Easy
Arabic Grammar

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Illustrations by Mahmoud Gaafar

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Introduction

What is Arabic ‘grammar’?

Arabic ‘grammar’ will mean different things to different people.

To learners of Arabic as a foreign language it might mean the fundamentals of the language: whether there are genders, whether the noun or the adjective comes first, how the verb changes in the past and future, etc.

To more advanced Arabists and scholars it might mean the higher-level subtleties of Modern Standard or Classical Arabic.

To native speakers, it usually conjures up a subject studied at school, often hazily remembered lessons analysing sentences with a view to being able to spell and pronounce formal Arabic correctly.

What this book means by ‘grammar’ is a progressive knowledge of the structure of Arabic from the basic building blocks to some, but by no means all, of the more subtle nuances of Modern Standard Arabic.

Levels of formality

Learners of Arabic generally appreciate the difference between the various spoken Arabic dialects and the universal Modern Standard Arabic. What is not so well understood is that Modern Standard itself can be spoken and written at different levels of sophistication.

Although most Arabs can communicate in a form of standard Arabic and are aware that formal Arabic is pronounced with additional case endings, only scholars, media presenters and public speakers use these endings routinely.

This book includes Case Notes sections with additional explanations and activities covering the grammatical case endings used in formal, literary and religious Arabic. These grammatical cases are similar to those found in languages such as German or Russian, but in Arabic are not usually pronounced in less formal contexts. You can use the book without reference to the Case Notes if you wish initially to acquire a more general understanding. Alternatively, you can study the Case Notes sections if you have an interest in this aspect of Arabic grammar and want to learn about it from the beginning.

How to use this book

This is a reference and activity book for all beginners and early intermediate students of Arabic, whether studying in a group or by themselves. The book can also be used independently to improve understanding of the basics of grammar or to gain an overview of the structure of the Arabic language.

The book has a built-in progression. Explanations and activities draw only on structures already covered in previous units. Work your way through the units and measure your progress step by step. Alternatively, if you are already studying Arabic you can use the relevant part of the book for extra practice on a particular point of grammar.

The main part of the book is divided into 20 units, each concentrating on an aspect of Arabic grammar. The units feature:

- clear structural explanations
- more than 100 stimulating activities to practise particular grammar points
- optional Case Notes explaining formal case endings (see above)
- end-of-unit In Summary, highlighting the most important points of the unit for easy reference.

Answers to all the activities are also included in the final section of the book.
Arabic script

It is beneficial to acquire familiarity with the Arabic script and the short vowel marks before studying this book. However, the complete alphabet is provided here for reference.

<table>
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<tr>
<th>final</th>
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Fürata  a dash above the letter, pronounced as a short ‘a’ after the letter, e.g. ...ba

Damma  a comma-shape above, pronounced as a short ‘u’ after the letter, e.g. ...bu

Kasra  a dash below, pronounced as a short ‘i’ after the letter, e.g. ...bi

Sukun  a small circle above showing that no vowel follows the letter, e.g. بنت bint (girl)

Shadda  a small ‘w’ shape above showing that the letter is doubled, e.g. بون bunn (coffee beans)

Madda  a wavy symbol written over an alif and pronounced ā, e.g. أنيسة anisa (young woman)

(Note: These symbols are not generally included in modern written Arabic. This book uses them where necessary for clarity.)
Fundamentals of Arabic grammar
The Arabic root system

Arabic is a language based on a system of ‘roots’. In English, we often refer to the ‘root’ of a word to mean its origin, for example the root of the English word ‘engineer’ is the Latin ingenium, meaning ‘skill’.

The Arabic root, or مصدر masdar, refers to the core meaning of a word. This core can usually be identified by three root consonants (non-vowels). For example, the sequence of three consonants س/ف/ر س/ف/ر س/ف/ر (in this order, reading the Arabic script right to left) carries the meaning of ‘travel’. A word which includes the sequence of letter س/ف/ر س/ف/ر س/ف/ر is likely to have something to do with travelling. For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
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</thead>
<tbody>
<tr>
<td>journey</td>
<td>سفر</td>
</tr>
<tr>
<td>he travels</td>
<td>يسافر</td>
</tr>
<tr>
<td>ambassador</td>
<td>سفير</td>
</tr>
<tr>
<td>traveller</td>
<td>مسافر</td>
</tr>
<tr>
<td>embassy</td>
<td>سفارة</td>
</tr>
</tbody>
</table>

All these words are derived from the root س/ف/ر س/ف/ر س/ف/ر. Notice how the root letters always appear in the same order. Any additional consonants or vowels before, after or between the root letters modify the meaning according to different general patterns. The feminine ending ـة (tā' marbūta) is never part of the root and the most common additional consonants are م، س and ت.

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The emphasis on root consonants means that vowels, especially short vowels, are of secondary importance. The pronunciation often varies between Modern Standard Arabic and spoken dialects. For example, يكتب (‘he writes’) would be pronounced yaktub in Modern Standard, but could be yuktub or yiktib in dialect. The meaning is generally conveyed by the consonants rather than the vowels.

Much of Arabic grammar is concerned with how the root is manipulated to create different related meanings. As you become more familiar with the patterns and structures, you will be more able to identify the roots and to manipulate them yourself.

**Activity 1**
Can you identify the three root letters in each of the following sets of words? What do you think the general core meaning could be?

1. book
   - كتَّاب kitāb
   - مكتَّب maktab
   - كاتِب kātib
   - مكتَبة maktaba

2. lesson
   - دَرْس dārs
   - مُدَرِّس mudāris
   - درَاسة dirāsā
   - مدرسة madrasa
3 broken مكسور
fragmentation تكسير
it was broken انكسر
nut cracker كسارة

4 player لاعب
playing field ملعب
toy لعبة
games ألعاب

Words with doubled root letter

Some Arabic words have the same second and third root letters. When this is the case, they are sometimes written together with a shadda doubling sign (ُّ) and sometimes separately, depending on the type of word:

جديد jadid (new) = root letters جد/d/d
كل kull (all) = root letters لا/ل/ل

Words with four root letters

A few Arabic words have four root letters. Sometimes these are four different letters, for example ترجمة tarjama (translation), where the root letters are ت/ر/ج/ام الت/ر/ج/ام, but often they are a repeated pair, for example زلزال zalzāl (earthquake), where the root letters are ز/ل/ز/ال ز/ل/ز/ال.

Words of foreign origin

Generally loan words such as راديو rádiyú (radio) or انتترنت internet fall outside the Arabic root system.

In summary

- Most Arabic words have a sequence of three root consonants which is connected with a particular core meaning.
- Vowels and consonants are added around the root to create related words and structures.
- The most common additional consonants are م m, س s and ت t.
- Some words have the same second and third root consonants and a few have four root consonants.
- Roots are the building blocks of the Arabic language and are helpful for guessing the meaning of vocabulary.
Gender: masculine and feminine

Arabic nouns (words that name people, objects or ideas) are either masculine مذكر (mudhakkar) or feminine ممؤنث (mu'annath).

chair (masculine) كرسي kursī

table (feminine) مائدة mā'ida

It is not difficult to tell the difference between masculine and feminine words. Feminine words usually fall into one of two categories:

1 Words with the feminine ending سا (tā' marbūta), for example:

car سيارة sayyāra

bag حقيبة ḫaqība

aunt (maternal) خالة khāla

nurse (female) ممرضة mumārida

2 Words referring to female people but not ending in سا, for example:

girl بنت bint

mother أمumm

In addition, there are a small number of words which are feminine and don’t fit into either of the two feminine categories. Most of these are names of countries, natural features or parts of the body that come in pairs, for example:

leg رجل rijl

sun شمس shams

desert صحرا saḥra’

Egypt مصر mīṣr

Activity 1
Decide if these words are مذكر mudhakkar or ممؤنث mu’annath and tick the correct box, as in the example:

<table>
<thead>
<tr>
<th></th>
<th>مذكر</th>
<th>ممؤنث</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>كتاب kitāb</td>
<td>book</td>
</tr>
<tr>
<td>2</td>
<td>أخت ukht</td>
<td>sister</td>
</tr>
<tr>
<td>3</td>
<td>بيت bayt</td>
<td>house</td>
</tr>
<tr>
<td>4</td>
<td>قميص qamīṣ</td>
<td>shirt</td>
</tr>
<tr>
<td>5</td>
<td>دجاجة dajāja</td>
<td>chicken</td>
</tr>
<tr>
<td>6</td>
<td>أب ab</td>
<td>father</td>
</tr>
<tr>
<td>7</td>
<td>ولد walad</td>
<td>boy</td>
</tr>
<tr>
<td>8</td>
<td>العراق al-ʿirāq</td>
<td>Iraq</td>
</tr>
<tr>
<td>9</td>
<td>شارع shārīʿ</td>
<td>street</td>
</tr>
<tr>
<td>10</td>
<td>صورة šūra</td>
<td>picture</td>
</tr>
<tr>
<td>11</td>
<td>عين āyn</td>
<td>eye</td>
</tr>
<tr>
<td>12</td>
<td>اجتماع ijtīmāʿ</td>
<td>meeting</td>
</tr>
</tbody>
</table>
Case Notes
Arabic has different levels of formality and complexity. In certain contexts, particularly Quranic or Classical Arabic but also sometimes in more formal Standard Arabic, you will see and hear additional grammatical endings. These endings represent the case of the noun (nominative, accusative or genitive) and whether it is definite or indefinite. The endings change depending on the function of the noun in a sentence.

Isolated nouns are usually shown with the neutral تنويون (tanwín) ending showing they are indefinite (‘a/an’). تنويون (tanwín) literally means ‘putting a nūn on’ and for this reason is sometimes called nunation. It is written as a small symbol above the final letter (ـ) and pronounced un:

- a boy ولدُ waladun
- a girl بنتُ bintun

If a noun ends in ذ (tā’ marbūta), the ٰ is pronounced before the تنويون (tanwín):

- a car سيارةٌ sayyāratun
- a nurse ممرضةٌ mumarriḍatun

تنويون (tanwín) is not normally added to foreign loan words such as كمبيوتر (computer).

Optional Activity
Put the تنويون (tanwín) on these nouns and say them out loud.

4 صورة
5 سيارة
6 عين
1 قميص
2 نجاة
3 بيت
The letters which cause this pronunciation assimilation are called 'sun letters', (الحروف الشمسية), as ش (shin) is itself an assimilating letter. Note that only the pronunciation is affected by sun letters. The spelling of ال (al-) doesn't change. Half the 28 letters of the alphabet are sun letters.

The remainder of the letters are called الحروف القرمية (al-hurūf al-qamriyya), as ق (qaft) is not an assimilating letter.

Activity 1
Write these nouns with the article ال (al-) and then say them out loud, as in the examples.

Sun letters الحروف الشمسية and moon letters الحروف القرمية

Nouns starting with certain letters of the Arabic alphabet cause the pronunciation of ال (al-) to change. The 'l' is assimilated and instead the initial letter of the noun is pronounced twice – and written with a shadda (ٍ) if the vowel marks are included:

- السّارة (a car) → as-sayyāra (the car)
- النّهر (a river) → an-nahr (the river)

الد(ال) الـ الـ

阿拉伯 has no separate word for 'a' or 'an', as in 'a chair' or 'an apple'. So كتاب (kitāb) means 'a book', مكتب (maktab) 'an office', etc.

To make a noun definite ('the book', 'the office', etc.), you need to add ال (al-) meaning 'the'. ال (al-) is written joined to the word it refers to and is the same for both masculine and feminine:

- الولد (a boy) → al-walad (the boy)
- البنت (a girl) → al-bint (the girl)
- القميص (a shirt) → al-qamīṣ (the shirt)
- الحقيبة (a bag) → al-ḥaqiba (the bag)
al-mumarriḍa (the nurse)
hiya l-mumarriḍa (she is the nurse)

Case Notes
When a noun is made definite (for example, by adding the ل al-), the neutral (nominative) case ending above the final letter becomes a َّjaama (') pronounced -u (-tu if the noun ends in ِّa):

- a boy ولدُ waladun
- the boy ولدٌ al-waladu
- a car سيَّارةٍ sayyāratun
- the car سيَّارةٌ as-sayyāratu

Optional Activity
Put the definite neutral case ending on the answers you gave for Activity 1 and say the words out loud. For example:

المفتاحٌ المفتاح ١ al-miftāhu (the key)

In summary
- ل al- (al-) is the Arabic equivalent of ‘the’ and is always written joined to the following noun: بيت bayt (house); البيت al-bayt (the house).
- There is no separate word equivalent to ‘a/an’.
- Half the letters of the Arabic alphabet assimilate the ‘l’ of ‘al-‘: الال-al-tīn (the figs).
- The ‘a’ of ‘al-‘ is not pronounced if the previous word ends in a vowel: في البيت فيِّ al-bayt (in the house).

Elision
If (al-) comes directly after a vowel, the ‘a’ of ل al- will drop out, or elide, leaving just the ‘l’. Again, this affects only the pronunciation and not the spelling:

- البيت bayt (the house)
- في البيت fi l-bayt (in the house)
Pronouns (singular) and non-verbal sentences

Non-verbal sentences
You can construct non-verbal sentences in Arabic that do not require the equivalent of 'am', 'are' or 'is'. The subject, either a noun or a pronoun, can be followed directly by the rest of the sentence:

I [am] Yasmin.

انَّ يَاسَمِينًا

Yousef [is a] teacher.

يُوسُف مُدَرَّسٌ

My aunt Nadia [is a] nurse.

خَالِتِي نَادِيَة مُمَرَّضَةٌ

The dog [is] in the garden.

الكَلَب فِي الْحَدِيقَةِ

You [are] Ahmed’s father.

أَنتْ أبُ أَحَمَّد

Activity 1
Cover the pronouns above and then join the Arabic to the English, as in the example.

he, it (masculine) أنا
you (masculine) أنت
you (feminine) أنت
he, it (masculine) هو
she, it (feminine) هي

Activity 2
Fill in the gaps, as in the example.
**Activity 3**
Write out these sentences again using هو هو or هي هي, as in the example.

1. هو مدرّس.  
2. ياسمين ممرّضة.  
3. الكلب في الشارع.  
4. السيّارة في الشارع.  
5. الولد في الحديثة.  
6. البنت في السيّارة.

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**In summary**

- هو huwa means he or it for masculine nouns; 
- هي hiya means she or it for feminine nouns.
- There are masculine and feminine forms of ‘you’: 
  أنّانت أنت anta (masculine) and أنّانت anti (feminine).
- There is no direct equivalent of ‘is’, ‘am’ or ‘are’ (verb ‘to be’ in the present).
- Sentences can be formed without the verb ‘to be’:
  هو هو mudarris (He [is a] teacher).

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**Case Notes**

Look at these non-verbal sentences with the case endings included:

He’s a teacher. هو مدرّس. huwa mudarrisun

You’re a nurse. أنتِ ممرّضةً. anti mumarridatun

The girl is in the house. البنت في البيت. al-bintu fi l-baytī

All of the case endings in italics are neutral, or nominative –
-un for indefinite and -u for definite – except for the ending changes to -i after في fi (in). You will learn more about this in Unit 8. For the moment, it is enough to know that the case ending will be nominative unless there is a reason for it not to be.
Plural nouns: introduction

Arabic nouns can be made plural in one of two ways:
- By adding a suffix (ending) to the singular noun, similar to the way English adds ‘-s’ to ‘tree’ to produce ‘trees’ or ‘-es’ to ‘box’ to produce ‘boxes’. This is called the sound plural (الجمع السالم al-jamāl as-sālim).
- By changing the internal vowels of the singular word, similar to the way English turns ‘mouse’ into ‘mice’ or ‘man’ into ‘men’. This is called the broken plural (تكسير at-taksīr).

However, whereas ‘mouse/mice’ is the exception in English, the broken plural is common in Arabic and accounts for the majority of plurals, particularly of basic words.

The simpler sound plural will be covered in this unit and the broken plural in Unit 11.

Sound plurals

There are two sound plurals, formed by adding external suffixes:
- sound masculine plural
- sound feminine plural

Sound masculine plural

The sound masculine plural is formed by adding -un or -in to the singular noun:

منسوب مدرس مدرسون / مدرسین

(male teacher) (teachers)

The alternative -in ending is used in particular structures which will be explained later in this book.

The sound masculine plural (SMP) is used almost exclusively with words describing groups of males or mixed males and females, for example when referring to jobs and nationalities:

محاسب محاسبون / محاسبین muḥāṣīb muḥāṣībūn muḥāṣībin
(accountant) (accountants)

عراقي عراقيون / عراقييون / عراقيین irāqī irāqīyūn irāqīyīn
(Iraqi) (Iraqis)
Note that not all words describing male people can be made plural using the SMP. Some use a broken plural (see Unit 11).

Activity 1
Complete these sentences using the plural of the words in the box, as in the example. (All of the words can be made plural using the sound masculine -ün ending.)

- engineer
  مهندس
  muhandis
- carpenter
  نجار
  najjar
- baker
  خباز
  khabbaz
- Egyptian
  مصري
  musrify
- French
  فرنسي
  faransiy

هم مدرسون.
Sound feminine plural
The sound feminine plural (SFP) is formed by adding -ät to the singular. If the singular word ends with the feminine -a (ة), this should be removed before the SFP is added:

- جَنَبهَاتٍ جُنَبَه (pounds)
- مَعْرَضَاتٌ مَعْرَضَة (nurses)
- سَيَّارَاتٍ سَيَّار (cars)

Unlike the name ‘sound feminine plural’ suggests, this ending is not used exclusively to make feminine nouns plural. It is a common plural and is used with both feminine and masculine nouns, although not generally with nouns referring to male people. There are two main groups of nouns with which the SFP is used.

SFP with all-female groups of people
The SFP is used for groups of three or more females:

- مَدْرَسَاتٍ مَدْرَسَة (female teachers)
- عَرَابِيَاتٍ عَراْبِيَة (female Iraqis)

Activity 2
Make these sentences feminine using the SFP, as in the example.

1. هُمُ مُدْرَسُونْ. هُنَّ مُدْرَسَاتٌ.
2. 1. هُمُ مُحاسبُون. 2. 2. هُنَّ عَراقِيَون.
3. هُمُ فَرْنَسِيَون. 4. 4. أَنْتُمُ مَصْرِيَّون؟
5. لَا، هُنَا كُومُيْتَيْن. 6. 6. هُمُ مُهَنَدِسُون.
This feature extends to all grammatical structures, such as verbs and adjectives (which will be covered in later units). The feminine singular is used with all non-human plurals whether the nouns are originally masculine or feminine in the singular.

**Activity 3**
Make sentences using huwa, hiya, hum or hunna, as in the example.

---

**Case Notes**
Plural nouns also have case endings. The neutral nominative ending for the sound feminine plural is -un/-u as it is for singular nouns:

- nurses ممرِضاتُ mumarriḍatun
- the nurses الممرِضاتُ al-mumarriḍatu

However, the nominative ending for the sound masculine plural is -un for both indefinite and definite:

- teachers مدرسُون mudarrisun
- the teachers المدرسُون al-mudarrisun

The sound masculine plural is one of the few instances of the case ending being written as part of the main script and universally pronounced.

**Optional Activity**
Make these words plural and pronounce them with the indefinite case ending:

1. زِجاجة
2. خُباز
3. حيوان
4. لُغة
5. مهندِس
6. سيّارة
7. مدرِسة
8. اجتماع

- (male engineer) مهندِس
- (car) سيّارة
- (female teacher) مدرِسة
- (meeting) اجتماع
- (bottle) زِجاجة
- (baker) خُباز
- (animal) حيوان
- (language) لُغة
In summary

- There are two types of plural in Arabic, external ‘sound’ plurals and internal ‘broken’ plurals. There are no precise rules governing which plural is used for a particular noun.

- The sound masculine plural (SMP) is formed by adding -ūn/-īn to the singular and is used with nouns referring to groups of people.

- The sound feminine plural (SFP) is formed by adding -aṯ to the singular (after any ḍī ṭī marbūṭa has been removed). The SFP is used with groups of females and to make certain other masculine and feminine nouns plural.

- Arabic grammar treats any non-human plural as feminine singular. So you must use the feminine singular pronoun هي hiya with the plural of objects:

أين السيّارات؟ هي في الشارع.
(Where are the cars? They are in the street.)

Unit 6

Demonstratives

Demonstratives are the equivalents of the English ‘this’ or ‘that’, as in ‘this house’, ‘that boy’.

Arabic demonstratives change according to whether they are describing a feminine or a masculine word:

this (masculine) هذَا hädha
this (feminine) هذِه hädhīhi
that (masculine) ذَلِك dhālika
that (feminine) تُلْك tilka

The demonstratives go in front of the noun with the article ال... (al):

this boy هذَا الْوَلَد hädha l-walad
this girl هذِهَ الْبَنْت hädhīhi l-bint
that house ذَلِكَ الْبَيْت dhālika l-bayt
that city تُلْكَ الْمَدِينَة tilka l-madīna

Notice how the a of ال... (al) elides as the demonstratives all end in a vowel (see Unit 3).
**Activity 1**
Fill in the gaps with the correct Arabic demonstrative to match the English, as in the example:

- this man: هذا 1
- this bag: هذه الحقيقة 2
- that newspaper: الجريدة 3
- that teacher: المدرس 4
- that nurse: الممرضة 5
- this pen: القلم 6
- this river: النهر 7
- that shirt: القميص 8

The demonstratives can also be used with an indefinite noun without ال (al) to form a sentence:

- This [is a] boy: هذا ولد. hādha wālad.
- That [is a] city: تلك مدينة. tilka madīna.

You need to be careful. As you already know, Arabic has no separate word for 'a/an' or direct equivalent of 'is/are'. This means that only the presence of ال (al) indicates the difference between:

a) this book: هذا الكتاب. hādha l-kitāb
b) This [is a] book: ها كتاب. hādha kitāb.

**Activity 2**
Write sentences to match the pictures, as in the example. Pay special attention as to whether the object is near ("this") or far away ("that").

- This [is the] bag: هذه هي الحقيبة. hādhihi hiya l-haqība.
- That [is the] man: ذلك هو الرجل. dhālika huwa r-rajul.

- This [is a] boy: هذا ولد. hādha wālad.
- That [is a] city: تلك مدينة. tilka madīna.
Case Notes
If the case endings are added to demonstrative sentences, the ending will vary according to whether the noun is definite (with 'al') or indefinite:

This is a boy. هذَا وَلْدٌ. hádha wáladun.
This man is an engineer. هذَا الَّذَا مِهِنَدِسٌ. hádha r-raju lu muhandisun.
That is a river. ذَلِكْ نَهْرٌ. dhálīka nahrün.

Remember that if a noun ends in د (d marbuṭa), the د becomes “untied” before a case ending and is pronounced as a ت (see Unit 2):

That girl is a nurse. ذَلِكْ الْبَيْتَ مَرْضَة. tilka b-bintu muamarriḍatun.
This city is large. هذِهِ المَدِينَةَ كِبَيْرَةً. hádhihi l-madina ti kabiratan.

Optional Activity
Put the case endings on these sentences:

1. هذا قلم. Hádha qal'm.
2. ذلك ولد. Džall l-wálad.
3. هذا الرجل خباز. Hádha l-rāju l-xbāz.
5. تلك الحقيبة كبيرة. Dhálīka hadība kābirah.

Demonstratives with the plural
Remember that Arabic distinguishes between human and non-human plurals. Non-human plurals are grammatically feminine singular (see Unit 5).

So, for non-humans, the demonstratives will be the same as the feminine singular, i.e. هذه تلک tilka:

these meetings هذَا الْإِجتماعَاتِ hádhihi l-ijtimāʿāt
These are bottles. هذَا الزَّجاجاتِ hádhihi zujājat.
Those cars are comfortable. ذَلِكْ السَّيَارَاتُ مُرَيْحَة. tilka s-sayyārāt muriḥa.

When talking about people, you will see the following plural demonstratives:

these (human plural) هُؤُلَاءُ há'ulā'ī
those (human plural) أَوْلَئِكَ ulā'ika
these nurses هؤلاء الممرضات há'ulā'ī l-mumarridat
Those are the teachers. أَولَئِكَ هُمُ الْمَدْرَسُونُ. ulā'ika hum al-mudarrisun.

The plural demonstratives are difficult to spell and pronounce. As a beginner, the most important aspect is learning to recognise them.
Activity 3
Look at the pictures and decide if the sentences are true or false, as in the example:

1. هذا قلم. ✗
2. هذه جريدة.
3. هذا قميص.
4. ذلك الرجل مدرس.
5. هذه سيارات.
6. هؤلاء مدرسون.
7. ذلك بيت.
8. أولئك ممرضات.

In summary

- Arabic demonstratives change according to whether the noun is masculine or feminine, singular, plural or dual.

- The most common demonstratives are:
  - masculine singular: هذا hādha (this);
  - feminine singular and non-human plurals: هذِه hadhīhi (this);
  - ذلِك dhālika (that)
  - هؤلاء hā'ulā'ī (this); أولئك 'ulā'īka (that)

- Plural demonstratives are only used with nouns referring to humans:
  - هؤلاء hā'ulā'ī (this); أولئك 'ulā'īka (that)

- The meaning changes depending on whether the noun has the article il-:
  - هذا الولد hādha l-walad (this boy)
  - هؤلاء الولد هذِه الولد hādha walad. (This is a boy.)
Adjectives and descriptive sentences

Descriptive words such as 'beautiful', 'new' or 'heavy' are known in English as adjectives.

A feature of Arabic adjectives is that many display common patterns. One of the most basic of these patterns is a fatha (a) after the first consonant and a long ء (i) between the second and third consonants:

- beautiful  
- ugly  
- new  
- old  
- heavy  
- light
- big/large  
- small  
- tall/long  
- short

These descriptive words can be used to describe a noun directly, as in the above examples (known in Arabic as الصفة as-sīfa), or as the predicate of a sentence (known in Arabic as الخبر al-khabar, “the news”). al-khabar is the part of the sentence that carries the information:

- The river [is] beautiful.  
- The car [is] new.
Activity 1
Look at the list of adjectives on pages 34–5 and then fill in the gaps to match the pictures, as in the example. (There may be more than one possible answer.)

When a noun has a possessive ending, as in بيتى (my house), the noun is definite since we know which house is referred to. In this case, the adjective will also need to begin with الـ al:

بيتي الجديد في شارع قريب من المدرسة الكبيرة.
bayti al-jadid fi shariq qarib min al-madrasa al-kabira.
My new house is in a street near to the large school.

More details on possessive endings can be found in Unit 10.

If there is more than one adjective, they can all be added after the noun, usually separated by و wa- (‘and’):

- a large new school
  madrasa kabira wa-jadida

- the beautiful old chair
  al-kursi al-jamil wal-qadim

You need to be very careful about where you place الـ al- and هـ هـ/هـ/هـ/هـ as the structure, and so also the meaning, will be affected:

- a beautiful river
  nahr jamil

- the beautiful river
  an-nahr al-jamil

- The river is beautiful.
  nahr jamil.

- This is a beautiful river.
  هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ هـ Hādhā nahr jamil.

- This river is beautiful.
  هـ هـ هـ هـ Hādhā nahr jamil.
Activity 2
Match the Arabic with the English:

a) a large car
b) the famous river
c) The bag is light.
d) This newspaper is old.
e) This man is married.
f) The small girl is happy.
g) The new house is ugly.

1 هذا الرجل متروح.
2 البنت الصغيرة مسرورة.
3 النهر المشهور.
4 البيت الجديد قبيح.
5 هذه الجريدة قديمة.
6 سيارة كبيرة.
7 الحقيبة خفيفة.

Adjectives with plurals

Plural adjectives are used only with people. Remember that non-human plurals are always treated as feminine singular (see Unit 5) and so will be followed by a feminine singular adjective:

- a long meeting  jītimāʿ tawīl
- long meetings  jītimāʿāt tawīla
- the broken bottle  az-zujāja al-maksūra
- the broken bottles  az-zujājāt al-maksūra

Plural adjectives for describing people can often be formed using the sound masculine and sound feminine plurals (see Unit 5), but some of the basic adjectives have broken plurals which need to be individually learnt (see Unit 11). For now it is enough to understand the basic principle and recognise the difference:

Activity 3

Read this description of Nadia (نادية) from Beirut (بيروت) in Lebanon. Use the correct form of the adjective in brackets to complete the paragraph, as in the example.

نادية من بيروت.
بيروت مدينة كبيرة (كبيرة) و (جميلة).
نادية مدرسة في مدرسة (صغيرة). بيت نادية (قديم) و (زجاجة مكسورة) قريبا من البنك (لبناني) والمصنع (مصنوع).
في عملها بالمدرسة.

Colours

Adjectives describing the basic colours have a somewhat different pattern to other adjectives. They begin with a (أ) and have another ‘a’ between the second and third consonants:
أحمر (red). They have their own special feminine form (also used with non-human plurals).

<table>
<thead>
<tr>
<th>Colour</th>
<th>Masculine</th>
<th>Feminine + Plural (Non-Human)</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>أحمر</td>
<td>حمراء</td>
</tr>
<tr>
<td>blue</td>
<td>أزرق</td>
<td>زرقاء</td>
</tr>
<tr>
<td>green</td>
<td>أخضر</td>
<td>خضراء</td>
</tr>
<tr>
<td>yellow</td>
<td>أصفر</td>
<td>صفراء</td>
</tr>
<tr>
<td>black</td>
<td>أسود</td>
<td>سوداء</td>
</tr>
<tr>
<td>white</td>
<td>أبيض</td>
<td>بيضاء</td>
</tr>
</tbody>
</table>

Activity 4
Make sentences as in the example. You can colour the objects first if you prefer. (Note: pens = أقلام)

Case Notes
Case endings for adjectives match that of the noun described:
- A beautiful river نهر جميل النهر جميل
- The old newspaper الجريدة القديمة

In the following sentences the descriptive word is the predicate, and so it is indefinite:
- This river is beautiful. هذا النهر جميل
- The newspaper is old. الجريدة القديمة

Colours are an exception. The nominative case ending is -u for both indefinite and definite:
- A red pen قلم أحمر قلم أحمر
- This yellow book هذا الكتاب الأصفر هذا الكتاب الأصفر

Optional Activity
Put the case endings on the sentences in Activity 2, for example:
- هذا الرجل منزوع (hādhā r-rajulu mutazawwīyun).

In Summary
- Arabic adjectives are placed after the noun they describe and agree with the noun, usually adding -(a) (ā) for a feminine noun and non-human plurals.
- The definite article ال Comprehensive should be added to the adjective if the noun described is definite.
- The plurals of adjectives are used only when describing people.
- Adjectives describing basic colours have a distinctive pattern and their own feminine forms, e.g. أحمر/حمراء (red).
Describing position

Words such as ‘under’, ‘in’ and ‘on’ are used to describe position. Common words used to describe position in Arabic include:

- in: في (fi)
- on: على (alā)
- under: تحت (tahtā)
- above: فوق (fawqa)
- in front of: أمام (amāma)
- behind: وراء (warā'a)
- next to: بجانب (bijānib)
- between: بين (bayna)
- from: من (min)
- to: إلى (ilā)

Arabic positional sentences work in a similar way to English ones. Note that since many of the positional words end with a short or long vowel, the a of the following al- elides.

Activity 1
Draw the objects in the correct position to match the sentence, as in the example:

1. هناك زجاجة تحت الكرسي.
2. هناك كلب على المائدة.
3. The bag is in the truth.

4. There are cars in front of the house.

5. The door is next to the door.

6. The bag is in the kitchen and the chair.

Activity 2
Rearrange the Arabic into sentences to match the English meaning, as in the example.

1. The new bank is next to the school.

2. Faisal is an engineer in the car factory.

3. Nadia is from Beirut in Lebanon.

4. There's a small picture above the window.

5. We went to an old town.

6. There's a heavy bag on the table.

Activity 3
Look at the scene below:
Now choose the correct word from the box to complete the description of the scene on page 45, as in the example.

البيت بنت قديم السيارة وراء دراجة

الخربكة فوق على الأسود هناك شارع

المتحف. هناك دراجة 

المتحف، هناك مدرسة 

بجانب المتحف.

المتحف يميناً

بيتاً وجميل.

الرجل مع الكلب أمام 

و هناك طائرة 

البيت.

في الشارع هناك سيارات وفي 

البيضاء هناك 

امرأة

Case Notes

The grammatical case endings of nouns and adjectives change after positional words. The nominative endings (t)un (ت) or (t)u (و) on the noun or adjective become (t)in (تين) or (t)i (تي).

These case endings are known as مجاور في Arabic and as genitive in English. The genitive is used after prepositions and positional words (and when describing possession which will be covered in Unit 10).

under a table - taḥt mā'īdati
in the old house - fi l-bayti l-qadimi
behind the cars - warā'ā s-sayyārāti

Look at these example sentences with the case endings added:

الجريدة على المائدة.
al-ja'īdatu 'alā l-mā'a'īdati.

هناك كلب في البيت.
hunakā kalb bi l-bayti.

هو مدرس في مدرسة جيدة.
uwa mudarrīsūn fi madrasatin jadidatin.

Remember that case endings are not normally added to words of foreign origin such as راديو (rādū) or تليفون (tīlīfūn).

Optional Activity

Read these sentences with the case endings and say what they mean in English.

1. البنت في المدرسة.
2. هناك قلم على المائدة.
3. الولد بين الشباκ والباب.
4. دهنا إلى المدينة.
5. هناك نهر جميل في المدينة.
6. هناك مصنع جديد بجانب النهر.

In summary

- Positional words such as في (in) and على (on) describe position.
- Arabic positional sentences are formed in a similar way to English ones.
Forming questions

Questions are relatively simple to form in Arabic. There is no special question form, such as the English ‘do/does?’ or ‘did?’; and the order of words is generally not affected.

Yes/no questions

Questions requiring only the answer نعم (yes) or لا (no) can be made in one of two ways:

1. Adding a question mark at the end of a statement (or orally adding a question tone). This is most common in less formal Arabic:

- Khartoum is in Sudan?
- هل الخرطوم في السودان؟
- al-khartum fi s-sudan?

- This car is new?
- هذه السيارة جديدة؟
- hadhihi s-sayyara jadida?

2. Adding the question marker هل (or less commonly ات) in front of a statement:

- Is the cat in the house?
- هل القطة في البيت؟
- hal al-qitta fi l-bayt?

- Is there a bank near the office?
- هل هناك ننف بنك قريب من المكتب؟
- hal hunaka bank qarib min al-maktab?

- Are you Mahmoud?
- أنت محمود؟
- a-anta mahmoud?

Activity 1

Answer the questions as in the example.

1. هل القطة تحت الكرسي؟ نعم، هي تحت الكرسي.
2. هم محاسبون؟
3. هل السيارة بيضاء؟
4. اهذا كتاب؟
5. هل البنك وراء الشجر؟
6. الكلب أبيض؟

Question words

Other questions begin with a specific question word, such as أين (where?) or من (who?). In this case, the question markers هل or ات are not used.
Unit 9

Where’s Damascus?
It’s in Syria.

Who’s this?
This is my brother.

Some of the more commonly used question words include:

where?
؟ أين
who?
من
what?
ما/ماذا
why?
لماذا
when?
متى
how?
كيف
how many?
كم
how much? (price)
بكم
which?
أي

Note that there are two question words meaning ‘what’, ماذا and ما. ماذا is used with a following noun and ما mainly with a verb:

What’s your address?
ما عنوانك؟
What are you doing?
ماذا تفعل؟

Forming questions
marbūta. This is one of the few examples of the system of Arabic case endings affecting the basic spelling and pronunciation. The Case Notes in this unit will give you further details, or you can just remember when to use tanwin al-fath on a case-by-case basis:

How many boys?  كم ولدآن؟
How many schools?  كم مدرسة؟

(In less formal spoken Arabic tanwin al-fath is not usually pronounced.)

Activity 2
Fill in the appropriate question word, as in the example.

أين البنت؟ هي في المدرسة.
اسمك؟ اسمي أحمد.
هذا؟ هذا أخي.
ولداً في المدرسة؟
الذين بخمسة جنحات.
حالك؟ أنا خير.
ذهب إلى مصر؟ في مايو.
ذهب إلى مصر لأن أمي مصرية.

Activity 3
Now make questions to suit the answers, as in the example.

أنا من السودان.
هو من أمريكا.
هناك 10 رجاءات على المائدة.
In summary

- Yes/no questions can be made by adding a question marker (هل or أي) to a statement. Question markers are not generally used in less formal Arabic, with the tone of voice being used to convey a question.

- Other questions can be formed by putting specific question words such as أيّن؟ or كيف؟ in front of a sentence without changing the word order: كيف ذهبت إلى مصر؟ (How did you go to Egypt?).

- كم (how many?) is followed by a singular noun (written with an extra alif if it has no ت): كم بيتاً؟ (how many houses?).

Case Notes

The third, and final, case in Arabic is known as an-naṣb, or the accusative. The indefinite accusative is vowelled with two fathas (ـ) and pronounced (ت)an, كم؟ كم (how many?) is followed by a singular noun in the indefinite accusative.

An unusual feature of the accusative case is that the indefinite ending is written on an extra alif (ا ليف tanwin). The exception is if the noun already ends in the feminine تًا marbūta:

- how many men? كم رجال؟ kam rajulan
- how many cars? كم سيارة؟ kam sayyāratan

Optional Activity

Ask how many there are of the following items, as in the example. Remember to use a singular noun with the accusative case ending:
Possession: idafa (إضافة) and attached pronouns

To express possession, as in ‘Anwar’s book’ or ‘the manager of the company’, Arabic puts two or more nouns directly together in the order possessed + possessor:

- Anwar’s book كتّاب أنور
- Mohammed’s son ابن محمد
- The door of the house باب البيت

This type of construction is known as إضافة idafa, literally meaning ‘addition’.
Only the final noun in an idafa can have the article لِlad-

- The son of the manager ابن المدير
- The son of the manager of the department ابن مدير القسم
- The son of the manager of the sales department ابن مدير قسم المبيعات

The meaning will change if the last noun is indefinite:

- The manager of a department مدير قسم
- The door of a house باب بيت

Feminine words in idafa
If the first word in an idafa ends with a tā’ marbūta, the ‘t’ is pronounced:

- Anwar’s car سيّارة أنور
- Mohammed’s wife زوجة محمد
- The village school مدرسة القرية

Activity 1
Look at the pictures of Anwar and Zainab surrounded by their possessions. Make sentences, as in the examples.

Plurals in idafa
Generally, plural words can be put into possessive idafa in the same way as singular words:

- The president’s cars سيّارات الرئيس
- Bottles of cola زجاجات كولا
However, the sound masculine plural ين ون من مدرسيون مدرسية (teachers), changes when in an ِیثأ:
- If the SMP is the first word in an ِیثأ, it loses the final ِن, but it may be either ِو or ِي depending on the sentence (see Case Notes for more detail).
- If the SMP is the final word in an ِیثأ, the ين ِن ending is always used.

Where are the boy’s teachers?

اين مدرسيون الولد؟

I spoke to the company’s accountants.

كلمت محاسبة الشركة.

I went to the office of the engineers.

ذهبت إلى مكتب المهندسين.

Adjectives and ِیثأ

As a rule, you can’t separate words in an ِیثأ, so any adjective will come at the end even if it describes the first word. The adjective will match the gender of the noun it is describing and will have the article ِل-ِي if the noun is definite:

the town’s beautiful river

نهر المدينة الجميل

the beautiful town’s river

نهر المدينة الجميلة

the small boy’s bicycle

دراجة الولد الصغير

the boy’s small bicycle

دراجة الولد الصغيرة

Activity 2

Form ِیثأ contractions for these English possessive phrases, as in the example

1. Ahmed’s new car

سيارة أحمد الجديدة

2. Jihan’s old pen

3. the engineers of the factory

4. the boy’s heavy bag

5. Mohammed’s white shirt

6. the bakers of the town

7. the window of the small house

8. the company of the Iraqi engineers

Case Notes

You have met the genitive case used with prepositions of place in Unit 8. The genitive case is also used for possession.

The second noun in an ِیثأ (and any subsequent nouns) will have the genitive case ending, -ُ(ti)ن for an indefinite noun, or -ُ(ti)ي for a definite noun, while the case of the first noun will vary depending on the sentence:

This is the door of the house.

هذا باب البيت.

He opened the door of the house.

فتح باب البيت.

She’s the manager of a company.

هي مديرة شركة.

We sat next to the manager of a company.

جلسنا بجانب مديرة شركة.
Sound masculine plural

In the accusative and genitive cases, the -ün ending of the 
SMP changes to -in. Therefore the -in ending is used 
for the second noun in an idāfa or after a positional word:

the office of the engineers
مكتب المهندسين
maktabu l-muhandisin

I sat next to the teachers.
جلست بجانب المدرسين.
jalastu bi-jānib al-mudarrisin.

When the SMP is the first noun in an idāfa, the case ending will 
vary depending on the sentence. In addition, the ن n is dropped:

Where are the boy's teachers?
أين مدرسو الولد؟
ayna mudarisū l-waladī?

I sat next to the boy's teachers.
جلست بجانب مدرس الولد.
jalastu bi-jānib mudarrisī l-waladī.

Attached pronouns

The Arabic equivalent of 'my', 'your', 'his', etc. are endings 
attached to the word being referred to: kitābī (my book); 
بيتها (our house). The main attached endings are:

my
اَصِي

your (masc.)
لَكَ (-ak)

your (fem.)
لَكِ (-ik)

his
هُوَ (-uh)

her
هَا

our
ناَ (-nā)

your (pl.)
كُمَ (-kum)

their (masc.)
همَ (-hum)

their (fem.)
هنَ (-hunna)

In more formal Arabic, possessive endings other than 
مي (my) 
should be preceded by a vowel representing the appropriate 
case ending (see Case Notes panels). However, in a less formal 
context, alternative pronunciations are used which avoid 
having to take account of these case endings. These are given in 
brackets in the examples below. Compare the formal 
pronunciation with the informal in brackets:

your (masc.) book
كتابك
kitābuka (kitābak)

your (fem.) house
بيتك
baytuka (baytīk)

Where's his office?
أين مكتب؟
ayna maktabuhu (maktabuh)?

She's in her house.
هي في بيتها.
hiya fi baythā (baythā)

As a learner you can choose to use the informal, while 
recognising the formal pronunciation.

As with idāfa, the ُّ is pronounced when an attached pronoun is 
added. It will also be spelt as a regular ٌ :

his car
سيارة
sayyāratuhu (sayyāratuh)

our bag
حقيبتنا
ḥaqibatunā (ḥaqibatnā)

their school
مدرسةهم
madrasatuhum (madrasathum)

In formal Arabic, ـهـ -hu (his) and ـهـ -hum/hunna (their) 
change to -hi and -him/hinna after the sound i or ay:

in his car
في سيارته
fi sayyāratihī

They went to their house.
ذهبوا إلى بيتهم.
dhahabū ilā baytihim

They went to it.
ذهبوا إليه.
dhahabū ilayhi
Activity 3
Put the correct possessive ending on the nouns, as in the example. Use the informal or formal pronunciation as you prefer.

baytuhu (baytuh) = بيتته

1 بيت + هو = بيتته
2 مدرسة + هم = مدرسته
3 حال + أنت = حالته
4 قلم + هي = قلمتة
5 سيارة + أنا = سيارته
6 مدينة + نحن = مدينته
7 كلب + أنت = كلبته
8 بيت + أنت = بيتته

Ownership
The Arabic prepositions لـ (for/belonging to), عند (at/chez) and مع (with) are used with a noun or possessive ending to express the equivalent of ‘to have’. لـ and عند express general ownership, whereas مع implies you have the thing with you:

I have a brother.

I have a brother.

Fatima has a large car.

Fatima has a large car.

Do you have a pen [with you]?

Do you have a pen [with you]?

Notice that لـ, like all other one-letter Arabic words, is written joined to the word following. The vowel changes to ـه before the possessive pronouns ـه (his), ـها (her) and ـهم (their):

She has a black dog.

She has a black dog.

They have a house in France.

They have a house in France.

Activity 5
Join the Arabic to the equivalent English, for example a) ١.

a) I have an aunt whose name is May.

b) Do you have a dog?

c) Does he have a dog?

d) We have a daughter and a son.

e) Do you have the book?

f) My mother has a new car.

g) The engineers have a large office.

a) I have an aunt whose name is May.

b) Do you have a dog?

c) Does he have a dog?

d) We have a daughter and a son.

e) Do you have the book?

f) My mother has a new car.

g) The engineers have a large office.
In summary

- Arabic puts two or more nouns directly together in the order possessed + possessor to express possession, e.g. بيت النجار (the carpenter's house). This type of possessive construction is called إضافة idāfa.

- Only the last word in an إضافة idāfa can have ج final ج, even though the first noun is definite.

- Endings are added to Arabic nouns to convey the meaning of 'my', 'your', etc.: بنيت (my house).

- اضداد a ond and مع can be used with nouns or possessive endings to express ownership: لـ محمد سبارة غالية (Mohammed has an expensive car).

Remember that there are two basic types of Arabic plural:

- sound plural (الجمع السالم al-jamm al-sālim):
  - sound masculine plural (SMP) -ان/ة: مدرس مدرس (teacher) → مدرسون/مدرسات (teachers)
  - sound feminine plural (SFP) -ات: سيارة سيارة (car) → سيارات (cars)

- broken plural (الجمع التكسير jamm at-taksir), formed by changing the internal vowels of the singular word, similar to the way English turns 'mouse' into 'mice' or 'man' into 'men'.

Unit 5 explained how the sound plural is formed. This unit will look at broken plurals.

Forming broken plurals

Many basic Arabic nouns cannot be made plural using either the SMP or SFP. They are made plural by using the broken plural (الجمع التكسير jamm at-taksir). Although this system may at first seem random, there is method in the 'breakage'.

To form a broken plural you need to identify the (usually) three root consonants of a noun (see Unit 1). This can often be done by ignoring long and short vowels and any ج (tāʾ marbūta):

كلب (dog) → root = ك / ل / ب
صاحب (friend/owner) → root = ص / ح / ب
عثبة (box/packet) → root = ع / ل / ب

The root letters, always in the same sequence, are then put into a number of different patterns to form plurals:
Activity 1
Complete the chart below, using the appropriate plural pattern.

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>fi'īl</td>
<td>1</td>
<td>bank (bank)</td>
</tr>
<tr>
<td>af'īl</td>
<td>2</td>
<td>wāl (boy)</td>
</tr>
<tr>
<td>suwar</td>
<td>3</td>
<td>su'ūr (picture)</td>
</tr>
<tr>
<td>qasr</td>
<td>4</td>
<td>qasr (palace)</td>
</tr>
<tr>
<td>aflâm</td>
<td>5</td>
<td>film (film)</td>
</tr>
<tr>
<td>jabal</td>
<td>6</td>
<td>jabal (mountain)</td>
</tr>
<tr>
<td>lu'ba</td>
<td>7</td>
<td>lu'ba (toy)</td>
</tr>
<tr>
<td>jimāl</td>
<td>8</td>
<td>jimāl (camels)</td>
</tr>
<tr>
<td>mulūk</td>
<td>9</td>
<td>mulūk (kings)</td>
</tr>
<tr>
<td>haram</td>
<td>10</td>
<td>haram (pyramid)</td>
</tr>
<tr>
<td>shuyūkh</td>
<td>11</td>
<td>shuyūkh (sheiks)</td>
</tr>
<tr>
<td>fawā'īl</td>
<td>12</td>
<td>fawā'īl (street)</td>
</tr>
<tr>
<td>fūqā'ūl</td>
<td>13</td>
<td>fūqā'ūl (minister)</td>
</tr>
<tr>
<td>fūqā'ūl</td>
<td>14</td>
<td>fūqā'ūl (minister)</td>
</tr>
</tbody>
</table>

Broken plurals: group 2

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>fi'īl</td>
<td>kalb (dog) → kilāb (dogs)</td>
</tr>
<tr>
<td>af'īl</td>
<td>sāhib (friend/owner) → aśhāb (friends/owners)</td>
</tr>
<tr>
<td>fūqā'ūl</td>
<td>ulba (box/packet) → eulab (boxes/packets)</td>
</tr>
</tbody>
</table>

You can see that the plural of kalb (dog) takes the root letters and adds a kasra (i) after the first root letter ل and a long ش between the second and third root letters (ل) to produce kilāb (dogs). This plural pattern is known as the fi'īl pattern in Arabic grammar, with the consonants ف / ع / ل representing the three root letters. (The root ف / ع / ل carries the meaning of ‘to do’ or ‘to make’ and this is why it is used in Arabic grammar to represent the generic root.) So, the pattern used to produce the plural أصحاب aśhāb (friends/owners) is known as the af'īl pattern and the pattern used to produce eulab (packets) as the fūqā'ūl pattern.

There are a dozen or so significant broken plural patterns. At the beginning you will need to learn each noun with its individual plural, although later you will begin to develop an instinct for which pattern to use.

For the sake of convenience, we have devised the patterns into groups, starting with some of the most common.
Activity 2
Match the singular to the plural, for example: ١(٧)٩(٥).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>سِفْنَةٍ (a)</td>
<td>هُوُمُ وُزْيَرٍ</td>
</tr>
<tr>
<td>(company share)</td>
<td>(He's a [gov.] minister.)</td>
</tr>
<tr>
<td>سَم ١</td>
<td>هُمُ وُزْيَرَاءٌ</td>
</tr>
<tr>
<td>٢ مُدْنَةٌ</td>
<td>(They are ministers.)</td>
</tr>
<tr>
<td>(town/city)</td>
<td></td>
</tr>
<tr>
<td>تَرَفَ (٣)</td>
<td>هُيُ كَتِبَيٍ</td>
</tr>
<tr>
<td>طريق (road/way)</td>
<td>(It's my book.)</td>
</tr>
<tr>
<td>٤ خَاتَمٍ (ring)</td>
<td>هُيُ كَتِبَيٍ</td>
</tr>
<tr>
<td>٥ سَفِيْنَةٍ (f)</td>
<td>(They are my books.)</td>
</tr>
<tr>
<td>٦ رَئِيْسٍ</td>
<td>هُوُ وُزْيَرَاءٍ عَراْقِيَّٰٓ</td>
</tr>
<tr>
<td>(president)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
<tr>
<td>٧ عَاصِمَةٍ (g)</td>
<td>هُوُ وُزْيَرَاءٍ عَراْقِيَّٰٓ</td>
</tr>
<tr>
<td>(capital city)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
<tr>
<td>٨ أَمْيَرٍ (h)</td>
<td>هُاْلِعاً وُزْيَرَاءٍ عَراْقِيَّٰٓ</td>
</tr>
<tr>
<td>(prince/emir)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
<tr>
<td>٩ غَوَاصِمٍ (i)</td>
<td>هُاْلِعاً وُزْيَرَاءٍ عَراْقِيَّٰٓ</td>
</tr>
<tr>
<td>(ship)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
<tr>
<td>١٠ سَفِرَاءٍ (j)</td>
<td>هُاْلِعاً وُزْيَرَاءٍ عَراْقِيَّٰٓ</td>
</tr>
<tr>
<td>(table)</td>
<td>(These are Iraqi ministers.)</td>
</tr>
</tbody>
</table>

Now cover up the left-hand column and try to say plurals out loud after the singular.

Other broken plurals

There are other broken plural patterns, such as قَمَشٍ, the plural of قَمَشٍ (shirt), or كَحْيَامٍ, the plural of كَحْيَامٍ (khayma (tent). These are best learnt as and when you encounter them.

A few words have four root letters (see Unit 1) and the plurals of these words tend to be similar to the following pattern: فَوَاعِلٍ "fawā'il" pattern → فَنَادِقٍ "fanādiq" (hotels).

Using broken plurals in sentences

Don't forget that only humans are treated as plural in Arabic grammar. The plural of non-human objects and ideas is treated as feminine singular:

١ هُذَهُ الْقَصْرُ جَمِيلٌ.    هذه القصر جميلة.
|                          |                          |
| ٢ السَّيَارَةُ فِي الْشَّارِعِ. |                          |
| ٣ الْلَّعْبَةُ يِجَاَيِّنُ الْكِتَاب. |                          |
| ٤ أَيْنَ قُلُبُ الْجَدِيدِ؟    |                          |
| ٥ هُذَا جِبْلٌ طَوِيلٌ.       |                          |
| ٦ بَيْتَا أَبْيَضٍ.           |                          |
| ٧ الْمَدْرَسَ مُصْرِيٌّ.      |                          |
| ٨ الْبَرَّمُ فِي الْجِيَزةٌ.  |                          |
| ٩ الْكِتَابُ الْقَدِيمُ عَلَى الْمَائِدَةُ. |                          |
| ١٠ هَذَهُ صَوْرَةُ زَينِبٍ.    |                          |
Case Notes

Case endings can be added to plural nouns in much the same way as to singular nouns:

- **house**: بيت baytun
- **houses**: بيوت buyūtun
- **in the town**: في المدينة fi l-madinati
- **in the towns**: في المدن fi l-muduni

Exceptions are a few plural patterns which don’t have tanwin (nunation) in the indefinite, e.g.:

- **خواتم** (rings)**خواتم** khawātim
- **الخواتم** (the rings) al-khawātim
- **وزراء** ministers wuzara’u
- **الوزراء** (the ministers) al-wuzara’u

Optional Activity

Write the case endings on your answers to Activity 3 and read the sentences out loud, e.g.:

١ هذه القصور جميلة. Hādhāh aqlūsātun jamīlatun.

In summary

- Many Arabic words are made plural using internal ‘broken’ plurals rather than external ‘sound’ plurals.
- Broken plurals are made by putting the root letters of singular nouns into different plural patterns.
- There are a dozen or so common broken plural patterns. The plural of individual words cannot easily be predicted by a beginner although certain patterns will emerge.

Unit 12

Comparative and superlative

The comparative and superlative are used to compare objects or ideas. The comparative in English is formed using -er with shorter adjectives or more with longer ones: faster, more comfortable; the superlative using -est or most: fastest, most comfortable. Similarly, Arabic has a different method of forming the comparative and superlative with short, basic adjectives and longer, more complicated ones.

Forming the comparative

Arabic forms the comparative in one of two ways:

1. **أفعال pattern**

The أفعال pattern is used with short, basic adjectives with three identifiable root letters. An alif is added before the first root letter and a فاثة (a) between the second and third root letters:

- **أكبر** kabīr (big) → أكبار akbar (bigger)
- **أجمل** jāmil (beautiful) → أجمل ajmal (more beautiful)
- **طول** tawāl (long/tall) → أطول atwal (longer/taller)

Some adjectives share the same second and third root letter (see Unit 1). These are written together in the comparative with the فاثة (a) moving after the first root letter:

- **جديد** jādīd (new) → أجدّ ajadd (newer)
- **شديد** shādīd (strong) → أشدّ ashadd (stronger)
Comparative and superlative

Comparing things

The comparative doesn’t generally change for masculine feminine or plural. The equivalent of than as in bigger than is من (literally ‘from’):

The palace is older than the mosque.

This car is faster than that car.

My house is bigger than your house.

The attached pronouns, as used for possession (see Unit 10), can also be used with من:

I’m taller than her.

They’re faster than us.

Activity 1

Make these adjectives comparative, as in the example.

أَقَبَحٌ (ugly)
1 قَبِيحٌ
2 صغيرٌ (small)
3 قصيرٌ (short)
4 خفيفٌ (light)
5 نفيعٌ (heavy)
6 قديمٌ (old)
7 كثيفٌ (many)
8 سريعٌ (fast)

Activity 2

Mine’s better than yours! Use the comparative to do a bit of boasting, as in the examples.

أنا أطول منك.
I’m taller than you.

My car is faster than your car.

My car is fast.
The superlative

The most common ways in Arabic to express a superlative, as in ‘the fastest’ or ‘the most beautiful’, is either to put the comparative in front of the noun:

أسرع سيارة asrar sayyara (the fastest car)
أجمل نهر ajmal nahr (the most beautiful river)

or simply to add the article ال al to the comparative with the meaning ‘the fastest one’, ‘the most beautiful one’, etc:

الأسرع
الأجمل

Activity 4
Choose a phrase from the box to fill the gaps in the sentences.

أقصر مدينة
أجمل مهندس
أسرع واد
أقدم بيت

1 محمود في المدرسة.
2 هل هذه الحقيبة خفيفة؟ لا، هي في الشارع.
3 هذا في القاهرة.
4 أمي أقصر مني ولكن أخي هو في المصنع.
5 بدر في المدرسة.

Activity 3
Now make as many sentences as you can comparing the teacher and the accountant in the picture, as in the examples:

المدرس أطول من المحاسب.
al-mudarris atwal min al-muhäsib.
The teacher is taller than the accountant.

بيت المحاسب أكبر من بيت المدرس.
bayt al-muhäsib akbar min bayt al-mudarris.
The accountant’s house is bigger than the teacher’s house.
Case Notes

The accusative indefinite ending -(t)an is added to the noun when it is used in the structure أكثَرَ أَكْثَرَ ifādatan (more useful)

أكثَرَ أَكْثَرَ intishāran (more widespread)

The superlative, e.g. أَسْرَعُ وَلْدُ أَسْرَعُ وَلْدُ asrāq walad (the fastest boy), is an idāfa structure (see Unit 10). So the second noun will have the genitive ending -(t)an:

أَسْرَعُ وَلْدُ أَسْرَعُ وَلْدُ

أَرْخَصُ جَرِيدَةٌ أَركِحاَشُ جَرِيدَةٌ (cheapest newspaper)

In summary

• Arabic has a special comparative form: أَفْعَل, e.g. أَكْبَرُ أَكْبَر (bigger).

• من min is used to compare two things, e.g.:

أَكْبَرُ من... أَكْبَرُ من... (bigger than...).

• Longer adjectives that can’t be put into the أَفْعَل pattern are made comparative by using أَكْثَرَ أَكْثَر ifādatan (more useful).

• أَفْعَل + (indefinite) noun = superlative (the -est/most): أَكْبَرُ بَيْتُ أَكْبَرُ بَيْتُ (the biggest house).

The dual is often used when talking about parts of the body, as many of these come in pairs:

رِجْلٍ رِجْلَانٍ/رِجْلَيْن (two legs)

يَدٌ يَدَانٍ/يَدَيْن (two hands)
Activity 1
Make the dual to match the pictures, as in the example.

(ḥaqībatān/ḥaqībatayn) حقيبتان/حقيبتين

Dual pronouns
The dual also has its own pronouns (and verbal forms which are covered in Part 2). Unlike the dual noun ending, this is a feature of Standard Arabic but rarely used in spoken dialects.

Dual pronouns are similar to the plural, but with a long ā:

you (two) أنتما antumā
they (two) هما humā

The dual in sentences
The main uses of the final dual -ān ending are:
• when the dual noun is after a positional word or preposition
• when the dual noun is the last word in an ḍāfā
• when the dual noun is the object of a verb (see Unit 14).

Otherwise the -ān ending is generally used, although you should be aware there are exceptions to this.

They are the two ambassadors.
همما السفيران. humā s-safirān.

I’m in front of the two houses.
أنا أمام البيتين. anā ādām l-baytayn.

My sister bought two books from the market.
اشترت أختي كتابين من السوق. ishtarat ukhtī kitābayn min s-sūq.

This is the office of the two engineers.
هذا مكتب المهندسين. hādhā maktab al-muhandisayn.

Where are her two daughters?
أين بنتاه؟ ayn bintāhā?

Both the schools of the town are large.
مدرسة المدينة كبيرتان. madrasātā l-madīnā kabiratān.

Notice that when the dual is the first word in an ḍafā or has a possessive ending, it loses the final ن (n) in a similar way to the sound masculine plural.

Case Notes
The dual case endings are comparable to the sound masculine plural (see Units 5 and 10). As with the the sound masculine plural, the dual is one of the few instances when the case ending is written as part of the main script.

The -ān ending is nominative and the -āyn ending is accusative and genitive. As the accusative is used for the object of a verb and the genitive is used after positional words and for the last word in an ḍafā, the -āyn ending is used in these contexts.
Activity 2
What do these sentences mean? Match the Arabic to the equivalent English.

a) I found the two boys behind the door.
   ١ هناك زجاجتان تحت المائدة.

b) My clothes are in the two bags.
   ٢ مَنِى عندها سيارة ودجاجتان.

c) They are the two Saudi engineers.
   ٣ وجدت ​​الولدرين وراء الباب.

d) There are two bottles under the table.
   ٤ أحمد مع والديه.

e) Mona has a car and two bikes.
   ٥ هما المهندسان السعوديّان.

f) Ahmed is with his parents.
   ٦ ملايسي في الحقيبتين.

In summary

- Arabic has a special dual ending used when referring to two items or two people.

- The ending -ān or -ayn is added to the noun: بيتان/البيتين baytān/baytayn (two houses).

- The dual ending loses the final n when it is the first noun in an ijdāfa: بيتا الملك bayta l-malik (the king’s two houses).
Past verbs

Arabic sentences can be either verbal or non-verbal. It is possible to express many basic concepts without using a verb:

We are in the bank. النَّحْنُ فِي الْبَنْكَ.

My mother is in school with my brother. أُمِّي فِي الْمَدْرَسة مَعَ أَخِي.

This chair is very old. هَذَا الْكُرْسِيُّ قَدِيمٌ جَدًّا.

The ministers have a meeting tomorrow. لِلْوَزَراءِ اِحْتِمَاعًا غَدًا.

To go beyond this type of elementary statement, however, you need to understand how the Arabic verb system works.

There are only two basic tenses in Arabic:
- المَاضِي (past)
- المُضَارِعَ (imperfect, used to express the present and future)
Grammatically, it makes sense to begin with the past tense as it is simpler.

Basic verbs in the past tense (singular)

Verbs are categorised into basic and derived forms. Basic verbs are 'no frills' verbs generally based around three root consonants (see Unit 1). Derived forms manipulate the root consonants, adding extra letters before and between them, to create different but related meanings. Units 14–16 will present basic verbs in the two tenses; Unit 17 will cover the derived forms.

The هوُ huwa (he/it masc.) past tense shows the verb in its simplest form:

He found the key.  وَجَدَ الْمَفَاتِحَ.

He opened the door.  فَتَحَ الْبَابَ.

The three root letters of the verb are each followed by a short fatha (a) vowel. If we remove the final -a and add the ending -tu, the verb will then refer to أنا anā (I):

I found the key.  وَجَدَ الْمَفَاتِحَ.

I opened the door.  فَتَحَ الْبَابَ.

You do not have to use the pronoun أنَا anā or هوُ huwa since the ending of the verb will tell you who is carrying out the action.

Here are all the singular endings for past verbs:

<table>
<thead>
<tr>
<th>example (i opened)</th>
<th>ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I opened) fataḥtu</td>
<td>-tu anā</td>
</tr>
<tr>
<td>(you m. opened) fataḥta</td>
<td>-ta anā</td>
</tr>
<tr>
<td>(you f. opened) fataḥti</td>
<td>-ti anā</td>
</tr>
<tr>
<td>(he/it opened) fataḥa</td>
<td>-a he/it</td>
</tr>
<tr>
<td>(she/it opened) fataḥat</td>
<td>-at she/it</td>
</tr>
</tbody>
</table>
You may have noticed that all the singular past verbs except فتح fatāḥa are spelt the same – فتح – and only distinguished by the short vowels that are not usually written in modern Arabic. When reading Arabic without vowels you will need to pay close attention to the context to decide on the meaning and pronunciation.

The common part of the past tense that appears before the individual endings is the 'stem'. This is usually vowelled with two fatāḥas: فتح fatāḥ (opened). However, sometimes the second vowel is a kasra: شرب sharib (drank), سمع samī (heard).

**Activity 1**

Use one of the verbs in the box with the appropriate ending to fill in the gaps in the sentences, as in the example:

دت fatāḥ (opened)
شرب sharib (drunk)
جلست jalis (sat)
وجد wajad (found)
سمعت samī (heard)

1 (أنا) ذهبت إلى البنك.
2 (هي) على الكرسي.
3 (أنت) المفتاح؟
4 (هو) الكولا.
5 (هي) إلى مكتبها.
6 (أنت) الخبر في الراديو؟
7 (أنا) باب البيت بالمفتاح.
8 (هو) نقطة تحت سيارته.

*al-khabar = the news item

**Past verbs**

When the subject (the ‘doer’) of the verb is mentioned, it generally comes after the verb in Standard Arabic:

verb + subject + rest of sentence

Fatima opened the door.

fataḥat fatima al-bāb.

The Prime Minister attended the exhibition.

haḍara ra‘is al-wuzara‘ al-majīrad.

**Activity 2**

Sarah (سارة) is a teacher. What did she do yesterday (أمس ams)?

Match the sentences with the pictures.

1. (أنا) ذهبت إلى الجمعية.
2. (هي) إلى اللغة.
3. (أنت) إلى المكتبة.
4. (هو) إلى القرية.
5. (هي) إلى المدرسة.
6. (أنت) إلى فندق شاي.
7. (أنا) إلى المكتبة.
8. (هو) إلى جمعة.

*Word order*
Activity 3
Now imagine you are Sarah and give an account of your day yesterday:

أنا مدرسة. ذهبتْ أمس إلى المدرسة...

Basic verbs in the past tense (plural)
Here are the plural endings for the past tense. Remember that the plural forms are used only with people; non-human plurals take the feminine singular (هي hiya) form of the verb.

example ending

(we opened) fataḥnā فتحنا we نحنُ

(you m. pl. opened) fataḥtum فتحتمْ you (m. pl.) أنتمُ

(you f. pl. opened) fataḥtunna فتحتنْ you (f. pl.) أنتمُ

(they m. opened) fataḥū فتحوا they (m.) همُ

(they f. opened) fataḥna فتحنا they (f.) هنَّ

We sat on the steps. جلسنا على السُّلم jalisna ala s-sullam.

They (m.) attended the meeting. حضروا الاجتماع hadarū l-ijtimā‘.

You (m. pl.) heard the news yesterday. سمعتم الخبر أمس sami‘atum al-khabar ams.

Note that there is a silent lām written after the waw of the form of the verb: فتحوا fataḥū. This is purely a spelling convention and is not pronounced. Don’t confuse it with the extra (accusative) alif sometimes written on the end of nouns (e.g. ولدأ’ waladan – see Unit 9).

As with pronouns, masculine plural verbs are more common since all members of a group need to be female for the feminine plural to be used. Learn the masculine first; the feminine plurals shaded in the table are mainly for recognition. There are also special verb endings for the dual. However, these verb endings are relatively uncommon and so will be covered later in Unit 20.

Plural verbs in sentences
A quirk of Arabic grammar states that if a verb comes before a plural subject the verb will be singular, but if it comes after the subject it will be plural. This can mean a switch in mid-sentence:

ذهب الأصحاب إلى النادي وشربوا كولا.
dhahaba l-aṣḥāb ilā n-nādī wa-sharībū kūlā.
The friends went (m. sing.) to the club and drank (m. pl.) cola.

However, the verb will still be feminine if the subject is feminine:

رجعت البنات إلى الفصل وجلسنَ على الكراسي.
raja‘at al-banāt ilā l-fāṣl wa-jalsan nā l-ka‘āsī.
The girls returned (f. sing.) to the classroom and sat (f. pl.) on the chairs.

Unsurprisingly given their complexity, most of these rules are ignored in everyday speech and the masculine plural often used throughout, even for females. As a learner you can get away with the same when you speak, but should be prepared to recognise the more correct standard versions and eventually to use them yourself in written and formal spoken Arabic.

Questions
There is no special question form of the verb in Arabic. You can use the question marker هل hal or any of the other question words (see Unit 9) with the relevant part of the verb:
Did you go to the bank?
hal dhahabta ilā l-bank?

When did they go out?
mātī kharajū?

Where did Ahmed hear the news?
a'īn samī'ī ahmad al-khabar?

Activity 4
Make these sentences and questions plural, as in the example.

1.  ذهب إلى المصنع.
   ذهبوا إلى المصنع.
2. خرج من البيت.
   خرجوا من البيوت.
3. جلست في المكتبة.
   جلسنا في المكتبات.
4. هل سمعت الخبر؟
   هل سمعتم الخبر؟
5. حضرت الاجتماع.
   حضرت الاحتفال.
6. أين وجد المفتاح؟
   أين وجدوا المفتاح؟
7. ذهب إلى البيت أختي.
   ذهبنا إلى البيوت أختنا.
8. فتحت الولد الرجاحة وشرب الكولا.
   فتحوا الولد الرجاحة وشربوا الكولا.

Activity 5
Say these out loud in Arabic and then write them down.
1. I went to the bank yesterday.
2. She drank a cup of coffee.
3. Did you (masc. pl.) find the key?
4. We attended the meeting in the factory.
5. Ahmed heard the news in the restaurant (المطعم al-matgū'am).
6. They (masc.) sat down next to the teacher.

Case Notes
The subject ('doer') of a verb, if included, will have the nominative case ending. For the object ('receiver') of a verb, the accusative is used: -an for the indefinite (with the extra alif tanwīn ī if the noun does not end in ī) and -a for the definite:

The minister attended a meeting.
حاضر الوزير اجتماعاً.

Optional Activity
Mark the case endings on these sentences and then read them out loud.

1. فتحنا الباب.
2. وجدت الحقبة.
3. وجد الولد كتابا في المكتبة.
4. أين وجد المدرس مفتاح الباب؟
5. حضرت الاحتفال.
6. شرب الرجل فنجان قهوة.

In summary
- There are two basic tenses in Arabic: الماضي (past) and المضارع (imperfect, used for present and future).
- The past tense of basic verbs is made up of a three-consonant stem with different endings showing the subject, e.g. فتح (he opened), فتحت (I opened), فتحوا (they opened).
- The verb often comes first in a sentence: فتحت زينب الخزانة. فتحت زينب الآثار المادية (Zaynab opened the safe).
- Plural verbs are only used with people. Non-human plurals use the feminine singular (هي) verb.
Present/future verbs

The second Arabic verbal tense is the imperfect or المضارع al-mudarraj, used for describing present and future events.

Like the past tense, the imperfect verb changes depending on the subject ('I', 'you', 'he', etc.). However, in the imperfect tense these changes are prefixes (letters on the beginning of the root stem), sometimes combined with endings. For example, يشرب yashrab, means 'he drinks'; this changes to تشرب tashrab for 'she drinks' and يشربون yashrubuun for 'they drink'. The common element is شرب shurb which can be described as the 'stem' of the present tense. In this case, the three root letters are ش/ر/ب and there is a فتحة (a) after the second root letter.

Basic verbs in the present tense (singular)

Here are all the singular endings for present verbs, using the verb يفتح yafțah (open):

<table>
<thead>
<tr>
<th>example</th>
<th>ending</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I open) aftah(u)*</td>
<td>أفتح</td>
<td>أ- أ</td>
</tr>
<tr>
<td>(you m. open) taftah(u)</td>
<td>تفتح</td>
<td>ت- ن</td>
</tr>
<tr>
<td>(you f. open) taftahīna</td>
<td>تفتح</td>
<td>ت- ن</td>
</tr>
<tr>
<td>(he/it opens) yafțah(u)</td>
<td>يفتح</td>
<td>ي- ن</td>
</tr>
<tr>
<td>(she/it opens) taftah(u)</td>
<td>تفتح</td>
<td>ت- ن</td>
</tr>
</tbody>
</table>

* The full pronunciation includes a final u, but this is not heard except in formal contexts.

Notice that the present verb for أنتَ (you masc.) is exactly the same as for هِي (she/it).

The middle vowel in the present stem of basic verbs can change. The vowel can be:
• فتحة, as in يفتح yafțah (open),
• كسرة, as in يغسل yaghṣil (wash), or
• دمامة, as in يسكن yaskun (live).

Every day she opens the safe.
Kull yawm yafțah al-khazāna.

Do you (m.) go to school by car?
al tadh-hab ilā l-madrasa bis-sayyāra?

I wash my face in the morning.
Aghsil wajhi šabāhan.

Where does he live?
Ayna yaskun?

Activity 1

Change these sentences to match the subject in brackets, as in the example.

1 (هو) يَغسل وجهه صباحا. (هي)
   تغسل وجهها صباحا.

2 (أنا) أَسکن في الكويت. (أنت)
   تَشْرَب كولا؟ (أنت)

3 (هو) يُشْرَب مع أمه. (أنا)
   متى تخرجين من البيت؟ (أنت)

4 (هو) يُسکن إلى المكتبة بالسيارة. (زبن)
   تذهب أنور إلى المكتبة بالسيارة. (زبن)
Activity 2
Read about Nadia’s routine below and fill in the gaps with one of the verbs from the box.

(plays) تلعب (goes) تذهب (eats) تأكل (drinks) تشرب

(sits) تجلس (lives) تسكن (returns) يرجع (washes) يغسل

Nadia’s routine
Woke up at 6 a.m. to go to the university by bus. She gets off at the third stop to go to the corner café. She meets her friends there.

a plate of beans = تباوق فول
park/garden = حديقة

Now imagine you are Nadia and change the routine to أنا أنا (I). Start like this:

أسكن في القاهرة ...

Basic verbs in the present tense (plural)
Here is the plural for present verbs. The shaded feminine plural is mainly for recognition. Learn the masculine plural first.

<table>
<thead>
<tr>
<th>example</th>
<th>ending</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>(we open) naftah(u)</td>
<td>نفتح</td>
<td>نحن ن-</td>
</tr>
<tr>
<td>(you m. pl. open) taftahuna</td>
<td>تفتحون</td>
<td>أنتنُ ت-</td>
</tr>
<tr>
<td>(you f. pl. open) taftahna</td>
<td>تفتحن</td>
<td>أنتنُ ت-</td>
</tr>
<tr>
<td>(they m. open) yaftahuna</td>
<td>يفتحون</td>
<td>هم ي-</td>
</tr>
<tr>
<td>(they f. open) yaftahna</td>
<td>يفتحن</td>
<td>هن ي-</td>
</tr>
</tbody>
</table>

Notice that the prefix for ‘you’ verbs is always ت- and the prefix for ‘they’ is ه- . The ending shows the gender and number:
- -una for masculine plural and -na for feminine plural.

We attend a meeting every Thursday.
نحض اجتماعاً كل يوم الخميس.

They (masc.) live in Baghdad.
يسكنون في بغداد.

Do you (masc. pl.) drink coffee in the morning?
هل تشربون قهوة صباحاً؟

On Friday my friends go to the restaurant and eat pizza.
يوم الجمعة يذهب أصحابي الى المطعم ويأكلون البيتزا.

Activity 3
Make these sentences plural, as in the example. Remember:
1 If the verb comes before the subject it will be singular.
2 Use a feminine singular verb (i.e., تَتَأٰ) for non-human plurals.

1 يتصل السيارة يوم الجمعة.
2 أسكَن في بغداد.
3 هل تذهب إلى البنك؟
4 يذهب الولد إلى الحديقة ويلعب تنس.
5 الكلب يفتح الباب.
6 أرجع من المكتب وأشرب فنجان شاي.

Activity 4
Complete these sentences describing what these people do and where they work. Use the verb يعمل (to work) with the correct prefixes and endings. The first is an example.

1 هو مدرس ويُعمل في مدرسة.
2 هي معلمة ومُعلِّم في مدرسة.

Talking about the future
The imperfect is also used for talking about the future, often preceded by the future indicators سـ or سوف sawfa:

- We're going to the museum today. sa-nadh-hab ilā l-māthaf al-yawm.
- Ahmad is going to play tennis with Nadya. sawfa yaḥab ahmad tanis māqa nādiya.
Attached pronouns with verbs

The pronouns used on the end of nouns to describe possession, e.g. "bait(h)ā (her house), can also be used with verbs. (The vowels in brackets are pronounced in more formal Arabic.)

- يغسلها يوم الجمعة. (yaghsil(u)hā yawm al-jumā a.)
  - He washes it on Friday.

- سأشرب العصير في المساء. (sa-ashrabUh(u) fī l-masā').
  - I'll drink it in the evening.

- سمعناهم في الحديقة. (samīnāhum fī l-hadiqā).
  - We heard them in the park.

The ending -t (my) changes to -nī (me) when attached to a verb:

Did you hear me on the radio (lit. 'in the radio')?

- هل سمعتني في الراديو؟ (hal samīntī fī r-rādyū?)

Activity 5
Change these sentences using attached pronouns, as in the example.

1. وجدنا القطة تحت الكرسي. (wujdānā hāti l-kursī.)
2. هل وجدت المفتاح؟ (hal wujđīt al-miftāḥ?)
3. سوف أشرب فنجان شاي. (sa-ashrab fīnjan šayī.)
4. غسلت فاطمة الزجاجات. (gulsat fatimahl az-Zajjājat.
5. سمعت الخبر في الراديو. (samīt khābī fī l-rādiyū.)
6. كل يوم يحضرون اجتماعاً. (kal l-yawm yuḥḍirun ās-samā'iā.)
7. سمعنا الأولاد في الشارع. (samīnāhum allādā fī l-shārīyā.)
8. (after an hour)
  - سنتفتح الباب بعد ساعة (santfah al-bāb būd šāhā.)

Notes about verbs in spoken Arabic

In general everyday spoken Arabic drops the final short vowels and ن on the end of verbs. This means that tashrābīnā (you fem. drink) becomes tashrāb, and yashrābūna (they drink) becomes yashrāb. In the past tense fatahā (he opened) becomes fatah; fatahtu (I opened) and fatahta (you, masc. opened) both become fataht. However, fatahtī (you fem. opened) does retain the -t ending.

The masculine plural is generally employed for all plural or dual subjects in spoken Arabic, meaning the feminine plural and dual verbs are only really a feature of Standard Arabic.

In summary

- المضارع (the imperfect) is used to describe both present and future events.

- The imperfect of basic verbs is formed with different prefixes and endings around a three-consonant stem, e.g. يفتح (he opens), أفتح (I open), يفتحون (they open).

- The future indicators sa- or sawfa are often added before an imperfect verb when describing future events: سأشرب sa-ashrab (I'll drink), سوف نخرج sawfa nakhrūj (we'll go out).

- Attached pronouns can be added to verbs as well as nouns, e.g. سمعناهم samīnāhum (we heard them).
Irregular verbs

Activity 1
Change these past tense sentences to refer to everyday activities, as in the example:

1. وجدنا قطة في الشارع. (We found a cat in the street.)

2. وصلت إلى المكتبة صباحاً. (I arrived at the library in the morning.)

3. وصفت نادية رحلتها إلى باريس. (I described Nada's trip to Paris.)

4. وجدوا المفتاح على المائدة. (They found the key on the table.)

5. وزن الخبز العجين. (He weighed the dough.)

6. وصل إلى وسط المدينة بالقطار. (He arrived in the center of the city by train.)

Hollow verbs
Hollow verbs have و wāw or ي yā as the second root letter. They are called ‘hollow’ because the و wāw or ي yā in the middle often changes into a vowel. This can be a long vowel (ā, ū, ū) or a short vowel (a, u, i). This category includes some common verbs.

There are two main types of hollow verb, depending on the middle root letter, and these are shown below. The less common feminine plurals are shown in grey. Leave these until after you are familiar with the rest of the parts of the verb.

Hollow verbs with و wāw: قال/يقول (to say)

<table>
<thead>
<tr>
<th>imperfect</th>
<th>past</th>
</tr>
</thead>
</table>
| أقول | قلت | أنا | أستاذ | you (m.), أستاذ | you (f.), أستاذ | he/she/it
| تقول | قلت | قال | قال | قال | قال | we
| تقولين | قلتين | قالتين | يكال | يكال | يكال | they
| يقول | قال | قال | قال | قال | قال | they
| يقولون | قولون | قالون | يكال | يكال | يكال | they
| نقول | قلت | قلت | قالت | قالت | قالت | we
| تقولنا | قولنا | قلتنا | قالنا | قالنا | قالنا | we
| تقولون | قولون | قلتو | قالوا | قالوا | قالوا | they
| يقولون | قولون | قلتو | قالوا | قالوا | قالوا | they
| يقلن | يقتلين | يقتلن | يقتل | يقتل | يقتل | they
| يقلننا | يقتلنا | يقتلنا | يقتلنا | يقتلنا | يقتلنا | they
| يقلنون | يقتلون | يقتلن | يقتلن | يقتلن | يقتلن | they
Activity 2
Choose one of the hollow verbs in the box to fill the gap in each sentence. Make sure you change the verb to match the subject.

Note these time phrases which will show which tense you should be using:

- yesterday am
- tomorrow ghadam
- every day kull yawm
- next year as-sama al-qudima
- last month ash-shahr al-madhi

<table>
<thead>
<tr>
<th>hollow verb</th>
<th>English (meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>طائر/يطير (to fly)</td>
<td>عاد/عود (to return)</td>
</tr>
<tr>
<td>يطير</td>
<td>زيور (to visit)</td>
</tr>
<tr>
<td>يطيرون</td>
<td>بالع (to sell)</td>
</tr>
<tr>
<td>يطيرن</td>
<td>يقول</td>
</tr>
</tbody>
</table>

With a few exceptions, hollow verbs fit into one of the two patterns shown above. Note:
- the past verb for هو is  هو
- the other past verbs have  أو  in the middle
- the imperfect verb is characterised by a long ُ for verbs with  و  wāw as middle root letter and a long ِ for those with  ي  yā as middle root letter.

We will fly to London next week.

I said to my husband ‘Let’s go’.

He sold his ticket to Zaynab.

They return from school by bus.

An important hollow verb is  يكون/kān/yakūn (to be). Although many statements in the present don’t include the verb ‘to be’, it is needed in the past and the future:
Activity 3

Change these sentences to refer to the past, as in the example.

1 أنا في المصرف.
   كنت في المصرف.

2 نحن في المدرسة.
   كنت في المدرسة.

3 أختي مقيمة في السعودية.
   كنت مقيمة في السعودية.

4 هم في المدرسة.
   Nous étions à l'école.

5 هل أنت في بيتك؟
   pérez-vous à la maison?

Now write them again in the future, e.g.:

1 سأكون في المصرف.

Activity 4

Read this passage where Hajj Khayri (الحج خيري) is telling his grandchildren (احفاده) why he thinks the internet has made life easier. (حج is a term of respect for someone who has been on the pilgrimage to Mecca.)

قال الحاج خيري لأحفاده...

شبكة الإنترنت هي سوق لم يشترى أي شيء وكل شيء. منذ سنوات، ذهب لشراء تذكرة (to buy) أطبتر بها إلى لندن لأزور أخو شلي في المقيم هناك. كان (we paid) مكتب شركة الطيران بعيدا في وسط المدينة. دفعنا ثمن التذكرة ثم قالت لنا: حين (when) تعودون بعد ثلاثة أيام ستكون التذكرة موجودة.

ضحك الأطفال وهم يقولون «هنا! ثلاثة أيام لشراء تذكرة!»

1 Where did Hajj Khayri want to travel a few years ago?
2 Who did he want to visit there?
3 Where did he have to go to buy the ticket?
4 How long did they tell him he would have to wait before his ticket was available?
5 Why do you think the children find this funny?

Now underline all the examples of hollow verbs you can find in the passage.
Defective verbs

Defective verbs have و wāw or ي yā as the final root letter. There are several different types, but the most common feature is a long vowel in place of the third root letter. Here are some examples:

\[
\begin{align*}
\text{jarā/yajri (to run)} & \quad \text{dağā/yadūū (to invite)} \\
\text{mashā/yamshi (to walk)} & \quad \text{nasiya/yansā (to forget)} \\
\text{ramā/yarmī (to throw)} & \quad \text{shakā/yashkū (to complain)}
\end{align*}
\]

The detailed rules for how to spell and form defective verbs are somewhat complicated and need to be learnt individually by consulting a comprehensive Arabic grammar or verb reference. However, as a rule of thumb the imperfect is largely consistent, whereas the final long a vowel in the past will often turn into aw or ay before an ending which begins with a consonant:

(we complained) shakawānā (he complained) shakā

(I threw) ramaytu (he threw) ramā

(you pl. walked) mashaytūm (he walked) mashā

Other irregular verbs

Other irregularities arise from:
- the second and third root consonants being the same letter (doubled verbs)
- one of the roots being hamza (ء)

Doubled verbs

Doubled verbs sometimes combine the second and third root letters with a shadda (ـ), e.g. رددت raddāt (he answered), and

sometimes separate them, e.g. رددت radadū (I answered). The rule determining this is:
- third root letter followed directly by vowel (long or short) = combined
- third root letter not followed directly by vowel = separate

If you take any part of the present/future or past verb tenses and apply the rule above, you can work out how to form the appropriate double verb. For example:

\[
\begin{array}{|c|c|c|}
\hline
\text{result} & \text{subject} & \text{tense} \\
\hline
\text{radadnā} & \text{ناهدننا} & \text{(answer)} \\
\text{dallat} & \text{داّلت} & \text{(show/prove)} \\
\text{yazunn(u*)} & \text{يظّنَّ} & \text{(think)} \\
\text{tashukkūna} & \text{تشكّونا} & \text{(doubt)} \\
\hline
\end{array}
\]

* For the purposes of deciding whether or not to write the doubled root together, any final u in the imperfect المضارع is taken into account (see Unit 15)

The result of applying this rule is:
- doubled verbs in the imperfect المضارع are almost always written with a shadda (ـ)
- doubled verbs in the past الماضي are written with a shadda for هم but with separate letters for the other subjects

Activity 5

Complete this chart of doubled verbs, as in the example.
Activity 6

Unit 16

Irregular verbs

Verbs with hamza as root letter

It is possible for verbs to have hamza (ُ) as one of the root letters. These verbs are not strictly speaking irregular, but there are some aspects which need clarification:

1. When a verb has hamza as the first root letter, e.g. أَخَذْتُ (I take) a’khadh/ya’khudh (to take), the أُنَّا part of the imperfect is written with a special madda sign above the alif (ٍ). This is pronounced as long اً:

(I take) ًاٍkhudh

(I eat) اًٍكُل

2. The hamza may be written in a number of different ways:
   - on an alif: أَ، e.g. يَا’khudh (he takes)
   - on a waw: وَ، e.g. نَبَتُ (we slow down)
   - on a ya’ with no dots: َيَ، e.g. سِمَ (he loathed)

You will begin to get a feel for how to spell hamza as you become more familiar with individual examples.

Very irregular verbs

There are a few verbs which display more than one irregular feature (e.g. weak and have hamza as a root letter), and these can behave unpredictably. Common examples are the verbs ‘to see’: رَا’َ/يَرِى, and ‘to come’: جاء/يجيء ja’ā/yajī‘a.

Do you (m.) want to see the pyramids?

هل تريد أن ترى الأهرامات؟

hal turīd َانَتَارَا al-ahrām?

Where did she see the mouse?

أين رأى الفأر؟

ayna ra’āt al-fa’r?

We come here every day.

نحِبِي هُنَا كِلَ يوْم.

najī hunā kull yawm.

I came yesterday but I didn’t find anyone.

جَنَّتَ أَمَسْ وَلَكِنْ لَمْ أَجِدْ أَحَدًا

jī’tu َامْسَ ِلَاكِنْ لَا أَجِدُ أَحَدًا.
Activity 7
With the help of the glossary read this passage about what Bashir (بشير) does every day. Decide if the sentences below are true or false. Remember to read for gist and not worry about understanding every word.

1. Bashir is Lebanese.
2. He's a football coach.
3. In the past he was an accountant in a bank.
4. Every morning he drinks a cup of coffee ...
5. ... and eats a sandwich.
6. He takes the bus to the tennis club.
7. He only teaches tennis to girls.
8. He teaches them how to hold their rackets.
9. In the evening he sometimes visits his mother.
10. Sometimes he plays chess with his friends.

In summary

- Irregularities in Arabic verbs usually stem from one of the three root consonants being و wāw or ی yā (‘weak’ letters).
- Assimilated verbs have a weak first root (almost always و wāw) and are mainly regular, except that the initial و wāw drops out in the imperfect: وصل/يصل واشالا/ياشيل (to arrive).
- Hollow verbs have a weak second root and are characterised by a long or short vowel in the middle, e.g. قال/يقول qala/yaqul (to say); طار/يطير tara/ya'ṭir (to fly).
- Defective verbs have a weak third root and are characterised by a long vowel or diphthong (ay or aw) in place of the third root consonant, e.g. مشى/يمشي mashā/yamshī (to walk).
- Other irregularities are caused by a doubled second and third root letter, e.g. رد/يرد radda/ya'rudd (to answer), or by hamza (ـ) being one of the root letters, e.g. أكلاً/يأكل ًakala/ya'kul (to answer).

life = حياة coach = مدرس racket = مدرس to hold = يمسك ball = كرة better = أفضل chess = الشطرنج sometimes = أحيانا

Now imagine you are Bashir and change the passage to أنا أنا. Begin like this:

أنا مدرس التنس في النادي...
Forms of the verb

Introduction

The Arabic root system shows itself most clearly through the forms of the verb. By adding additional letters before and between the three root letters different, but related, meanings are created. For example, درس, darasa means ‘he learnt’, but when the middle root letter is doubled to create درس, darrasa the meaning changes to ‘he taught’. In a similar way كتبوا, katabu means ‘they wrote’; the addition of an ا، after the first root letter produces كتبنا, kataba ‘they corresponded with’; the further addition of ٰ in front of the first root produces ٰكتابنا, takatabu ‘they corresponded with each other’.

The derived forms are referred to by Arabists as Form II, Form III, etc. (Form I being the basic verb form). Native speakers will usually refer to them in the المضارع (imperfect) form using the root فعل (to do).

There are nine derived forms altogether in modern Arabic (II–X), but Form IX is rare. Each form has a past and imperfect pattern connected with it, for example the doubling of the middle root letter in درس, darrasa is Form II, whereas the addition of an ا، after the first root letter in كتبنا, kataba is Form III. It is important to realise that although the derived forms add letters before and between the root consonants, the prefixes and endings which show the subject of the verb remain the same as they are for the basic verbs: درس, darrassu ‘I taught’; درسنا, darrasna ‘we taught’; etc.

In theory every root could be put into all ten forms, but in practice an individual root will have only particular derived forms in common circulation. This unit will give you an overview of the forms and present some useful examples. Don’t expect to master all the detail straight away. As you begin to

feel more comfortable with the system of derived forms and their related meanings, you will find they are a helpful way of expanding your vocabulary.

The eight commonly used derived forms fall into three groups which share characteristics:

- Forms II, III and IV
- Forms V and VI
- Forms VII, VIII and X

Each derived form has meaning patterns connected to it. Although these meaning patterns will not always be obvious in individual derived verbs, they are a good general guide and can help you to guess at the meaning of unknown vocabulary.

Forms II, III and IV

- Form II doubles the middle root letter
- Form III adds a long ا after the first root letter
- Form IV adds a short ا (أ) before the first root letter in the past tense

Forms II, III and IV are all vowelled with fatha in the past tense and with the sequence damma/fatha/kasra in the imperfect. This table shows the patterns using the root letters فعل:

<table>
<thead>
<tr>
<th>أفعال المضارع</th>
<th>الماضي</th>
</tr>
</thead>
<tbody>
<tr>
<td>يفعل اذا</td>
<td>فعل عالا  II</td>
</tr>
<tr>
<td>يفعل اعا</td>
<td>عالا  III</td>
</tr>
<tr>
<td>يفعل اعأ</td>
<td>عالا  IV</td>
</tr>
</tbody>
</table>

- Form II is often used for actions carried out on someone/something else:
  - يَجِهُ يُحِجِّی = ‘to make something ready’, or ‘to prepare’ (basic form = يجه، jehoz ‘to be ready’)

It can also intensify the meaning:
- يُکِسَر يُکَسُر = ‘to break something into pieces’, or ‘to smash’ (basic form = يكسير, yaksir ‘to break’)
Forms of the verb

Activity 2
Match the Arabic sentences to the English, trying to guess at the meaning of the verbs from words you already know with the same root letters.

a) Bashir coaches the children in the club.

b) We feed the birds.

c) They travel to France by airplane.

d) I treat guests as my friends.

e) Do you photograph animals?

f) The nurse brings the medicine.

Activity 3
Put the sentences in Activity 2 into the past, for example:

1 هل صوَّرت الحيوانات؟

2 يِساَفَروُن إلى فرنسا بالطائرة.

3 يَدْرِبُ بِشَيْرُ الْأَوْلَاد فِي النَّادِ.

4 تَحْضِرُ المَضْرَعَةُ الدَّوَاءَ.

5 أَعَامِلُ الْضَّيُّوفَ كَأَصْحَابٍ.

6 نُؤُكْلُ الطِّيْرُ.

(Did you [m.] photograph animals?)

Forms V and VI

<table>
<thead>
<tr>
<th>الرُّكْم</th>
<th>المصطلحات</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>تَفَاعَلْ / يَفَعَّلْ</td>
</tr>
<tr>
<td>VI</td>
<td>يَتَفَاعَلْ / يَتَفَعَّلْ</td>
</tr>
</tbody>
</table>

| (to speak) | yatafaa / yatafaa |
| (to cooperate) | yatafaa / yatafaa |

Forms V and VI both add ta (ت) before the first root letter. In the past tense, Form V = ta (ت) + Form II; Form VI = ta (ت) + Form III. In the imperfect tense, Forms V and VI are vowelled throughout with fathas (ا).  

- Form VI often carries the meaning of doing something together as a group: yatafaa / yatafaa = ‘to help each other’, or ‘to cooperate’ (root: عون = help/aid)
- Form V tends to be intransitive (i.e. actions not carried out on something/someone else).
Activity 4
Read this story about Mr Jones (السيد جونز) and underline all the Form V and VI verbs you can see.

السيد جونز من ويلز ويحاول أن يتعلم العربية. مسّتواه يتفوق مع كل درس لأنه (his level) يحاول أن يتذكر الكلمات العربية. حين يتقابل الناس في الشارع صباحاً، يتبادرن التحية (greetings) والسلام ويقولون: صباح الخير. سأل السيد جونز المراس عن الرد المناسب وتدريب على قول صباح النور! لمدة يومين.

Now try to guess the meaning of the verbs you underlined from the context. Write the verbs in the present and past next to the English below, as in the example.

learn تعلم / يتعلم meet up ملتقي / يلتقي practise تدرب / يتدريب remember يتذكر progress يتقدم exchange تبادل / يتبادل

Activity 5
Change these sentences according to the subject in brackets, as in the example.

1 يحاول أن يتعلم العربية (هي)
كُلُّ حًاوٍل أو تتعلِّم العربِيَّة.

2 تذكر السيد جونز الكلمات العربية. (أنا)
تذكِّر السيد جونز الكلمات العربية.

3 حين يتقابل الناس، يتبادلون التحية. (نحن)
يقولون صباح الخير، (آنت)

4 يسأل عن الرد المناسب. (هم)
يقولون صباح النور، (آنت)

Forms VII, VIII and X

<table>
<thead>
<tr>
<th>English</th>
<th>ماضي (تسا)</th>
<th>المضارع (تنفعل)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to learn</td>
<td>تعلم</td>
<td>يتعلم لعَبَأَتْ</td>
</tr>
<tr>
<td>to meet</td>
<td>تجتمع</td>
<td>يجتمع لعَبَأَتْ</td>
</tr>
<tr>
<td>to enquire</td>
<td>يستخدم</td>
<td>يستعمل لعَبَأَتْ</td>
</tr>
</tbody>
</table>

Forms VII, VIII and X all start with i (ـ) in the past tense and are all vowelled with two fathas (ا) and a kasra (ـ) in the imperfect. Form VII adds n (ـ) before the first root letter; Form VIII adds ta (ـ) after the first root letter; and Form X adds sta (ـ) before the first root letter.
• Form VII is often passive:

inòṣara/yankisir = ‘to be broken’
(kasara/yaksir = to break)

• Form VIII is a common verbal form. However, the meaning patterns are more diverse and difficult to pin down. It can have a reflexive meaning (performing an action on oneself):

‘to collect yourselves’ or
‘to meet up’ (jamā'a)

• Form X can mean to consider something to have an attribute. For example:

‘to consider good’, or
‘admire’

or to ask for something:

‘to ask for information’, or ‘enquire’

Don’t forget that the meaning patterns are for general guidance. Some derived verbs have no obvious connection with these patterns.

Activity 6

Fill in the missing entries in this table, as in the example:

<table>
<thead>
<tr>
<th>Form</th>
<th>Present/future</th>
<th>Past</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>yaqtarab</td>
<td>iqtarab</td>
<td>to approach</td>
</tr>
<tr>
<td></td>
<td>yastamti</td>
<td></td>
<td>to enjoy</td>
</tr>
<tr>
<td>VII</td>
<td>yastamti</td>
<td>inqalaba</td>
<td>to be overturned</td>
</tr>
<tr>
<td></td>
<td>yastamti</td>
<td></td>
<td>to listen</td>
</tr>
<tr>
<td></td>
<td>yastahsina</td>
<td></td>
<td>to admire</td>
</tr>
<tr>
<td></td>
<td>istakara</td>
<td></td>
<td>to create</td>
</tr>
<tr>
<td></td>
<td>istakhdama</td>
<td></td>
<td>to use</td>
</tr>
</tbody>
</table>

Activity 7

Look at these example sentences:

They listened to the news on the radio.

We use the internet in our office.

The car approached the main street.

Did you enjoy the party?

Now decide how you would say these in Arabic:
1. Do you (masc.) use the internet in your office?
2. They use the internet in their office.
3. The bus approached the main street.
4. We approached our house.
5. I listen to the news on the radio.
6. Did you (pl.) enjoy the film?

Irregular verbs in derived forms

Weak and doubled verbs have varying features in the derived forms, depending on the particular root and form.

It is not possible to list all the variations here. However, there is some general guidance which will help you to recognise irregular verbs in the derived forms:

• Hollow and doubled verbs are regular in Forms II, III, V and VI. The weak middle root وَيْتُ أَيْ in hollow verbs does not change into a vowel and the second and third root letters of doubled verbs remain separate:

حَوَّلٰ/بُحَاوَلّ (to try); Form III: root ح/و/ل; رَدَدٰ/بُرْدَد (to repeat); Form II: root ر/د/د;
Hollow and doubled verbs are irregular in Forms IV, VII, VIII and X. The irregularities are similar to the basic verb form, with hollow verbs replacing the second root letter with a long or short vowel and doubled verbs often combining the second and third root letters:

- حبُّ أحبّ/يُحبّ (to like); Form IV: root h/b/b
- روحُ أُستراحُ/يُسْتَرْحَب (to rest); Form X: root r/w/h
- Defective verbs with و waw or ي yaa' as the final root letter are irregular in all the forms, ending in the characteristic long vowel: i if the vowel preceding the third root letter in the regular pattern is kasra and ā if the vowel preceding it is fatha:
- شري اشترى/يشتري (to buy); Form VIII: root sh/r/y
- عطي aṭā/yāʿi (to give); Form IV from root ع t/y/t

In summary

- Arabic features derived forms of the verb which modify the meaning of the root.
- There are eight derived forms in common use. They are produced by placing additional letters before and between the root letters.
- Forms II and III share characteristics, as do Forms V and VI, and Forms VII, VIII and X.
- An individual root will have particular derived forms in common circulation.

Imperfect tense negative

The imperfect tense المضارع used for present and future statements is made negative by adding ﻻ lā in front of the verb:

(he doesn’t take) ﻻ يأخذُ ﻻ (he takes) يأخذُ‏
(we don’t travel) ﻻ ﻞُسَافِر ﻻ (we travel) ﻞُسَافِر
(I don’t like) ﻻ ﻗَبِّ ﻻ (I like) ﻗَبِّ

I don’t like ice-cream.

The cook doesn’t prepare salad.

They don’t live in tents.

Activity 1
Make these sentences negative, as in the example.

1. تأخذُ فاطمة الأوتوبيس إلى المدرسة. ﻻ تأخذُ فاطمة الأوتوبيس إلى المدرسة.

2. يغسل أحمد وجهه صباحاً. ﻻ يغسل أحمد وجهه صباحاً.

3. أتحدثُ العربية.
Past tense negative

The past tense الماضي can be made negative in two ways:

- For present verbs, use لام أشرب (I didn't drink)
- For past verbs, use ما شربت (I didn't drink)

When the present verb follows لام and the parts of the verb ending in هم and lose the final ن, you form مام شرب = لم شرب.I

(I like cats but ...). أحب القط ولكنني...
(I don't like dogs). لا أحب الكلاب...

They didn't go, they drank...

We didn't go to the party yesterday.
The journey didn't last more than half an hour.
They travelled to the Red Sea, but they didn't listen to the weather forecast.

The silent alif is a spelling convention and is not pronounced.

We didn't go to the party yesterday.

The journey didn't last more than half an hour.

They travelled to the Red Sea, but they didn't listen to the weather forecast.
Activity 3
Fill the gaps with the correct form of the past verb in brackets, as in the example:

1. في الأسبوع الماضي أنا ذهبت (ذهب) إلى الحفلة ولكني لم (قابل) صديقي هناك.
2. أمس (ذهب) نورا إلى السوق ولكنه لم (وجد) الصابون.
3. أنت لم (كتب) رسالة لأختك في أمريكا.
4. في الصيف الماضي نحن (سافر) إلى اليابان (Japan) ولكننا لم (استمتع) بالرحلة.
5. السنة الماضية (شراء) محمود سيارة جديدة (استخدم) السيارة فباعها.
6. هم لم (يستمتع) إلى أمهم و (يكسر) اللعبة.

Activity 4
Read the story about what happened to Mr Abbas (الأستاذ عباس) on a journey last summer, and decide if these sentences are true or false.

1. Mr Abbas likes travelling by boat.
2. Last summer he went on a boat journey lasting two days.
3. He wasn't well prepared for the journey.
4. He booked a private cabin.
5. He didn't bring any seasickness medicine.
6. He listened to the weather forecast on the television.
7. He told the ship's doctor he wants to see a picture of a boat.

Activity 5
Now imagine you are Mr Abbas and retell the story. Start like this:

أحب أن أسافر بالطائرة ولكني...
Nouns and adjectives formed from verbs

By now you should be developing a feel for how root sequences are the foundation of Arabic, on which the richness of the language is built. You have seen these roots in action in the derived forms of the verb and the broken plurals. It is also possible to put the roots into other patterns to produce nouns and adjectives with associated meanings.

Nouns of place

Many nouns describing places where particular things happen are formed using the مفعول pattern:

- مصنع (‘place of manufacture’, i.e. factory), from the root صنع (manufacture/make)
- مكتب (‘place of writing’, i.e. office/study), from the root كتب (write)
- مدخل (‘place of entry’, i.e. entrance), from the root دخل (enter)

In other words, by adding مa before the first root letter and fatha (a) after the second root letter, a noun of place is created associated with the particular root sequence.

There are some minor variations possible in the pattern. Occasionally, the second vowel is a kasra (i) as in مجلس (‘place of sitting’, i.e. council), and sometimes the pattern ends in س as in مدرسة madrasa (‘place of study’, i.e. school).
If the verbal noun comes directly before another noun, as in شرب الماء, it will not have the article الـ al as this is an إضافية i'da formation (see Unit 10).

As well as being used for general concepts such as 'going' and 'entry', verbal nouns are widely used in Arabic in place of a second verb. For example, 'I want to go to the museum' can be expressed in Arabic as 'I want that I go to the museum' using أن or (that), or a verbal noun can be used in place of the second verb:

أريد أن أذهب إلى المتحف.
أريد الذهاب إلى المتحف.

Likewise,

Bashir likes to play tennis.

I went to the hospital to visit my uncle.

ذهببت إلى المستشفى لزيارة خالى.
dhahbtu ilā l-mustashfa li-ziyārat khāli.

Activity 2
Rephrase these sentences using a verbal noun from the table on page 125, as in the example.

Example
Verbal noun
Verb
Form

preparation tajhiz
taf
فعل
II

dispute khilaf
fual
فعل
III

conversation muhādatha
mufāala
فاعل
or

information ilām
iif
فعل
IV

progression taqaddum
taaf
فعل
V

cooperation taawun
taaf
فعل
VI

withdrawal inshāb
inif
فعل
VII

meeting ijtima
ifti
فعل
VIII

use/usage istikhdam
istif
فعل
X

Verbal nouns from the derived forms tend to form their plurals using the sound feminine plural اتات (-ät):

meetings ijtimaät

preparations tajhizät

جتميات
تجهيزات
Passive participles are formed using the pattern مفعول

(something) broken maksūr = to break كسر/كسر

(something) drunk mashrub = to drink شرب/شرب

(something) washed maghsul = to wash غسل/غسل

These participles can be used as either nouns or adjectives, for example maksūr can mean ‘broken’ or ‘a broken item’.

In the derived forms, active and passive participles are formed by taking the imperfect verb and:

- replacing the initial ُّ- yu- or ِّ- ya- with ُّ- mu-
- using a final kasra (i) for the active participle and a final fatha (a) for the passive participle

trainer mudarrib = مدرس=yudarrib

trained (person) mudarrab = مدرسُ

viewer mushahid = مشاهد=yushahid

viewed (item) mushahad = مشاهدُ

capable (person) mutamakin = متمكنَ yatamakkan

enabled (item) mutamakkan = متمكنَ

user mustakhdim = مستخدم=yastakhdim

used (item) mustakhdam = مستخدمُ

Activity 5

اختفى اللاعب المشهور ميمو سلطان تمامًا!
The famous football player Mimo Sultan has completely disappeared!

What is happening tomorrow?
What do his coach and his friend think of Mimo?

"أيها السادة المشاهدون..." جائنا خبر عاجل. ميمو سلطان، اللاعب المشهور في نادي المنصور اختفى تماماً قبل كأس العالم غداً.

ميمو ولد مذهوب. غير معقول أن يكون هناك لاعب مختفي من النادي قبل كأس العالم بيوم واحد! غير معقول! غير مقبول!

ميمو أخٍ وصديقي، وهو مظلم. ميمو لاعب كبير ومتمكن لكن المدرّب ذلهم.

"با ترى... هل يعود ميمو سلطان في الوقت المناسب؟"

Match these Arabic words in the broadcast to their English meanings, as in the example.

a) World Cup
b) capable
c) understandable
d) disappearing
e) wayward
f) reasonable
g) viewers
h) I wonder
i) urgent
j) wronged

1 مشاهدون
2 عاجل
3 كأس العالم
4 مذهوب
5 معقول
6 متمكن
7 مظلم
8 مطلوم
9 متمكن
10 يا ترى
In summary

• Different nouns and adjectives can be formed from verbal roots.

• Nouns of place use the pattern مفعولِ المَعْالِل.

• Verbal nouns vary for basic verbs but follow predictable patterns for the derived forms.

• Active and passive participles describe the doer and the receiver of an action.

• For basic verbs active participles are formed using the pattern فاعلِ and passive participles using the pattern مَعْالِلِ.

• Active participles and passive participles for the derived forms both begin with مَ. The active ends with kasra, e.g. مُستَخدِمٌ (user), and the passive with fatha: مُستَخدَمٌ (used).

You have already seen in Unit 13 how Arabic has a dual ending -ān or -ayn which is added to nouns when referring to two of something. There are also special verb endings for 'they' and 'you' when the subject is dual.

• -ān is added to the imperfect verbs:
  - he travels يَسافَرُ yusāfir → يَسافَرانُ yusāfirān
  - they two travel يَسافِرُانَ you cooperate يَتَعاونُانَ yataʿawan → يَتَعاوناَنَّان yataʿawānanān

In the past, the dual ending is لِ-ā:

• he attended حَضَرَ ħadāra → they two attended حَضَرَا ħadāra
  - you drank شَرِبَتِي sharibta → you two drank شَرِبْتُما sharibtumā

The dual verb is relatively uncommon but you should at least be able to recognise it when you come across it. In English, it is often translated using the word 'both':

• They both live in Cairo. هُمَا يَسَكَنُانِ فِي الْقَاهِرَةِ
• What did you both do yesterday? مَا فَعَلْتُما أَمسَ؟
As with plural verbs (see Unit 14), if the verb comes before the dual subject, it will be in the *singular*:

\[ \text{حضر الوزراء الاجتماع وتعاونا في الخطة.} \]

\[ \text{The two ministers attended the meeting and cooperated on the plan.} \]

\[ \text{Activity 1} \]

Rewrite these sentences in the dual, as in the example.

1. متى تذهب إلى المدرسة؟
   متى تذهبان إلى المدرسة؟
2. هل تسكن في الكويت؟
   هل تسكنو في الكويت؟
3. جلس الرجل وشرب فنجان قهوة.
   جلس الرجال وشرب فنجانين قهوة.
4. هو مدرس ويعمل في باريس.
   هم مدرسان ويعملون في باريس.
5. إلى أين سافرت الصيف الماضي؟
   إلى أين سافرتان الصيف الماضي؟
6. يجهز الطباخ الأكل ويَنظف الأطبايق.
   يجهزان الطباخان الأكل ويُنظفان الأطباق.

\[ \text{In summary} \]

- Arabic verbs have a dual form used with two subjects.

- In the imperfect tense, dual verbs end in "-ān", e.g. سافران سافران (they two travel), يُسافران يُسافران (you two travel).

- In the past tense, dual verbs end in "-ā", e.g. سافرا سافرا (they two travelled), سافرتما سافرتما (you two travelled).
UNIT 1

Activity 1
1 k/t/b (core meaning: writing)
2 d/r/s (core meaning: studying)
3 k/s/r (core meaning: breaking)
4 l/u/b (core meaning: playing)

UNIT 2

Activity 1
1 مذكر (masculine) 2 مؤنث (feminine) 3 مذكر (masculine)
4 مذكر (masculine) 5 مؤنث (feminine) 6 مذكر (masculine)
7 مذكر (masculine) 8 مؤنث (feminine) 9 مذكر (masculine)
10 مؤنث (feminine) 11 مؤنث (feminine) 12 مذكر (masculine)

Optional Activity

سورة صورة 1 قميص qamisun
سيرة سيرة 2 دجاجة dajajatun
عين عين 3 بيت baytun

UNIT 3

Activity 1
1 asc-surah المفتاح 2 ad-dajaja للمريضة
al-mumarridaa 6 ad-dajaja للمرضية
at-tin 7 al-qalam اللقب
al-khayma 8 al-bayt البيت

Optional Activity

asc-surat asc-surah 1 المفتاح al-miftah
al-mumarridatu 6 ad-dajaja للمريضة
at-tinu 7 al-qalam اللقب
al-khaymatu 8 al-bayt البيت

UNIT 4

Activity 1
أنت (masculine) 1
أنت (masculine) 1
أنت (feminine) 2
أنت (feminine) 2
أنت (masculine) 3
أنت (feminine) 3

Activity 2
1 أنا في الحديقة.
4 أنا مدرسة.
5 هي ممرضة.
2 أنا أنور.
3 أنت أم سارة.

Activity 3
1 هو مدرس.
4 هي في الشارع.
5 هي ممرضة.
2 هو في الحديقة.
3 هي في السيارة.

UNIT 5

Activity 1
1 هم مهندسون.
4 هم خيارون.
2 هم مصريون.
5 هم نجارون.
3 هم فرنسيون.

Activity 2
1 من محاسبات.
4 أنتم مصريات؟
2 لنحن عراقيات.
5 لا، لنحن كويتيات.
3 هم مهندسات.

Activity 3
1 هي في الحقيقة.
5 هو في البيت.
2 هم نجارون.
6 هي في البيت.
3 هي ممرضات.
7 هي في الشارع.
4 هي محاسب.

Optional Activity
muhandisun 5  مهندسون
sayyāratun 6  سيارات
mudarrisatun 7  مدرسات
ijtimā‘ātun 8  اجتماعات
lughātun 4  لغات

UNIT 6

Activity 1

1 تتك الممرضة
2 هذا القلم
3 هذا النهر
4 ذلك المدرس
5 تلك المرضة
6 هذا الاقلام
7 هذا الرجل
8 ذلك القميص

Activity 2

1 ذلك سيارة
2 هذا قلم
3 هذا نهر
4 هذه ممرضة
5 هذه بنت
6 هذا رجال
7 ذلك رجل
8 هذه حقيقة

Activity 3

1 x 2 = 2
3 x 4 = 12
5 x 6 = 30
7 x 8 = 56

UNIT 7

Activity 1 (suggested answers)
1 هذا البيت قصير.
2 هذه الحقيقة كبيرة.
3 هذه الولد قصير.
4 هذا النهر طويل.
5 هذه البيت مكونة.
6 هذا الكلب مسرور.
7 هذه الحقيقة خفيفة.
8 هذا البيت جميل.

Activity 2

1 البنك الجديد بجانب المدرسة.
2 فيصل مهندس في مصنع السيارات.
3 نادية من بيروت في لبنان.
4 هناك صورة صغيرة فوق السيف.

Activity 4
1 ونهاة هذه الأقلام سوداء.
2 ونشاء هذه الزيجات خضراء.
3 وهذه السنة صفراء وزرقاء.
4 ولهة هذا الكلب أبيض وأسود.

Optional Activity

1 هذا الرجل منزوع.
2 هذه البيوت الصغرى مسورة.
3 ذلك النهر المشهور.
4 هذه الحقيقة خفيفة.

UNIT 8

Activity 1
You should have drawn the following objects on the pictures:
1. a bottle under the chair
2. a dog on the table
3. a pen in the bag
4. cars in front of the house
5. a bed next to the door on the right
6. a window between the cupboard and the chair

Activity 2

1 البنك الجديد بجانب المدرسة.
2 فيصل مهندس في مصنع السيارات.
3 نادية من بيروت في لبنان.
4 هناك صورة صغيرة فوق السيف.

Activity 3
a) 7  b) 8  c) 1  d) 6  e) 2  f) 5  g) 3
Activity 3

هذا شارع كبير. في وسط الشارع هناك متحف. هناك شجر طويل وراء المتحف وولد على دراجة أمام المتحف. هناك مدرسة كبيرة بجانب المتحف.

على يمين المتحف هناك بيت حديث وجميل. الرجل مع الكلب الأسود أمام البيت. وهناك طائرة فوق البيت.

في الشارع هناك سيارات وفي السيارة البيضاء هناك إمرأة ونفت.

Optional Activity

(The girl is in the school.)

(The boy is between the window and the door.)

(We went to the town.)

(There's a beautiful river in the town.)

(There's a new factory beside the river.)

UNIT 9

Activity 1

1. نعم، في تحت الكرسي.
2. هاذا قلم على المائدة.
3. الولد بين الشباек والباب.
4. ذهبنا إلى المدينة.
5. هناك نهر جميل في المدينة.
6. هناك مصنع جديد بجانب النهر.

Activity 2

1. أيôn ٢ ١ ٣ ما ٤ ٥ ٦ كيف ٧ متي ٨ لماذا.

Activity 3

1. أنت من أين؟
2. هو من أين؟
3. هل هناك بنك في المدينة؟
4. ماذا كتب أحمد؟
5. أماكن الحفلة؟
6. ٦ هل هناك بنك في المدينة؟
7. كم زجاجة على المائدة؟
8. أين السيارة؟

UNIT 10

Activity 1 (example sentences)

هذه سيارة أحمد.
هذه قطة زينب.
هذه سيارة أحمد.
هذا كمبوتو أحمد.

Activity 2

سيارة أحمد الجديد.
قلم جيهان القديم.
شبكة البيت الصغير.
شركة المهندسين العراقيين.

Activity 3

baytuح (baytuح)
madrasatuح (madrasatuح)
kablik (kablik)
baytum (baytum)
qalamūح (qalamūح)

Activity 4

1. أنا في بيتها.
2. هل هذا كتابه؟
3. لا، هذا كتابها.
4. سياراتهم في الشارع.
5. بابه أبيض.

Activity 5

a) ٦ b) ٧ c) ٨ d) ٩ e) ٣ f) ٤ g) ٥
UNIT 11
Activity 1
1 بُنوك 2 أولاد 3 فعل اعْبَر 4 قُصُور 5 أُنْفَال 6 بُنوك 7 أَعْلَام 8 بُنوك 9 عُمَر
Activity 2
1) g) 2) c) 3) d) 4) h) 5) i) 6) b) 7) j) 8) e) 9) a) 10) f)
Activity 3
1) هذه القصور جميلة.
2) السياّرات في الشوارع.
3) الأهرام في الجيزة.
4) أين أهلية الجديدة؟
5) هناك سوق زينب.
Optional Activity
1) هذه القصور جميلة.
2) السياّرات في الشوارع.
3) الأهرام في الجيزة.
4) أين أهلية الجديدة?
5) هناك سوق زينب.

UNIT 12
Activity 1
1 أُفْحِي 2 أَعْلَم 3 أَعْبَر 4 أَعْلَم 5 أُفْحِي 7 أَعْلَم 8 أَعْبَر
Activity 2
1) باننت أقدم من باننت!
2) أنا أشعر منك!
3) أخيل من وأقبل من سيّارتك!
4) أخيل من حقيبك!
5) أخيل من حقيبك!
6) أنا أشعر منك!
7) أقبل من وأقبل من سيّارتك!

UNIT 13
Activity 1
1 ذهبت 2 جلست 3 وجدت 4 شرب 5 ذهبت 7 سمعت 8 وجد

UNIT 14
Activity 1
1) سارة مدرسة. ذهبت أسئ المدرسة...
2) وفتحت باب المدرسة.
3) وجدت سارة الكتب فوق المائدة.
4) جلست على كرسي...
5) وشربت نكهة شاي.
6) ذهبت إلى الفصل.
7) بعد الدرس حضرت اجتماع المدرّسين...
8) ورجعنا إلى بيتها.
Answers to activities

Activity 3
أنا مدرسة. ذهبت أمس إلى المدرسة وفتحت باب المدرسة. وجدت الكتّاب فوق المائدة. جلست على كرسي وشربت فنجان شاي. ذهبت إلى الفصل. بعد الدرس حضرت اجتماع المدرسين ورجعت إلى بيتي.

Activity 4
1. ذهبوا إلى المصنع.
2. أين وجد المدرسون مفتاح الباب؟
3. خرجوا من البيت.
4. ذهبنا إلى بيت أختنا.
5. جلسنا في المكتب.
6. هل سمعتم الخبر؟
7. فتح الأولاد الزجاجة وشربوا الكولا.

Activity 5
1. ذهبت إلى البنك أمس.
2. شرب فنجان قهوه.
3. هل وجدتم المفتاح؟
4. حضرت الاجتماع في المصنع.
5. سمع أحمد الخبر في المطعم.
6. جلسا بجانب المدرس.

Optional Activity
1. هل سمعت الخبر في المطعم؟
2. حضرت المدرسة اجتماعاً.
3. وجدت المفتاح.
4. فتحنا الباب.
5. شرب الرجل فنجان قهوه.
6. وجدت الولد كتاباً في الشارع.

UNIT 15
Activity 1
1. أسكن مع أمي.
2. متى تخرج من البيت?
3. تذهب زيتي إلى المكتب بهوية.
4. تعلمت وجهها صاحباً.

Activity 2
تسكّن نادرة في القاهرة. كل يوم تغسل وجهها وتتأكل طبق قليل من الطعام. بعد ذلك تذهب إلى المدرسة بالأوتوموبيل وتجد في الفصل. ترجع إلى البيت الساعة ثلاثًا. تشرب زجاجة كولا وتبكي مع أصدقائها في الحديقة.

Activity 3
1. يغسلون السيارة يوم الجمعة.
2. يذهب الأولاد إلى الحديقة ويلعبون تنس.
3. تسكّن في بيتك.
4. يذهب الولد إلى البيت.
5. هل تذهبون إلى البنك؟
6. ترجع من المكتب وشرب فنجان شاي.

UNIT 16
Activity 1
1. كل يوم نج نقدًا في الشارع.
2. كل يوم أصل إلى المكتب صباحًا.
3. كل يوم تصرف ناديًا وزيتًا إلى باريس.
4. كل يوم يجدون المفتاح على المائدة.
5. كل يوم يزن الخباز العجين.
6. كل يوم يصل إلى وسط المدينة بالقطار.

Activity 2
1. عدت ستّرّوز 3 بيعون 5 قال 6 تباغ 7 تطير 8 فازت.

Activity 3

<table>
<thead>
<tr>
<th>Future</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. سأكون في المصنع.</td>
<td>1. كنت في المصنع.</td>
</tr>
<tr>
<td>2. سكنون في المدرسة.</td>
<td>2. كنت في المدرسة.</td>
</tr>
<tr>
<td>3. ستكون أختي مقيمة في السعودية.</td>
<td>3. كانت أختي مقيمة في السعودية.</td>
</tr>
<tr>
<td>4. سيكونون في المدرسة.</td>
<td>4. كانوا في المدرسة.</td>
</tr>
<tr>
<td>5. هل ستكونون في بيتك؟</td>
<td>5. هل كنت في بيتك؟</td>
</tr>
</tbody>
</table>
Activity 4
1. He wanted to travel to London (المستفيد: شالابي). 2. He wanted to visit his brother, Shalabi. 3. He had to go to the airline company office (المستفيد: مكتب شركة الطيران). 4. He had to wait three days (المستفيد: ثلاثة أيام). 5. The children find waiting three days for a ticket funny as they’re used to instant internet purchases.

قال الحاج خيري لأحفاده...

«شبكة الإنترنت هي سوق لمن يشتري أو يبيع أي شيء وكل شيء. منذ
سنوات، ذهبت لشراء تذكرة أطبرها إلى لندن لأفور الحصري المقيم هناك. كان مكتب شركة الطيران بعيدًا سهلًا للمدينة. دفعنا ثمن التذكرة ثم قابلنا لنا: حين تعودون بعد ثلاثة أيام ستكون التذكرة موجودة.»

ضحك الأولاد وهم يقولون: «هنا ثلاثة أيام لشراء تذكرة!»

Activity 5
رددت أمك، تغلعين نظرك، عدّت مدت ضمّا.

Activity 6
1 مدت 2. رددت 3. عدت 4. أمك 5. نظرك 6. ضمّا.

Activity 7

أنا مدرّب النادي في الملعب، وأنا من بروت في لندن. في الماضي، كنت مهندساً في مصنع وكتبنا الآن أتت أن حياة المدرّب أفضل. صباح كل يوم، أشرب شاي واكل سندوتش جبنية ثم أخذ الباص إلى نادي النصر. أصف للأولاد والبنات كيف يمسكون المصاريب، ويرتذرون الكرة فوق الشبكة، وأقول: «عبك على الكرة دائماً.»

في المساء أعود إلى بيت وأحياناً أزر أحياناً أو ألعب الشطرنج مع أصحابي.

UNIT 17
Activity 1
Form II; Form IV; Form III; Form II; Form IV; Form II; Form III; Form II

Activity 2
a) 3 b) 6 c) 2 d) 1 e) 5 f) 4

Activity 3
1 هل صوّرت الحيوانات؟
2 سافروا إلى فرنسا بالطائرة.
3 درب بشير الأولاد في النادي.
4 أكمل الطيور.

Activity 4
السيد جونز من ويلز وحول أن يتعرّم العربية. مستواه ينتمي مع كل درس لأنه يحاول أن يتذكّر الكلمات العربية. حين يتقابل الناس في الشارع صباحًا، يتبادلون التحية والسلام ويقولون: "صباح الخير". سأل السيد جونز المدرّس عن الرد المناسب، ودرب على قول "صباح النور" لعدة يومين.

Activity 5

learn/practise meet up تقابل/practise exchange تقدم/practise

Activity 6

Form Present/future Past Meaning
VIII يقترب (يقترب) iqтарaba to approach
X يستمتع (يستمتع) istamtaq̄a to enjoy
VII ينقلب (ينقلب) inqalaba to be overturned
VIII يستمتع (يستمتع) istamaq̄a to listen
X يستحسن (يستحسن) istaksana to admire
VIII يبتكر (يبتكر) ibtakara to create
X يستخدم (يستخدم) istakhdama to use
Activity 7

1. هل تستخدم شبكة الإنترنت في مكتبات؟
2. يستطيعون شبكة الإنترنت في مكتبات؟
3. أقربنا من بيننا?
4. اقتربنا من بيننا؟
5. هل تستخدم شبكة الإنترنت في مكتبات؟
6. استمعنا إلى الأخبار في الراديو?
7. هل استمعتم بالفيلم؟

UNIT 18

Activity 1

1. لا تأخذ فاطمة القانون في القرونين.
2. لا يجلس الأورك في القسط.
3. لا يضيعون لغة الغربي.
4. لا تسكن في وسط المدينة.
5. لا تتمتع بالطبيبة.

Activity 2

1. لا أشتر كول.
2. لا تدرس العربية.
3. لا يبيعون الدراجات.
4. لا تستخدم بالكتب.
5. لا تسمح بالطاولة.

Activity 3

1. ذهب إلى المكتب.
2. ذهب إلى المكتب.
3. تكتب السافرون/تستمتع.
4. يستخدم السوبر/كسروا.
5. استشر/يستخدم.

Activity 4

1 x 2 v 3 x 4 x 5 v 6 x 7 x

Activity 5

أحب أن أكسف الصباح ولكني لا أحب البحر. في الصيف الماضي لم أخلص الصباح وسافرت بالمركب في رحلة تستغرق يومين. كانت رحلة غريبة لأنني لم أظهر نفسي للسفر بالمركب أبداً... لاحظت قمرًا خاصًا. لم استمع إلى النشاط الجوي في الرايو. لم أضرب جذب دوار البحر. ولم أستمع إلى الموسيقى في الشمس. قالت لطبيب المركب "أنا لا استمع بالمركب يا دكتور. أنا لا أريد أن أرى حتى صورة مركب في حياتي بعد اليوم."

UNIT 19

Activity 1

1. مجالس 2 مداخل 3 مكاتب 4 مخارج 5 معارض 6 متاح.
2. ملاعب 8 مصارح.

Activity 2

1. نريد زيارة المتحف.
2. نذهب إلى المكتب.
3. نذهب إلى المكتب.

Activity 3

'My life is a struggle. My husband is a journalist in the Ministry of Information and his mission in life is the fight against hypocrisy and corruption.

Our one disagreement is that he doesn't find the time to help me in preparing the food, or teaching anything to the children, or in mending this or cleaning that. Just as remembering occasions, talking to the family and sending flowers are all only my responsibility.'

Activity 4

1. الاستماع 2 الانقلاب 3 الاجتماع 4 استقبال 5 اقتصاد 6 اقتصاد

Activity 5

It's the World Cup tomorrow. Mimo's coach thinks he's wayward and his behaviour irresponsible, but his friend thinks it's the coach's fault.

a) 3 b) 9 c) 7 d) 6 e) 5 f) 1 g) 1 h) 10 i) 2 j) 8

UNIT 20

Activity 1

1. منى تذهب إلى المدرسة؟
2. هل تذهب إلى المدرسة؟
3. هل تذهب إلى المدرسة؟
4. ماذا происходит؟
5. ماذا يحدث؟
6. ماذا يحدث؟

Activity 2

1. هل تذهب إلى المكتبة؟
2. هل تذهب إلى المكتبة؟
3. هل تذهب إلى المكتبة؟
4. هل تذهب إلى المكتبة؟
5. هل تذهب إلى المكتبة؟

Activity 3

1. هل تذهب إلى المكتبة؟
2. هل تذهب إلى المكتبة؟
3. هل تذهب إلى المكتبة؟
4. هل تذهب إلى المكتبة؟
5. هل تذهب إلى المكتبة؟

Activity 4

1. هل تذهب إلى المكتبة؟
2. هل تذهب إلى المكتبة؟
3. هل تذهب إلى المكتبة؟
4. هل تذهب إلى المكتبة؟
5. هل تذهب إلى المكتبة؟
6. هل تذهب إلى المكتبة؟