاضِيعُ هٰذَا الْكِتَابِ مُهِمَّةٌ .

Most of <u>these buildings</u> are old. ... مُعْظَمُ هٰذِهِ الْبِنَايَاتِ قَدِيمَةٌ .

The deeds of <u>this man</u> are beneficial. ... أَعْمَالُ هٰذَا الرَّجُلِ مُفِيدَةٌ .

If the noun-in-construct " مُضَاف " in an " إِضَافَة " is modified by a

demonstrative pronoun, the demonstrative pronoun follows the whole " إِضَافَة "

just like an adjective (See Section II Noun-in-construction). Examples:

these deeds of the ... أَعْمَالُ الرَّجُلِ هٰذِهِ

this book of the teacher F ... كِتَابُ الْمُعَلِّمَةِ هٰذَا

these articles of the writer ... مَقَالَاتُ الْكَاتِبِ هٰذِهِ

V. ACTIVE AND PASSIVE VOICE " الْمَعْلُوم وَالْمَجْهُول "

In Arabic, the verb is in the active voice when the subject, the doer

of the action, is known or mentioned in the sentence. On the other hand,

the verb is placed in the passive voice when the subject, the doer of the

action, is unknown or not mentioned in the sentence.

Unlike the practice in English, it is not correct to use the passive

in Arabic when the doer of the action, agent or subject of the verb, is

mentioned. Thus "the players were trained by the coach" must be turned into "the coach trained the players." At times in modern Arabic, especially in newspaper writing, this rule may appear to be waived if not broken, and this is often due to the literal translation of English phraseology. The student will notice these instances in the course of his reading.

The active voice of the verb is called in Arabic " مَعْلُوم known", whereas the passive is termed " مَجْهُول مجهول unknown." The passive " اَلْمَجْهُول " is formed only from transitive verbs.

A. <u>Formation of the Passive Voice</u>:

1. Perfect: The general rule to place the perfect in the passive is by changing the vowel of the next to last consonant into " ـِ كَسْرَة " and changing the vowels of all the preceding vocalised consonants into " ـُ ضَمَّة ." Examples:

written	كُتِبَ	كَتَبَ
expelled; removed	أُخْرِجَ	أَخْرَجَ
trained	دُرِّبَ	دَرَّبَ
used	أُسْتُعْمِلَ	إِسْتَعْمَلَ

The passive is formed from the perfect which has a long vowel before the last consonant by changing that long vowel into " ي " and the vowel of the immediately preceding consonant into " ـِ كَسْرَة " whereas the vowel of the remaining preceding vocalized consonant will be " ـُ ضَمَّة " according to the general rule. Examples:

said	قِيلَ		قَالَ
wanted	أُرِيدَ		أَرَادَ
turned back	أُسْتُعِيدَ		إِسْتَعَادَ

when the long vowel of the perfect is found after the first consonant and
still not before the last consonant, that long vowel is changed into " واو "
to coincide with the " ضَمَّة ‍ُ " of the preceding consonant. Examples:

corresponded	كوتِبَ		كَاتَبَ
treated	عومِلَ		عَامَل

2. Imperfect: The formation of the passive voice takes place by
changing the vowel of the imperfect prefix into " ضَمَّة ‍ُ " and the vowel
of the next to last consonant into " فَتْحَة ‍َ ." The vowels of the remaining
vocalized consonants remain the same as they were in the active voice form.

Examples:

Pas.	Act.	Pas.	Act.
يُكَاتَب	يُكَاتِب	يُكْتَب	يَكْتُب
		يُدَرَّب	يُدَرِّب
يُعَامَل	يُعَامِل	يُرْسَل	يُرْسِل
		يُسْتَعْمَل	يَسْتَعْمِل

a. When the imperfect has a long vowel " و " or " ي "
before the last consonant that long vowel is changed into " أَلِف ."
Examples:

	يُقَال		يَقُول
	يُرَاد		يُرِيد
	يُسْتَعَاد		يَسْتَعِيد

b. When the verb loses its initial long vowel " و " in the
active forms of the imperfect, this long vowel " و " appears in the passive
to make a long vowel of the preceding " ضَمَّة $\overset{\circ}{-}$ " of the prefix. Examples:

Passive		Active	
he (or) it is weighed	يُوزَنُ	he weighs	يَزِنُ
he (or) it is described	يُوصَفُ	he describes	يَصِفُ
he (or) it is found (or) located	يُوجَدُ	he finds	يَجِدُ

c. When the verb has a final long vowel " و ", " ي " or " ا "
in the active imperfect form, the corresponding passive form always has the
long vowel " ا " in أَلِف مَقْصُورَة shape. Examples:

Passive		Active	
he is invited	يُدْعى	he invites	يَدْعو
it is built	يُبْنى	he builds	يَبْني
he is encountered	يُلْقى	he encounters	يَلْقى

B. __Passive of Verbs with Two Objects__: There are certain verbs which
take two objects. When such a verb is made passive, the first of the two
objects becomes the subject and thus is put in the nominative case, while
the second object stays in the accusative case. Examples:

We shall appoint this girl secretary.   سَنُعَيِّنُ هذِهِ الْبِنْتَ سِكْرِتِيرَةً .

This girl will be appointed secretary.   سَتُعَيَّنُ هذِهِ الْبِنْتُ سِكْرِتِيرَةً .

They elected the Minister of the Interior President.   إِنْتَخَبوا وَزيرَ الدّاخِلِيَّةِ رَئيساً .

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The Minister of the Interior. أُنْتُخِبَ وَزِيرُ آلدّاخِلِيَّة رَئِيسًا
was elected President.

They consider this book يَعِدّونَهذا آلكِتا بَ مَصْدَرَاً هاماً .
an important source.

This book is considered يُعَدّ هذا آلكِتا بُ مَصْدَرَاً هاماً .
an important source.

C. <u>Passive of Verbs with Preposition</u>: There are certain verbs which
take prepositions in their use. When such a verb is made passive, it will
be in the third-person masculine singular form always. The preposition and
its object remain unchanged. Examples:

Our department needs تَحْتاج دائِرَتُنا إِلى مُدَرِّسِين .
(in need of) teachers.

Teachers are needed. يُحْتاج إِلى مُدَرِّسِين .

Some of the Arab بَعْضُ آلبِلادِ آلعَرَبِيَّة تَعْتَرِفُ بِآلصّين
countries recognize
Communist China. آلشّيوعِيَّة .

Communist China is recognized. يُعْتَرَف بِآلصّين آلشّيوعِيَّة .

We looked for this book. بَحَثْنا عَنْ هذا آلكِتا ب .

This book was sought. بُحِثَ عَنْ هذا آلكِتا ب .

They sentenced them to prison. حَكَموا عَلَيْهِم بِآلسّجن.

They were sentenced to prison. حُكِمَ عَلَيْهِم بِآلسّجن .

VI. NUMBERS

A. <u>Cardinals</u>: The Cardinal Numbers in Arabic have two forms, i.e.,
masculine and feminine. In order to explain fully the function of these
numbers, the following grouping is followed:

1. The numeral " واحِد one": The singular noun in Arabic, when
indefinite, means "one" or "a", so that the word " واحِد one" is used much

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less frequently than in English. For this reason the position and treatment
of " واحِد " and its feminine form " واحِدة " are the same as that of Arabic
adjective.

When the numeral " واحِد (F. واحِدة) " is used in any of the
following situations, it usually has the special form " أَحَد (F. إِحْدى)":

    a. Meaning "no one" or "none":

there is no one   ما يوجَد أَحَد .

    b. Noun in Construct   مُضاف :

one of my relatives   أَحَد أَقاربي .

one of her friends   إِحْدى صَديقاتِها

    c. United to a pronoun ending:

one of them   أَحَدهُم

one of them (F.Pl)   إِحْداهُنَّ

    d. Combined with ten:

eleven students M.   أَحَد عَشَر تِلْميذاً

eleven students F.   إِحْدى عَشْرة تِلْميذةً

    2. The numeral " إِثْنان two, F إِثْنَتان ": It is seldom used
alone, since the noun is most commonly used in the dual number. Sometimes
for emphasis, the dual noun is followed by the numeral " إِثْنَتان or إِثْنان
two", which, like " واحِد one", agrees with the noun in gender and case.
Examples:

             two books   (Nom.   كِتابانِ اثْنانِ

                        (

                       (Acc/Gen.   كِتابَيْن اثْنَيْن

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two cars	(Nom.	سَيَّارَتَانِ اثْنَتَانِ
	(Acc/Gen.	سَيَّارَتَيْنِ اثْنَتَيْنِ

Otherwise, the numeral "إِثْنَانِ .F اثْنَتَانِ" is to be found in construct "مُضَاف" with ten or in compound numbers. Examples

There are 12 students here.	يُوجَد اثْنَا عَشَرَ تِلْمِيذًا هُنَا .
There are 12 girls here.	تُوجَد اثْنَتَا عَشْرَةَ بِنْتًا هُنَا .
There are 22 books on the table.	يُوجَد اثْنَانِ وعِشْرِينَ كِتَابًا عَلَى الطَّاوِلَة .

3. The numerals from 3-10 inclusive: They are in the masculine form if the singular of the counted noun is feminine, and they are in the feminine form if the singular of the counted noun is masculine. Examples:

Masculine Forms with Feminine Nouns		Feminine Forms with Masculine Nouns
ثَلاثْ	three	ثَلاثَة
أَرْبَع	four	أَرْبَعَة
خَمْس	five	خَمْسَة
سِتّ	six	سِتَّة
سَبْع	seven	سَبْعَة
ثَمَان	eight	ثَمَانِيَة
تِسْع	nine	تِسْعَة
عَشْر	ten	عَشْرَة

These numbers are in construct "مُضَاف" to the noun counted, which is the complement and in the genitive plural indefinite "مُضَاف إِلَيْهِ". In other words, five books would be rendered as "خَمْسَة كُتُبٍ" a quintet of

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books." By defining the complement of the construct "أَلْمُضَاف إِلَيْهِ", the

whole expression is made definite " خَمْسَة ٱلْكُتُبِ the five books." An

alternate form would be " ٱلْكُتُبُ ٱلْخَمْسَة " where the numeral functions as an

attributive adjective.

The numerals from three to ten are declined and they will

assume the required position in the sentence. Examples:

Ten students came.	جَاءَ عَشْرَةُ تَلامِيذَ
I saw ten students.	رَأَيْتُ عَشْرَةَ تَلامِيذَ
I passed by ten students.	مَرَرْتُ بِعَشْرَةِ تَلامِيذَ

4. Since the numerals 11 and up are seldom written in Modern

Standard Arabic, it is not necessary to study the details of their forms.

Only the points concerning the counted noun need to be understood. However,

these details are discussed here in order to make the discussion complete.

   a. From eleven to ninety-nine, the noun is accusative singular

indefinite. And, excluding eleven and twelve, the masculine nouns take the

units in their feminine forms but the " عَشَر ten" in its masculine form.

With feminine nouns this is reversed. Examples:

With Feminine Nouns		With Masculine Nouns
إِحْدَى عَشْرَةَ تِلْمِيذَةً	11 students	أَحَدَ عَشَرَ تِلْمِيذًا
Nom. إِثْنَتَا عَشْرَةَ تِلْمِيذَةً	12 students	إِثْنَا عَشَرَ تِلْمِيذًا
Acc/ إِثْنَتَيْ عَشْرَةَ تِلْمِيذَةً Gen.	12 students	إِثْنَيْ عَشَرَ تِلْمِيذًا
ثَلاثَ عَشْرَةَ تِلْمِيذَةً	13 students	ثَلاثَةَ عَشَرَ تِلْمِيذًا
خَمْسَ عَشْرَةَ تِلْمِيذَةً	15 students	خَمْسَةَ عَشَرَ تِلْمِيذًا

With Feminine Nouns		With Masculine Nouns
عِشْرونَ تِلْميذَةً	20 students	عِشْرونَ تِلْميذاً
خَمْسٌ وَثَلاثونَ تِلْميذَةً	35 students	خَمْسَةٌ وَثَلاثونَ تِلْميذاً
تِسْعٌ وَتِسْعونَ تِلْميذَةً	99 students	تِسْعَةٌ وَتِسْعونَ تِلْميذاً

b. The unit in twelve compound is declinable whereas in numeral compounds eleven and thirteen to nineteen are indeclinable with " فَتْحَة " sign in all cases.

c. The ten of numeral compounds (eleven to nineteen) is pronounced thus عَشَرَ with masculine nouns, and عَشْرَةَ with feminine nouns. The case vowelling is always " فَتْحَة ."

5. One hundred, two hundred, three hundred, etc. up govern the noun in the genitive singular indefinite and form a noun-in-construction " إِضافَة ." Examples:

one hundred students	مِئَةُ تِلْميذٍ
one thousand soldiers	أَلْفُ جُنْدي
one million books	مَلْيونُ كِتابٍ
two hundred books	مِئَتا كِتابٍ
three hundred books	ثَلاثُ مِئَةٍ or ثَلاثُمِئَةَ كِتابٍ
five hundred books	خَمْسُ مِئَةٍ or خَمْسُمِئَةَ كِتابٍ
four thousand books	أَرْبَعَةُ آلافٍ كِتابٍ
six thousand books	سِتَّةُ آلافٍ كِتابٍ

6. In the multiples of hundred:

a. Noun-in-construction " إضافة " is developed between the unit and the hundred.

b. The hundred remains singular.

c. The unit is in the masculine form since <u>hundred</u> is a feminine noun.

d. The multiple is either written separately or as a single word.

7. In the multiples of thousand:

a. Noun-in-construction " إضافة " is also developed between the unit and the thousand.

b. The thousand is pluralized after the unit.

c. The unit is in the feminine form since <u>thousand</u> is a masculine noun.

d. The multiple is always written separately.

8. Numbers may be combined with " و and." In the combination of numbers under hundred, the units precede the tens, while in the other combinations, the largest number is listed first with the rest following in descending order. Examples:

twenty-seven books	سَبْعَةٌ وَعِشْرونَ كِتاباً
forty-five rooms	خَمْسٌ وَأَرْبَعونَ غُرْفَةً
one hundred three books	مِئَةٌ وَثَلاثَةُ كُتُبٍ

		أَلْفٌ وَمِئَةُ طَائِرَةٍ
one thousand one hundred airplanes.		

		أَلْفٌ وَمِئَتَانِ وَخَمْسَ عَشْرَةَ بَاخِرَةً
one thousand two hundred fifteen ships.		

9. The last listed number determines the case and number of the counted noun.

B. <u>Ordinals</u>: Ordinary Numbers in Arabic are adjectives and therefore abide by the same rules of agreement as other adjectives. The formation of most ordinal numbers involves the use of the active participle " إِسْمُ الْفَاعِلِ " of the triliteral as a pattern. The ordinals are as follows:

1. The numeral first is " أَوَّلُ F أُولَى ."

2. From second to tenth, the ordinals are formed according to the " فَاعِل " pattern, more or less from the cardinals, and they are fully declined:

	Feminine	Masculine
2nd	أَلثَّانِيَة	أَلثَّانِي
3rd	أَلثَّالِثَة	أَلثَّالِث
4th	أَلرَّابِعَة	أَلرَّابِع
5th	أَلخَامِسَة	أَلخَامِس
6th	أَلسَّادِسَة	أَلسَّادِس
7th	أَلسَّابِعَة	أَلسَّابِع
8th	أَلثَّامِنَة	أَلثَّامِن
9th	أَلتَّاسِعَة	أَلتَّاسِع
10th	أَلعَاشِرَة	أَلعَاشِر

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3. The compound ordinals (11th to 19th) are formed by the ordinal of the units and the cardinal of the tens, and are indeclinable, i.e., they are always in the accusative regardless of the case of the noun they modify.

	Feminine	Masculine
11th	أَلْحَادِيَةَ عَشْرَةَ	أَلْحَادِيَ عَشَرَ
12th	أَلثَّانِيَةَ عَشْرَةَ	أَلثَّانِيَ عَشَرَ
15th	أَلْخَامِسَةَ عَشْرَةَ	أَلْخَامِسَ عَشَرَ

A special form أَلْحَادِي in "eleventh" is used instead of " وَاحِد " or " أَحَد ."

4. To express ordinal numerals like the 20th, the 30th, etc. The cardinal numbers are used with the article " أَل " for both masculine and feminine:

20th	أَلْعِشْرُونَ
30th	أَلثَّلَاثُونَ
40th	أَلْأَرْبَعُونَ
100th	أَلْمِئَةُ
1000th	أَلْأَلْفُ

5. To express ordinal numerals like 21st through 99th, the ordinals of the units are used plus " وَ and" plus "20th, 30th, etc." Examples:

	Feminine	Masculine
21st	أَلْحَادِيَةُ وَالْعِشْرُونَ	أَلْحَادِي وَالْعِشْرُونَ
22nd	أَلثَّانِيَةُ وَالْعِشْرُونَ	أَلثَّانِي وَالْعِشْرُونَ

	Feminine	Masculine
23rd	اَلثَّالِثَةُ وَٱلْعِشْرُونَ	اَلثَّالِثُ وَٱلْعِشْرُونَ
24th	اَلرَّابِعَةُ وَٱلْعِشْرُونَ	اَلرَّابِعُ وَٱلْعِشْرُونَ
25th	اَلْخَامِسَةُ وَٱلْعِشْرُونَ	اَلْخَامِسُ وَٱلْعِشْرُونَ
26th	اَلثَّادِسَةُ وَٱلْعِشْرُونَ	اَلثَّادِسُ وَٱلْعِشْرُونَ
27th	اَلثَّابِعَةُ وَٱلْعِشْرُونَ	اَلثَّابِعُ وَٱلْعِشْرُونَ
28th	اَلثَّامِنَةُ وَٱلْعِشْرُونَ	اَلثَّامِنُ وَٱلْعِشْرُونَ
29th	اَلتَّاسِعَةُ وَٱلْعِشْرُونَ	اَلتَّاسِعُ وَٱلْعِشْرُونَ

a. The forms اَلْحَادِي and اَلْحَادِيَةُ again are used instead
of وَاحِد and وَاحِدَة . وَ

b. The forms اَلثَّانِي and اَلْحَادِي will be without " كَسْرَة "
or " ضَمَّة " in both nominative and genitive cases, and will take " فَتْحَة "
in the accusative, thus: اَلثَّانِيَ ، اَلْحَادِيَ .

c. These ordinals are declinable.

VII. EXCEPTIONS

A. <u>Particle " إِلَّا except"</u>: The most common way to express exception
in Arabic, is by the Particle " إِلَّا ." The noun following this Particle,
the excepted one, is in the accusative case in most, but not all, circum-
stances. Thus:

The teachers went except   ذَهَبَ ٱلْمُعَلِّمُونَ إِلَّا شَاكِرًا .
Shakir.

For the purpose of explanation, "the teachers" in the above example is called the "generality", and "Shakir" is called the "exception."

To avoid complications, it is best for the student to use the accusative in all circumstances where the "generality" is mentioned.

When the "generality" is not mentioned, the noun after " إلّا " the exception, goes into the case in which the generality would have been, had it been mentioned. This situation, however, can only occur in a negative sentence. Examples:

Only Shakir came. ما أتى إلّا شاكرٌ .

I saw only Shakir. ما رأيتُ إلّا شاكراً .

"Shakir", the noun after " إلّا ", changes its case as if " إلّا " were not there, e.g.:

Shakir came. أتى شاكرٌ .

I saw Shakir. رأيتُ شاكراً .

B. The Nouns " سوى except" and " غير other than, except": The noun excepted by either of these two nouns is always in the genitive case. As for the case of " غيرَ " and " سوى ", it would be accusative when the generality is mentioned. If the generality is not mentioned, their case would be according to their position in the sentence.

Only Shakir came. ما أتى غيرُ شاكرٍ .

I saw only Shakir. ما رأيتُ غيرَ شاكرٍ .

I went to cash all checks أريدُ أن أصرفَ كلَّ الصكوك
except this one (check). سوى هذا الصكِّ .

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C. The Word " مَا عَدَا " except: This word is, generally, considered
to be a verb. Hense, the noun excepted through this word would be the
object of the verb and, therefore, is in the accusative case. Examples:

He filled the application
except the second part.

مَلَأَ الطَّلَبَ مَا عَدَا الْقِسْمَ الثَّانِيَ .

All the students went to
school except Shakir

ذَهَبَ جَمِيعُ التَّلَامِيذ إِلَى
الْمَدْرَسَةِ مَا عَدَا شَاكِرًا .

VIII. CONDITIONAL SENTENCES

A. The conditional sentence contained two clauses, i.e., "the condi-
tional clause أَلشَّرْط " and "the result (finite) clause جَوَابُ الشَّرْط ".
Generally speaking, the conditional sentence is of two types:

1. Likely (possible): The condition expressed in the sentence is
fulfillable or realizable - denoting action that might have happened or may
yet take place. In this case, the conditional clause " أَلشَّرْط " is intro-
duced by " إِنْ " or " إِذَا if."

a. إِنْ : The verb in both clauses - conditional and result
may be either in the perfect or in the imperfect. The expression, however,
is always in the present or future time. Examples:

If you strike, you will
be struck.

إِنْ ضَرَبْتَ ضُرِبْتَ .

or

إِنْ تَضْرِبْ تُضْرَبْ

or

إِنْ ضَرَبْتَ تُضْرَبْ (تُضْرَبُ)

If you go with them,
I will go.

إِنْ ذَهَبْتَ مَعَهُم أَذْهَبْ (أَذْهَبُ) .

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If I find him, I will
    give him your regards.

إِنْ أَجِدْهُ فَأُبْلِغْهُ سَلامَكَ .

إِنْ وَجَدْتُهُ فَأُبْلِغْهُ سَلامَكَ .

When the verbs in both clauses are imperfect, they must be in
the jussive mood, unless the verb in the result clause is preceded by the
letter " فَ ." In this case, only the verb in the conditional clause is
in the jussive mood.

On the other hand, when the verb of the conditional clause is
perfect, then the verb in the result clause may or may not be in the jussive
mood, as illustrated in the last three examples listed above.

b. إِذَا : After " إِذَا " the perfect is used in the conditional
clause and either the perfect or the indicative mood of the imperfect in the
result clause. The result clause of " إِذَا " condition may also be an
equational (nominal) clause or begin with an imperative or prohibition; in
such cases, the result clause must be introduced by the letter " فَ ".
Examples:

If (when) you go, I will go
    with you.

إِذَا ذَهَبْتَ ذَهَبْتُ مَعَكَ .

إِذَا ذَهَبْتَ أَذْهَبُ مَعَكَ .

If he pays me my due,
    I shall give you
    one dinar.

إِذَا دَفَعَ لِي حَقِّي فَلَكَ مِنِّي دِينَار .

If you attend the party,
    do not forget to
    greet my friend.

إِذَا حَضَرْتَ الْحَفْلَةَ فَلا تَنْسَ أَنْ
تُسَلِّم عَلى صَديقِي .

If you see him, convey
    the invitation to him.

إِذَا رَأَيْتَهُ فَبَلِّغْهُ الدَّعْوَةَ .

From the above discussion it is evident that the conditional clause generally has a perfect verb, and is commonly preceded by " إِذَا " while the verb of the result clause has a wide range of options. Examples:

Result Clause		Conditional Clause		Result Clause
Perfect	حَضَرْتُ مَعَهُمْ			I'll come with them.
Jussive	لَمْ أَحْضُرْ			I won't come.
Prohibition	فَلَنْ أَحْضُرَ	If they come	→	I won't come (at all).
Imperative	فَاحْضُرْ أَيْضاً	إِذَا حَضَرُوا	←	You come too.
Equational Sentence	فَمِنَ الْمُمْكِنِ أَنْ أَحْضُرَ مَعَهُمْ			It is possible for me to come with them
Equational Clause	فَأَهْلاً وَسَهْلاً			Then they are welcome!

2. **Unlikely:** The condition expressed in the sentence is unfulfillable or doubtful of fulfillment - denoting a condition which is contrary to fact. In this case the conditional clause is introduced by " لَوْ " and the result clause is introduced by " لَ ". The perfect verb in the conditional clause - unlike that preceded by إِنْ or إِذَا - may refer to present or past time. Examples:

If he were to come (but he will not) I would honor him.   لَوْ جَاءَ لأَكْرَمْتُهُ.

If I were rich (but I am not) I would help you.   لَوْكُنْتُ غَنِيّاً لَسَاعَدْتُكَ.

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If we had heard that (but we did not) we should have informed you.

لَوْ كُنَّا قَدْ سَمِعْنَا ذٰلِكَ لَأَخْبَرْنَاكُمْ .

An unlikely negative condition is usually expressed by " لَوْ لَا " with an equational sentence, or " لَوْ لَمْ " with a verbal clause in the jussive, giving the equivalent of the English "were it not for" or "if it were not for." Examples:

If it were not for the Arabs, the light of civilization would have been extinguished in the Middle Ages.

لَوْلَا ٱلْعَرَبُ لَٱنْطَفَأَ نُورُ ٱلْحَضَارَةِ فِي ٱلْعُصُورِ ٱلْوُسْطَى .

If it were not for my urgent work, I would have been travelling with you.

لَوْلَا أَعْمَالِي ٱلْٱضْطِرَارِيَّةَ لَسَافَرْتُ مَعَكُمْ .

Had I not bought a car recently, I would have bought this car.

لَوْلَمْ أَشْتَرِ سَيَّارَةً مُؤَخَّرًا لَٱشْتَرَيْتُ هٰذِهِ ٱلسَّيَّارَةَ .

B. When the condition is to express strictly the meaning of the past time, " كَانَ قَدْ " is inserted before the verb in any conditional sentence. Examples:

If I had heard that, I should have informed you.

إِنْ كُنْتَ قَدْ سَمِعْتَ ذٰلِكَ لَأَخْبَرْتُكَ .

If he had not said that, I wouldn't have answered him.

لَوْ لَمْ يَكُنْ قَدْ قَالَ ذٰلِكَ لَمَا أَجَبْتُهُ .

C. The conditional sentence may be introduced by the following pronouns and adverbs when the sentence has a general sense or meaning:

1. Those which enter into the same construction as " إِنْ ":

a. مَنْ who:

He who works succeeds.

مَنْ يَشْتَغِلْ يَنْجَحْ ۰

b. ما what:

What you do I do.

ما تَفْعَلْ أَفْعَلْ ۰

c. مَهْما whatever:

Whatever you order, I order.

مَهْما تَأْمُرْ أَفْعَلْ ۰

d. أَيّ who, whoever; what, whatever:

Whoever (any man) works succeeds.

أَيّ رَجُلٍ يَعْمَلْ يَنْجَحْ ۰

Whatever book you read you will benefit.

أَيّ كِتابٍ تَقْرَأْ تَسْتَفِدْ ۰

e. مَتى when:

When you work hard you succeed.

مَتى تَجْتَهِدْ تَنْجَحْ ۰

f. حَيْثُما ، أَيْنَما whenever:

Whenever you go I go.

أَيْنَما تَذْهَبْ أَذْهَبْ ۰

Whenever you enter I enter.

حَيْثُما تَدْخُلْ أَدْخُلْ ۰

g. كَيْفَما however:

However you sit I sit.

كَيْفَما تَجْلِسْ أَجْلِسْ ۰

2. Those which enter into the same construction as " إذا ". The most common one is " كُلَّما whenever":

Whenever he travelled to a foreign country, he wrote a report.

كُلَّما سافَرَ إلى بِلاد أَجْنَبِيَّة كَتَبَ تَقْريرًا ۰

The particle " ما " is commonly attached to the above words for emphasis.

IX. COMMENCEMENT OF ACTION

Beside the verbs " اِبْتَدَأَ، بَدَأَ " and " شَرَعَ " which properly mean "to begin", there are several verbs - verbs of commencement "أَفْعَالُ الشُّرُوع ", which can be used as auxiliaries preceeding imperfect verbs to express the beginning of action. Such verbs, in this capacity, are translated "to begin to", and they must be in the perfect tense. The most common of these verbs are:

A. أَخَذَ to take:

He began to examine his blood pressure.

أخذ يـفحص ضغط دمـه.

B. صارَ to become:

He began to train in marksmanship.

صارَ يَتَدَرَّبُ عَلَى الرِّمايـة.

C. بَدَأَ or اِبْتَدَأَ "to begin":

The merchants began to display their goods.

بَدَأَ التـجارُ يَعْرِضون بَضائِعَهُم.

D. جَعَلَ to make:

The people began to weep when they heard the news.

جَعَلَ النـاسُ يَبْكون عِنْدَما سَمِعوا الخَبَرَ.

E. هَبَّ to get in motion:

He began to compete with the players.

هَبَّ يَتَبارى مَعَ اللاعِبـينَ.

F. قامَ to rise:

The workers began to disclose their demands.

قامَ العُمّالُ يَعْرِضون مَطاليـبَهُم.

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These verbs also could be used to precede verbal noun with " في " or

" بِ ." Examples:

He began to examine (in examining) his blood.

أَخَذَ يَفْحَصُ دَمَهُ .

The merchants began to display (in displaying) their goods.

بَدَأَ التُّجَّارُ في عَرْضِ بَضَائِعِهِمْ .

He began to make (in making) the necessary arrangements.

قَامَ بِعَمَلِ التَّرْتِيبَاتِ اللازِمَةِ .

X. VERB OF SURPRISE OR ADMIRATION " أَفْعَالُ التَّعَجُّبِ "

A. Surprise at or admiration of a quality can be expressed by " ما أَفْعَلَ"
Pattern. Examples:

What a severe pain!

ما أَشَدَّ الأَلَمَ .

What a beautiful girl!

ما أَجْمَلَ الْبِنْتَ .

How good (preferable) it is!

ما أَفْضَلَهُ .

It should be noted from the above examples that " أَفْضَلَ، أَجْمَلَ، أَشَدَّ "
are considered here as verbs, not adjectives. They must always have " فَتْحَة "
at the end, and the noun at which surprise or admiration is expressed is its
object, and is therefore in the accusative case. The verb itself is always
in the masculine singular form. " ما " may be considered as the subject
of the "Surprise Verb."

B. Surprise at, admiration of a quality or exclamation is also commonly
expressed by the ... مِنْ ... يَا لَ pattern which is composed of:

1. The vocative particle " يَا ".

2. The preposition " لَ " with a pronoun suffix agreeing with the referent subject, and

3. The preposition " مِنْ " with a noun object.

Examples:

What a beautiful girl!	يا لَها مِنْ بِنْت جَميلَة .
What students they are!	يا لَهُم مِنْ تَلاميذ .
What modest demands!	يا لَها مِنْ طَلَبا ت مُتَواضِعَة .

The noun in the " ما أفعَلَ " pattern is always definite, whereas the noun in the " يا لَكَ ... مِنْ " pattern is always indefinite.

XI. THE ADVERBIAL ACCUSATIVE " المَفْعُول "

The adverbial accusative is a word or a phrase put in the accusative case to modify the action of a verb or the predicate of a sentence. Such words or phrases generally modify an action or a state by specifying time, in what manner, in what capacity, for what purpose, for what cause or intent, etc. These modifications are usually expressed in English by adverbial phrases introduced by "concerning", "with regard to", "in respect to", "as" or "for the sake of" etc. Examples:

Fatima is more beautiful than Karima. (more in respect to beauty).	فاطِمَة أكثَرُ جَمالاً مِنْ كَريمَة .
She arranged the house beautifully. (in a beautiful manner).	رَتَّبَتِ البَيْت تَرْتيبًا جَميلاً .

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I came to school for the
sake of studying. (because
of my love of studying).

أَتَيْتُ إِلَى ٱلْمَدْرَسَةِ حُبًّا
بِالدِّرَاسَةِ .

I saw him walking in the
street.

رَأَيْتُهُ مَاشِيًا فِي ٱلشَّارِعِ .

Types of Adverbial Accusative:

A. <u>Adverbial Accusative of State or Condition</u> ٱلْحَالُ : This adverbial

shows the state of the agent or the object at the time of the action of the

verb. It must be an indefinite derived adjective expressing a transitory

condition and coming after a complete sentence. Examples:

The man came riding.

جَاءَ ٱلرَّجُلُ رَاكِبًا .

I came running.

جِئْتُ رَاكِضًا .

The subject or object of the action to which the حَال refers

صَاحِبُ ٱلْحَالِ should be definite and precede the حَال . If صَاحِبُ ٱلْحَالِ

is indefinite, the حَال must come first as:

The man came riding.

جَاءَ ٱلرَّجُلُ رَاكِبًا .

A man came riding.

جَاءَ رَاكِبًا رَجُلٌ .

When حَال follows two definite nouns each of which may be

صَاحِبُ ٱلْحَالِ , it is best to ascribe it to the noun which directly precedes.

Examples:

I found Shakir riding.

لَقِيتُ شَاكِرًا رَاكِبًا .

But if we wish to ascribe it to the pronoun we must say:

I found Shakir while I was riding.

لَقِيتُ رَاكِبًا شَاكِرًا .

The حَال may be an indicative sentence:

Ahmad came running (he runs).

جَاءَ أَحْمَدُ يَرْكُضُ .

Jalal died (and) while his son was (is) young.

ماتَ جَلال وَ ٱبْنُهُ صَغيرٌ .

I entered the house (and) while there was (is) a burglar in it.

دَخَلْتُ ٱلْبَيْتَ وفيهِ سارقٌ .

1. The حال may be a primitive noun when it expresses:

   a. Order:

I spoke to him face to face.

كَلَّمْتُهُ وَجْهًا لِوَجْهٍ .

Enter one by one.

ادخلوا واحدًا واحدًا .

   b. Division:

I taught him (the knowledge) section by section.

عَلَّمْتُهُ ٱلْعِلْمَ بابًا بابًا .

   c. Price:

I bought the apples each with a Ryal (piaster).

إِشْتَرَيْتُ ٱلتَّفّاحَ ٱلْواحِدَةَ بِريالٍ .

2. The حال must be connected with its noun by a binder (رابِط)

and this may be:

   a. An implied pronoun:

I came (I) running.

جِئْتُ (انا) أَرْكُضُ .

I bought the grapes at one Dirham a kilo (from it).

إِشْتَرَيْتُ ٱلْعِنَبَ ٱلرَّطْلَ (منهُ) بِدِرْهَمٍ .

   b. حال conjunction - واو ٱلْحال :

I travelled and (while) the people were asleep.

سافَرْتُ وَٱلنّاسُ نِيامٌ .

   c. واو ٱلْحال with a pronoun:

Ahmad came and his hand was on his head.

جاءَ أَحْمَدُ وَيَدُهُ عَلى رَأْسِهِ .

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d. قَدْ with و introducing the completed past action in the affirmative:

I came when the sun had (already) appeared.

جِئْتُ وَقَدْ طَلَعَتِ الشَّمْسُ .

B. <u>Cognate Accusative or Absolute Object</u> المَفْعُولُ المُطْلَقُ : The cognate accusative is a verbal noun (noun of action) used as an object for a verb from the same root to reinforce the meaning of that verb. It is always in the accusative case and indefinite.

The cognate accusative expresses intensity, emphasis, or manner. It is usually modified by an adjective or other expression, which may be translated as an adjective, adverb, or a phrase as the context determines. Examples:

He surely beat

ضَرَبَ ضَرْبًا .

He surely killed

قَتَلَ قَتْلًا .

I greatly approved it

إِسْتَحْسَنْتُهُ اسْتِحْسَانًا عَظِيمًا .

He commented at length on the social problems.

عَلَّقَ عَلَى المَشَاكِلِ الاجْتِمَاعِيَّةِ تَعْلِيقًا طَوِيلًا .

It may be another noun of action (not of the same verb), or an adjective expressing accidental qualities as:

I loved her with a great love.

أَحْبَبْتُهَا حُبًّا عَظِيمًا .

I wondered at your striking Ahmad severely

عَجِبْتُ مِنْ ضَرْبِكَ أَحْمَد ضَرْبًا شَدِيدًا .

Muhammad is very accomplished.

مُحَمَّد فَاضِلٌ فَضْلًا .

He emphasized the complete implementation of the orders.

أَكَّدَ عَلَى تَنْفِيذِ الأَوَامِرِ تَنْفِيذًا تَامًّا .

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The cognate accusative is of two kinds:

1. اَلْمُؤَكِّد that which assures: Is the noun of action of the same verb and simply strengthens its meaning thereby removing the idea of metapher. This noun of action is always in the singular as:

I assuredly pushed him.   دَفَعْتُهُ دَفْعًا .

2. اَلْمُبَيِّن that which makes manifest: This noun of action gives more meaning than the verb itself, and is used to express number and form. It may be made dual or plural as:

He ran swiftly.   رَكَضَ رَكْضًا سَرِيعًا .

I squatted.   قَعَدْتُ الْقُرْفُصَاءَ .

I took two steps.   خَطَوْتُ خَطْوَتَيْنِ .

I sat upright.   جَلَسْتُ جُلُوسًا مُسْتَقِيمًا .

The cognate accusative is originally the noun of action of the same verb; but the following may take its place - نَائِبُ الْمَفْعُولِ الْمُطْلَقِ

    a. The noun of action of another verb having a similar meaning as:

I rejoiced greatly.   فَرِحْتُ ابْتِهَاجًا .

    b. The noun of action of the same verb but on a different measure as:

I washed well.   تَغَسَّلْتُ اغْتِسَالًا .

    c. كُلّ ، بَعْض when in construction with a noun of action as:

I loved her completely.   أَحْبَبْتُهَا كُلَّ الْمَحَبَّةَ .

    d. A demonstrative pronoun as:

I read that reading.   قَرَأْتُ تِلْكَ الْقِرَاءَةَ .

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e. An adjective as:

I ran the strongest running.　　　　　ركَضْتُ أَشَدَّ الرَّكْضِ .

f. Number as:

I hit (beat) him three hits.　　　　ضَرَبْتُهُ ثَلاثَ ضَرَبـاتٍ .

g. Instrument as:

I hit him one lash.　　　　　　　ضَرَبْتُهُ سَوْطاً .

C. <u>The Object Complement</u> ﺍﻟﻤَﻔْﻌُﻮﻝ ﺑِـﻪِ : It receives the action of
the verb. The verb must be transitive, therefore in this respect differs
from other مَفـاعيـل whose verbs may be either transitive or intransitive.
If the verb is not originally transitive, it is made so by a preposition as:

I rode the horse.　　　　　　　رَكِبْتُ الْفَرَسَ .

I sat on a chair.　　　　　　　جَلَسْتُ عَلى كُرْسِيّ .

I dressed him in a beautiful suit (dress).　　أَلْبَسْتُهُ ثَوْباً جَميلاً .

I informed him that you are ready (present).　　أَخْبَرْتُهُ أَنَّكَ حـاضِرٌ .

I brought a book　　　　　　　أَتَيْتُ بِكتـابٍ .

D. <u>The Adverbial Accusative of Time or Place</u> ﺍﻟﻤَﻔْﻌُﻮﻝ ﻓﻴـﻪ : This
expresses the time or place of the action of the verb, and is called
" ﺍﻟﻤَﻔْﻌُﻮﻝ ﻓﻴـﻪ " because the nouns have the meaning of " فِي in" as:

I travelled at night.　　　　　ساَفَرْتُ (في) لَيْـلاً .

I prayed today.　　　　　　　صَلَّيْتُ (في) الْيَـوْمَ .

I sat aside.　　　　　　　　جَلَسْتُ (في) نـاحِيَةً .

The noun of time whether definite or indefinite is put in the
accusative as:

I came yesterday. ‏جِئْتُ ٱلْبَارِحَةَ.‏

I travelled a while. ‏سَافَرْتُ مُدَّةً.‏

The noun of place when indefinite is put in the accusative as:

I looked east and west, ‏تَطَلَّعْتُ شَرْقًا وَغَرْبًا، شِمَالًا وَجَنُوبًا.‏
north and south.

When the noun of place is definite, the preposition " ‏في‏ " is

introduced as:

I prayed in the mosque. ‏صَلَّيْتُ فِي ٱلْمَسْجِدِ.‏

The adverbial accusative of time or place may be substituted by

one of the followings:

1. " ‏كُلّ، جَمِيع‏ all" or " ‏بَعْض‏ some". Examples:

I walked all day. ‏مَشَيْتُ كُلَّ ٱلنَّهَارِ.‏

I visited all the capitals. ‏زُرْتُ جَمِيعَ ٱلْعَوَاصِمِ.‏

I visited some (a few) cities. ‏زُرْتُ بَعْضَ ٱلْمُدُنِ.‏

2. Adjectival adverbs such as " ‏طَوِيل‏ long", " ‏قَصِير‏ short",

" ‏كَثِير‏ much", etc. Examples:

I stood for a long time. ‏وَقَفْتُ طَوِيلًا مِنَ ٱلْوَقْتِ.‏

I saw a lot of places. ‏شَاهَدْتُ كَثِيرًا مِنَ ٱلْأَمَاكِنِ.‏

3. Demonstrative pronoun explained by an adverb. Example:

I stayed up that night. ‏سَهِرْتُ تِلْكَ ٱللَّيْلَةَ‏

4. Number specified by an adverb or constructed ‏مُضَاف إِلَيْهِ‏ to

an adverb. Examples:

I travelled thirty days. ‏سَافَرْتُ ثَلَاثِينَ يَوْمًا.‏

I was absent six days. ‏غِبْتُ سِتَّةَ أَيَّامٍ.‏

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5. Verbal nouns (noun of action) which convey the meaning of
adverb. Example:

I travelled (at) sunrise. . سَافَرْتُ طُلُوعَ الشَّمْسِ

E. <u>The Adverbial Accusative of Cause or Reason</u> الْمَفْعُولُ لَهُ : This
expresses the cause of the action. It must be a noun of action but not of
the same verb, and agree with the verb in respect to agent and time, and
also be indefinite as:

I fled (because of) fear. . هَرَبْتُ خَوْفًا

I visited him (because of) love. . زُرْتُهُ حُبًّا

Here " خَوْف " expresses the cause of flight. It is a noun of
action although not of the same verb, and agrees with the verb "to flee"
and its agent because the one who fled is the one who feared; it is also in-
definite. If any of these conditions are not fulfilled, the noun of action
must be introduced by one of the particles of causation لِ، بِ، في، مِنْ
as:

I fled on account of fear. . هَرَبْتُ لِلْخَوْفِ

I went to him for water. . قَصَدْتُهُ لِلْمَاءِ

Sometimes " الْمَفْعُولُ لَهُ " is itself the cause of the action and
must then be a noun of action of a verb denoting a mental process as:

The Messiah died from love
  for us. . مَاتَ الْمَسِيحُ حُبًّا لَنَا

At other times the verb is the cause of the action and then
" الْمَفْعُولُ لَهُ " may be the noun of action of any verb as:

I beat him to correct him. . ضَرَبْتُهُ تَأْدِيبًا

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If the " مَفْعُول لَهُ " is made definite by the article or in con-

struction it may be put in the accusative as:

I fled (because of) the fear.   هَرَبْتُ الْخَوْفَ .

I fled fearing the killing.   هَرَبْتُ خَوْفَ الْقَتْلِ .

It is better to add a preposition. Thus:

I fled from fear.   هَرَبْتُ مِنَ الْخَوْفِ .

F. <u>Accompanying Adverbial Accusative</u> " الْمَفْعُول مَعَهُ " (<u>The object in</u>

<u>relation to which the action is done</u>): It is an object which accompanies the

action while it is being completed. This object follows " و " having the

meaning of "with"; this " و " is called " واو الْمَعِيَّة " of association.

This " و " must not have the meaning of the conjunction as:

I traveled in the morning.   سَافَرْتُ وَالصُّبْحَ .

Zaid went (walked) along the road.   مَشَى زَيْدٌ وَالطَّرِيقَ .

Here " و " cannot be the conjunction because it does not join

the word " صُبْح " to the pronoun " سَافَرْتُ ", as the noun cannot be joined

to an attached pronoun except when the pronoun is repeated as:

I came together with Zaid.   جِئْتُ أَنَا وَزَيْدًا .

It is also found after " كَيْفَ " and " ما " of interrogation as:

How are you with Zaid? or   كَيْفَ أَنْتَ وَزَيْدًا .
How do you get along with Zaid?

What's between you and your brother?   ما لَكَ وَأَخَاكَ ؟

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In order to use the noun as مَفْعُول مَعَهُ , the following conditions must prevail:

1. What precedes this noun is a complete sentence.

2. The particle " و " must convey the meaning of "with."

3. The usage of this adverbial is rather uncommon in the Modern Standard language.

G. <u>The Adverbial Accusative of Specification</u> "اَلتَّمْيِيز ": " اَلتَّمْيِيز "
is the noun which explains what would otherwise have been vague. This vagueness is in respect either to " ذَات substance" or " نِسْبَة relation."

1. تَمْيِيزُ ٱلذَّات (specification of substance): Explains what is vague in respect to number, weight, measure, quantity, similarity or area.
Examples:

He has 20 books.	لَهُ عِشْرُونَ كِتَابًا .
I bought a kilo of butter and a sack of wheat and two miles of land.	إِشْتَرَيْتُ رَطْلًا زُبْدًا و كِيسًا قَمْحًا و مِيلَيْنِ أَرْضًا .
I have a handful of flour and equivalent of rice.	عِنْدِي حَفْنَةً طَحِينًا ومِثْلَهَا رُزًّا .

2. تَمْيِيزُ ٱلنِّسْبَة : Limits or defines the predicate as:

Zaid is honorable in respect to birth.	كَرُمَ زَيْدٌ مَوْلِدًا .
How noble a man is Zaid.	مَا أَكْرَمَ زَيْدًا رَجُلًا .
Zaid has more relatives than Said.	زَيْدٌ أَكْثَرُ مِن سَعِيد أَقَارِبَ .

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This accusative of specification is usually used instead of the subject of a sentence or the object of a verb in order not to complicate the construction. Examples:

The student has increased in knowledge.	زَادَ ٱلتِّلْمِيذُ عِلْمًا.
Salim is diligent but Ahmad is more diligent than him. (إِجْتِهَاد diligence).	سَلِيم مُجْتَهِد وَلٰكِن أَحْمَد أَكْثَر مِنْهُ إِجْتِهَادًا.
He is greater than Jubran in fame and output. (إِنْتَاج production).	هُوَ أَعْظَم مِن جُبْرَان شُهْرَةً وَإِنْتَاجًا.

XII. SYNTACTIC CLASSIFICATION

The purpose of this section is to acquaint students with developing terms and general rules which appear in many grammatical analyses of Modern Standard Arabic. Very few writers in Modern Standard Arabic actually adhere to all of the rules.

A. <u>Variable ٱلْمُعْرَب vs Invariable ٱلْمَبْنِي</u>: This grouping is based on whether the word shows the signs of its positions in the sentence or not.

1. Variable ٱلْمُعْرَب: The word is said to be variable when its ending changes according to its position in the sentence. The variable words are either verbs or nouns.

a. Verb: The syntactic "variations" for the verb are the three moods, i.e., indicative, subjunctive, and jussive. The imperfect is the only form of the verb which is variable. The signs of the moods appear at the end of all its conjugations except the conjugations of the feminine

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plural for the 2nd and 3rd persons, and also when any imperfect form has

the "emphasis ﻥ " as a suffix, which is rarely used. Examples " يَـذْهَبُ

he goes":

Indicative	يَـذْهَبُ
Subjunctive	لَـنْ يَـذْهَبَ
Jussive	لَـمْ يَـذْهَبْ

Feminine Plural

2nd	تَـذْهَبْنَ	Indicative, Subjunctive, Jussive
3rd	يَـذْهَبْنَ	" " "

With emphasis ﻥ suffix

I	أَذْهَبَنَّ	Indicative, Subjunctive, Jussive
You	تَـذْهَبَنَّ	" " "

The signs of the "variation" are expressed by the short

vowels or by dropping the letter " ﻥ " from the ending of the verb. For

full details see CHAPTER FIVE, Section IV - Moods.

b. Noun: The syntactic "variations" for the noun are the

three cases, i.e., nominative, accusative, and genitive. All nouns are con-

sidered variable except the limited number found under the Invariable group.

The signs of the variation are expressed by vowels - short

and long, and letters as explained in CHAPTER FIVE, Section I - Cases.

Example:

Short Vowel:

I found knowledge to be   رَأَيْتُ ٱلْعِلْمَ نَافِعًا .
    useful.

Long Vowel:

I saw your brother with
your father in the
market.

رَأَيْتُ أَخَاكَ مَعَ أَبِيكَ في
اَلسُّوق.

Letter:

I saw the two teachers
with the students F.

رَأَيْتُ اَلْمُعَلِّمَتَيْنِ مَعَ التِّلْمِيذاتِ.

2. Invariable اَلْمَبْنِي : The word is said to be invariable when it
retains one form of ending regardless of its position in the sentence. The
invariable word may take one of the three short vowels or the " ـْ سُكُون "
as its permanent ending.

The invariable words are limited to the following types:

a. All particles: See CHAPTER FOUR for explanation and examples.

b. Verb:

(1) Perfect: The conjugation of each person in the perfect
tense is confined to one form regardless of its position in the sentence.
See CHAPTER THREE, MORPHOLOGY - Verb, for explanation and examples.

(2) Imperative: The imperative form is always invariable
in any sentence. See CHAPTER THREE, MORPHOLOGY - Verb, for explanation and
examples.

(3) Imperfect: The only invariable forms of the imperfect
are:

(a) 2nd and 3rd persons feminine plural. Examples:

2nd   تَذْهَبْنَ   Indicative, Subjunctive, Jussive

3rd   يَذْهَبْنَ   "   "   "

(b) Forms having the emphasis " $\bar{ن}$ " as a suffix.

Examples:

I   أَذْهَبَنَّ

You   تَذْهَبَنَّ

      c. Nouns: The limited number of nouns grouped here have already been discussed in their respective sections of this Handbook. They are listed here according to their English equivalent, but in Arabic, they are considered as nouns. They are: Pronouns; Demonstrative Pronouns; Relative Pronouns; Nouns of Condition; Interrogative Pronouns; Compound Numbers; and some Adverbs of time and place such as لَدَى ، حَيْثُ " قَطُّ ، أَمْسِ ، ألآنَ.

      B. <u>Declinable</u> الْمَمْنُوعِ مِنَ الصَّرْفِ vs Indeclinable الْمُنْصَرِف : This grouping is strictly for nouns. All the nouns in this classification are of the variable category. The distinction is made on the manner they express the "variation إِعْرَاب " of their positions in the sentence.

      The nouns considered in this group are generally singular. The only plural included in this grouping is the broken, irregular, plural in certain forms.

      1. Declinable الْمُنْصَرِف : The noun is said to be declinable when it:

      a. Accepts "nunation تَنْوِين " as the sign of indefiniteness.

      b. Expresses the genitive case by the short vowel " كَسْرَة."

Examples:

This is a new book.   هَذَا كِتَابٌ جَدِيدٌ.

I saw a new book. رَأَيْتُ كِتَابًا جَدِيدًا.

I read in a new book. قَرَأْتُ في كِتَابٍ جَدِيدٍ.

All variable nouns are considered declinable unless they fall into the patterns which are categorized as indeclinable.

2. Indeclinable اَلْمَمْنُوع مِنَ الصَّرْف : The noun is said to be indeclinable when it:

a. Does not accept "nunation تَنْوِين " as the sign of indefiniteness.

b. Does not express the genitive case by the short vowel " كَسْرَة ." It expresses this case jointly with the accusative case by the short vowel " فَتْحَة ." Examples:

This is a red book. هٰذا كِتَابٌ أَحْمَرُ.

I saw a red book. رَأَيْتُ كِتَابًا أَحْمَرَ.

I read in a red book. قَرَأْتُ في كِتَابٍ أَحْمَرَ.

The indeclinable noun thus expresses the variation of its position in the sentence only when it is indefinite. When made definite, by article اَلْ or noun-in-construction إِضَافَة , it would be declined like any declinable noun. Examples:

This red book. هٰذا اَلْكِتَابُ الأَحْمَرُ.

I saw the red book. رَأَيْتُ اَلْكِتَابَ الأَحْمَرَ.

I read in the red book. قَرَأْتُ في اَلْكِتَابِ الأَحْمَرِ.

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He brought a better one. (more suited than it). جاءَ بِأَفْضَلَ مِنْهُ .

He brought the best one. (noun-in-construct). جاءَ بِأَفْضَلِ واحِدٍ (إضافة) .

3. The indeclinable nouns may be grouped under two major headings:

    a. Singular Nouns:

      (1) Every noun ends with an extra long vowel " أَلِف " or "hamza ء ا " as صَحْراء ، ذِكْرَى .

      (2) The following Adjectives:

        (a) Comparative - masculine and feminine, as أَكْبَر fem. كُبْرَى .

        (b) Colors and defects as أَحْمَر fem. حَمْراء ، أَعْرَج fem. عَرْجاء .

        (c) Relative adjectives - masculine and feminine, pattern as فُعْلى fem. سَكران، سُكْرَى on فَعْلان .

      (3) Proper names:

        (a) Names end with feminine ending " تا ء " for feminine and masculine as نَخْلَة ، فاطِمَة ، حَمْزَة ، عِزَّة .

        (b) Nouns end with feminine long vowel " ألِف " or " ا ء " as: سَلْمى ، لَيْلى ، خَنْساء ، اسماء .

        (c) Feminine names without feminine ending as زَيْنَب ، سُعاد ، بَيْروت ، بَغْداد ، دِمَشْق .

        (d) Compound names as بَيْتَ لَحْم ، حَضْرَمَوْت

        (e) Names end with extra " ا ن " as سُلَيْمان ، عُثْمان

(f) Foreign names more than three letters as إِبْراهيم ،

.إِسْكَنْدَر ، وِلْيَم ، يَعْقوب

Foreign names with three letters - middle letter

unvowelled " سُكون " are declinable as نوح ، جول ، جاك ، لوط .

b. Broken Plural:

(1) Patterns of: مَفاعِل as مَعابِد ، جَواهِر ؛ مَفاعيل

. مَصابيح ، تَسابيح as

(2) Ends with an extra long vowel as مَرْضى ، جَرْحى ،أَسْرى

(3) Ends with an extra "hamza ء " as أَصْدِقاء ،أَطِبّاء،

. حُكَماء ، شُعَراء .

XIII. DEFINITENESS

A. <u>Definite and Indefinite Nouns</u>: As you have noticed, from the

discussions on nouns, that the noun is indefinite unless it indicates or

points to a specific object. The noun may indicate a specific object through

form or through meaning. The most common form, through which the noun is

made definite, are: Pronoun, Demonstrative Pronoun, Relative Pronoun, Noun

with definite article and Noun-in-Construct أَلْمُضاف.

The nouns which are considered definite through meaning are proper

names and names of places such as the name of a country, a city, a river,

etc. Though proper names are definite in meaning, they are vocalized with

"Nunnation تَنْوين ", if they are declinable like any other indefinite noun.

Examples:

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Shakir went to school with Salim.

ذَهَبَ شَاكِرٌ مَعَ سَلِيمٍ إِلى اَلْمَدْرَسَةِ .

I saw Ahmad and Muhammad play in the football field.

رَأَيْتُ أَحْمَدَ وَمُحَمَّداً يَلْعَبانِ في ساحَةِ كُرَةِ اَلْقَدَمِ .

The Tigris River passes through the city of Baghdad.

نَهْرُ دِجْلَةَ يَمُرُّ في مَدِينَةِ بَغْداَدَ .

Lebanon is located West of Syria.

لُبْنانُ يَقَعُ في غَرْبِ سوريا .

B. <u>The Use of the Article " اَلْ "</u>: This article, beside its main function as a "definite article", is used for generality. In other words, the noun, to which the article is prefixed, is used for the purpose of expressing a general idea and not for the purpose of being definite. Examples:

The Port of Beirut is important in (the) commerce.

مِيناءُ بَيْروتَ مُهِمٌّ في اَلتِّجارَةِ .

There are special institutes for (the) sewing.

هُناكَ مَعاهِدُ خاصَّةٌ لِلْخِياطَةِ .

The Arabs were famous in (the) horsemanship.

إِشْتَهَرَ اَلْعَرَبُ في اَلْفُروسِيَّةِ .

XIV. VOCATIVE اَلنِّداءُ

The vocative is expressed by the vocative particles " يا " and " أَيُّها F. أَيَّتُها ." The construction of the vocative follows the following general rules:

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A. The noun following the particle " أَيُّها F. أَيَّتُها " is always with the article " اَلْ " and in the nominative case. Examples:

O student!	. أَيُّها الطَّالِبُ
O girl!	. أَيَّتُها الْبِنْتُ
O students!	. أَيُّها الطُّلاَّبُ
O girls!	. أَيَّتُها الْبَنَاتُ

The particle " يا " is often used to precede " أَيُّها F أَيَّتُها ."
Examples:

O generous man!	. يا أَيُّها الرَّجُلُ الْكَرِيمُ
O people!	. يا أَيُّها النَّاسُ

B. The noun following the particle " يا " is always without the article " اَلْ ", and may be constructed according to one of the following rules:

1. If the person addressed is present or the noun is not determined by any following words (adjective, noun-in-construction إِضافَة), then the noun is put in the nominative case. Examples:

O man!	. يا رَجُلٌ
O men!	. يا رِجالٌ
O Mohammed	. يا مُحَمَّدُ

2. If the person addressed is not present or the noun is determined by some words after it, then the noun is put in the accusative case. Examples:

O ignorant (not addressed to any particular person)!	يـا جـا هِـلًا .
O you, who climbs the mountain!	يـا طـا لِـعًا ٱلْـجَـبـلَ .
O Abdu-lrahman!	يـا عَـبْـدَ ٱلـرَّحْـمٰـن.
O my dear brother!	يـا أَخـي ٱلْـعَـزيـز .
O fair minded! (brother of fairness)	يـا أَخـا ٱلْـمَـعْـروف .

C. The vocative may be expressed without the vocative particles if the person addressed is close (in relation or friendship), or he is close to, or involved in the discussion of the caller. Examples:

Joseph! Where are you going?	يـوسُف ، أَيْـنَ ذاهِب ؟
Ahmad! What is your opinion in this subject?	أَحْـمَـد ، مـا رَأْيُـكَ في هٰذا ٱلْـمَـوْضوع؟

D. The adjective modifying the noun without the article " ٱلْ " is definite.

E. Since the English "O" has practically been eliminated in calling a person, in modern usage, the above listed examples could very well be translated into English without "O".

XV. COMMON STRUCTURES

A. <u>Preposition " كَ "</u>: This preposition is called the " كَ " of similarity " كـافُ ٱلـتَّـشْـبـيـه ." It is prefixed to the noun to render the meaning of "as" or "like." The demonstratives and the relative pronouns are treated like the noun in this respect. Examples:

I know Ahmad as a friend. أَعْرِفُ أَحْمَد كَصَدِيق.

He sat in the classroom like a student. جَلَسَ فِي الصَّفِّ كَتِلْمِيذ.

I like furniture like this (furniture). أُحِبّ أَثَاثًا كَهَذا الأَثَاث.

This preposition is also prefixed to the following:

1. Demonstrative " ذَلِكَ ": By prefixing " كَ " to this demonstrative, the meaning of "also", or "likewise" is developed. This is not true, however, with any other demonstrative. Example:

I bought from this store a bed and a table and also a new refrigerator. إِشْتَرَيْتُ مِن هَذا الْمَخْزَن سَرِيرًا و مَائِدَة وَكَذَلِكَ ثَلاّجَة جَدِيدَة.

2. Particle " مَا ": When the preposition " كَ " is not followed by a noun, it would be prefixed to the particle " مَا ", and it would render the following meaning:

as he said كَمَا قالَ

likewise كَمَا أَنّ

as if كَمَا لو

B. **The word /9in/ عِنْد** : This word has the primary meaning "at" or "with." It is equivalent to "have, has" in showing possession. It __is not__ a verb, and therefore should not be mistakenly conjugated. It can stand alone or with a pronoun suffix. This word is negated by negative particle /maa/ مَا in showing denial of possession. Examples:

The student has a book. عِنْدَ ٱلتِّلْمِيذِ كِتَابٌ .

I have a book. عِنْدِي كِتَابٌ .

He does not have a book. مَا عِنْدَهُ كِتَابٌ .

1. Syntactic description of the above examples:

    a. They are equational sentences.

    b. The predicates precede the subjects because the subjects are indefinite, " كِتَاب a book."

    2. The word " عِنْد " may be united with the particle " مَا ", thus " عِنْدَمَا ", giving the meaning "when." Example:

I saw him when he was here. رَأَيْتُهُ عِنْدَمَا كَانَ هُنَا .

C. <u>The verb /yuujad/ يُوجَد</u> : This verb corresponds in meaning to "there is" or "there are" in English. Because of this usage, the conjugation of this verb as well as the indication of tense are not needed. The only requirement needed for this usage is the indication of gender, that is /yuujad/ يُوجَد is used in relation to masculine words, and /tuujad/ تُوجَد is used in relation to feminine words. Examples:

There is a restaurant near the school. يُوجَدُ مَطْعَمٌ قُرْبَ ٱلْمَدْرَسَة .

There are many chairs in that room. تُوجَدُ كَرَاسِي كَثِيرَة فِي تِلْكَ ٱلْغُرْفَة .

D. <u>The Word " كُلّ all, every</u>":

    1. When this word is used with Pronoun endings, it renders the meaning of "all" or "whole." Examples:

all of them   كُلُّهُم

all of it (him)   كُلُّهُ

all of it (her)   كُلُّها

all of you (M.Pl)   كُلُّكُم

all of us   كُلّنا

2. The word " كُلّ " will render the meaning of "each" or "every" whenever the following noun is indefinite. On the other hand, if the following noun is definite, then the meaning of "all" or "whole" is rendered. Examples:

each day   كُلّ يَوْم

all day (the whole day)   كُلّ ٱلْيَوْم

every month   كُلّ شَهْر

the whole month   كُلُّ ٱلشَّهْر

E. <u>Usage of " بَعْدَ " and " قَبْلَ "</u>: These two words are equivalent in meaning to the prepositions "after" and "before" respectively.

1. In Arabic, these two words should be used before a noun. However, if they are used before a verb, the particle " أَنْ " is inserted between them and the verb. Examples:

We'll study after you get up.   نَدْرس بَعْدَ أَنْ تَنْهض مِنَ ٱلنَّوْم .

I eat breakfast before I shave.   آكُل فُطوري قَبْلَ أَنْ أَحْلِق وَجْهي .

In the speech of many Arabic localities, the particle " أَنْ " is replaced with the particle " ما " to render the same meaning.

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2. Quite often the word " بَعْدَ " is preceded by " فِيمَا " (combination of preposition " فِي " and particle " مَا ") thus " فِيمَا بَعْدَ " rendering the meaning "afterwards" or "later."

F. The Use of " يَجِبُ أَنْ it is necessary": The verb " يَجِبُ must, should, have to, or to be necessary" is not conjugated like the rest of the verbs. The person it refers to is known from the main verb of the sentence. Following this verb, the sentence is always in the subjunctive mood, and the particle " أَنْ " is invariably used. Examples:

We have to wear special cloths.	يَجِبُ أَنْ نَلْبَسَ مَلابِسَ خاصَّة .
He has to study his lesson.	يَجِبُ أَنْ يَدْرُسَ دَرْسَهُ .
I have to wait for my friend here.	يَجِبُ أَنْ أَنْتَظِرَ صَدِيقِي هُنا .

1. Sometimes the preposition " عَلى " followed by a noun or pronoun suffix referring to the person in the sentence is used between " يَجِبُ " and the particle " أَنْ " for emphasis. Examples:

The Lt. has to go to the camp.	يَجِبُ عَلى ٱلْمُلازِم أَنْ يَذْهَبَ إِلى ٱلْمُعَسْكَرِ .
He has to go to the camp.	يَجِبُ عَلَيْهِ أَنْ يَذْهَبَ إِلى ٱلْمُعَسْكَرِ .
We have to wear special cloths.	يَجِبُ عَلَيْنا أَنْ نَلْبَسَ مَلابِسَ خاصَّة .
You (M.Pl.) have to study the lesson.	يَجِبُ عَلَيْكُم أَنْ تَدْرُسوا ٱلدَّرْسَ .

2. Sometimes the verb " يَجِبُ " is eliminated and only the preposition " عَلى " plus the required pronoun suffix or noun is used to render the same meaning. Examples:

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He has to go to the camp.

عَلَيْهِ أَنْ يَذْهَبَ إِلَى ٱلْمُعَسْكَرِ.

You have to study the lesson.

عَلَيْكُم أَنْ تَدْرُسُوا ٱلدَّرْسَ.

3. The perfect form of this verb " وَجَبَ " is also used to give the same meaning in the past.

4. The verb " كَانَ " is also used, preceding " يَجِبُ ", to give the meaning of "must, should, etc." in the past. Example:

I had to go to the camp
or
I should have gone to the camp.

كَانَ يَجِبُ أَنْ أَذْهَبَ إِلَى ٱلْمُعَسْكَرِ.

G. Use of " مُنْذُ since, for": This word functions as a "preposition." Therefore, the noun following it is always in the genitive case. (Although it is permissible to be in the nominative case) the meaning it renders in such a function is illustrated in the following examples:

For a month, since one month ago.

مُنْذُ شَهْرٍ.

For the past few days, a few days ago.

مُنْذُ أَيَّامٍ.

Of a long time ago.

مُنْذُ وَقْتٍ طَوِيلٍ.

Lately, recently.

مُنْذُ وَقْتٍ قَصِيرٍ.

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